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From: GABRIELA LEMUS
Date: 4/21/00
Subject: LATINO ED. SUMMIT
FAX #: 456 6218
Pages:
(including cover)

Gabriela D. Lemus

From: Andres Jimenez [Andres.Jimenez@ucop.edu]
Sent: Wednesday, April 19, 2000 6:58 PM
To: Gabriela D. Lemus
Subject: For starters, names and contacts

Hola Gabi,

For starters, let me give you some key players in the education field that should be among those invited to the White House meetings:

1) Professor Patricia Gandara

Associate Director of the UC Linguistic Minority Research Institute
(Professor of Education, UC Davis, Affiliated with the Harvard University Civil Rights Project)

e-mail: <pcgandara@ucdavis.edu>

Webiste for UC LMRI

<http://www.lmrinet.ucsb.edu/>

Patricia was also the main evaluator for the Puente Project, an award winning program for community college and high school students. Puente's web site is
www.puente.net

Finally, Patricia has also been conducting some top-notch work for the College Board. Check out their recent "Reaching the Top" and "Priming the Pump" reports at their web site.

2) Dean Eugene Garcia

Graduate School of Education, UC Berkeley

e-mail: <egarcia@socrates.berkeley.edu>

Gene headed OBLEMLA in the Clinton Administration and was chair of the UC Latino Eligibility Task Force.

3) Emeritus Professor Eugene Cota-Robles

Co-chair, National Task Force on Minority Achievement

Gene is a biologist who served as a UC Office of the President Assistant

Vice President

e-mail: <genioecr@aol.com>

4) Professor Aida Hurtado

Department of Psychology, UC Santa Cruz

Aida served as research director of the UC-wide Latino Eligibility Study conducted for the Task Force of the same name. (Their web site is unfortunately inoperable at this time.)

e-mail: <aida@cats.ucsc.edu>

5) Vice President-designate Alex Saragoza

UC Office of the President, Vice President for Outreach

Alex is currently a professor of Ethnic Studies at UC Berkeley. He will be leading UC's \$100M + outreach effort to increase the number of Latinos and other under-represented groups in the UC system's undergraduate and graduate programs.

e-mail: <alexsara@uclink.berkeley.edu>

6) Professor Angela Valenzuela

School of Education, UT Austin

Angela is a specialist on student achievement in Texas. You'll have to

Gabriela D. Lemus

From: Andres Jimenez [Andres.Jimenez@ucop.edu]
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On factors for school excellence, some topics not mentioned in the goals language are the following:

- 1) the importance of a quality public school academic program to ensure that all Latino students read at grade level by the end of 3rd grade (regardless of language) and that all Latino students be enrolled in Algebra or Geometry by grade 9.
- 2) to accomplish a quality academic program, Latino students need to be taught by qualified, credentialed teachers. These teachers should be trained in the latest strategies for teaching English Language Learners and students from a variety of cultural and national origin backgrounds. (In California, that means obtaining a B-CLAD credential.) A special effort should be made by state and federal governments to support the training and development of a new fully-trained teacher corps, including the retooling of those already working as teacher's aides and other paraprofessionals. Newly trained teachers need to be offered special loan-forgiveness and housing programs. (One of the major problems we had in California before Proposition 227 is that there were not enough teachers being trained as bilingual teachers. We still have the same credential system as we did before 227.)
- 3) students should receive access to a quality academic curriculum that can only be achieved by the abolition of all forms of tracking
- 4) create a level playing field for Latino students by requiring that federally and state supported competitive undergraduate universities develop new criteria for determining academic scores in considering competitive admissions. The exclusive use of standardized tests and privileged scoring of honors and advanced placement courses is discriminatory and limits opportunities for Latinos.
- 5) Latinos suffer the highest drop-out rates of all US national origin or ethnic groups. This is a consequence of poor schools, insufficient parent engagement in the schools, parental mobility in urban areas, absence of prepared teachers, and economic pressures. It is also the case that a number of foreign born adolescents, especially in places like California, Texas, and Illinois never "drop-in" or enroll in school when they arrive in the US. As a result, there is a need to redesign adult and continuing education in ways that allow these youth and older immigrants (including parents of currently enrolled schoolchildren) to pursue a variety of strategies for lifelong learning in adult schools, community colleges, and job training centers.

How are the goals currently being articulated.

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 UC DAVIS DIVISION OF EDUCATION

Patricia Gándara
 Associate Professor of Education
 email: pcgandara@ucdavis.edu



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.

Publications

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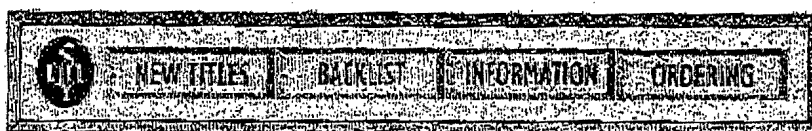
 UC DAVIS DIVISION OF EDUCATION
High School Puente Program Evaluation Project

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
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The Harvard Educational Review is pleased to announce a

New Book Based on the Forum:

150 Years of Chicano/Chicana Education, 1848-1998

Coming October 1998

In recognition of the 150th anniversary of the signing of the 1848 Treaty of Guadalupe Hidalgo, which ended the Mexican-American War, the **Harvard Educational Review** and the University of California at Irvine cosponsored a forum, held on April 25, 1998, on historical and present day educational challenges and issues faced by Chicanos and Chicanas.

The **Harvard Educational Review** is publishing the papers presented at this historic event. Authors from the three Forum panels--historical, contemporary, and an intergenerational platica--include:

Historical Presentations:

- **Rodolfo Acuña**, California State University, Northridge - Moderator/Respondent
- **Martha Menchaca**, University of Texas, Austin - Treaty of Guadalupe Hidalgo
- **Guadalupe San Miguel**, University of Houston - 1848 to 1900
- **Gilbert G. Gonzalez**, University of California, Irvine - 1900s to 1940s
- **Dolores Delgado Bernal**, University of California, Davis - 1950s to 1990s

Contemporary Presentations:

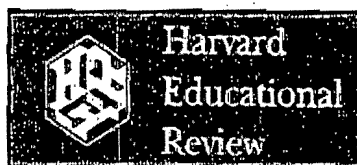
- **Norma V. Cantu**, Assistant Secretary for Civil Rights, U.S. Department of Education - Moderator/Respondent
- **Richard R. Valencia**, University of Texas, Austin - Standardized Testing
- **Eugene E. Garcia**, University of California, Berkeley - Bilingual Education/Achievement
- **Gary Orfield**, Harvard Graduate School of Education - Policy, Segregation/Equity
- **Patricia Gandara**, University of California, Davis - Higher Education Access and Attainment

Intergenerational Platica:

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QTD

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Andy -

Here's some names
of ideas -

Happy Easter

Joli

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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.

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.

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Mobility Strategy

State Standards, assessments, and curriculum ^{instruction} must be structured to meet the needs of high mobility students, including ^{alternative strategies, innovative technology,} cooperative programs between schools, districts, and states that share students.

CE

Would you say something specific about using alternative strategies, including technology?

oh

Brian A. Barreto

05/08/2000 10:26:01

AM

Record Type: Record

To: See the distribution list at the bottom of this message
cc: Leslie Bernstein/WHO/EOP@EOP, Marjorie Tarmey/WHO/EOP@EOP
Subject: Confirmed participants for 2:00pm meeting - Goal # 3 - Achievement Gap/State Assessments/Resources and Systems

Below is a list of confirmed participants for today's 2:00pm meeting.

Reminder - meeting will take place in room 476 - oeob.

Alma Riojas Esparza, Nationla Association of Hispanic Federal Executives
Barry Szczesny, American Association of Museums
Reginald Felton, national School Boards Associaton
Manuel Oliverrez, National Association of Hispanic Federal Executives
Hector Garza, National Council for Community and Education Partnership
Gabriela Lemus, League of United Latin Amercian Citizens
Maria Figueroa, Association of American Colleges and Universities
Lezli Baskerville, The College Board
Raul Gonzalez, National Council of LaRaza
Yolanda Rios, National Puerto Rican Coalition
Steven Fleischman, American Federation of Teachers
Gabriela Uro, Council of the Great City Schools
Roger Rosenthal, Migrant Legal Action Program
Elvia Morales, National Association of Migrant Education
Moira Lenehan-Razzuri, National Association of Migrant Education
Marilyn McAdam, National Association of Migrant Education
David Griffith, National Association of State Boards of Education
Deborah Santiago, White House Initiative
Sarita Brown, White House Intiative
Wilbur Luna, National Education Association
Paul Ruiz, The Education Trust, Inc
Angela Manso, Congressional Hispanic Caucus
Angelo Amador, Mexican American Legal Defense and Education Fund
Gumencindo Salas, Hispanics Assocaition Colleges and University
Graciella Kavulla, Association for the Advancement of Mexican Americans
Maribeth Oakes, National PTA
Patricia Loera, National Assocaition Biligual Education
Heidi Ramirez, Department of Edcuation
Edith B. (Burnie) Bond, American Federation of Teachers

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.

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.

Panelists
Hispanic Education Strategy Session
May 15, 2000

Goal 1

Early Childhood- Rebecca Barrera- President Latino Children's Agenda-
Austin, Texas



Commissioner Gloria Rodriquez
CEO and Founder of AVANCE

Patricia Montoya
Commissioner

Betty Ansin Smallwood, Ph.D.

Recommended for session on early childhood

Dr. Smallwood has been named Co-director, responsible for training, curriculum, and instruction for CAL, Center for Applied Linguistics, started the Multicultural Preschool Language Initiative

Ken Milbrodt
Director of Training, Education and Development
Iowa Beef Packers (IBP)

Recommended as a business partner for early childhood, high school completion, or any other suitable session.

For three years, Ken Milbrodt has been an active partner in the Consortium Arrangement for Identification and Recruitment (CAIR), an organization fostering agri-business and education partnerships to develop model migrant education models for the identification and recruitment of migrant students. Under Mr. Milbrodt's direction, IBP has taken a leadership role in CAIR. Over a two-year period IBP conducted 20 plant surveys, identified approximately 10,700 children, and raised \$3.5 million for the school districts in their plant communities.

Rose Trevino
Head of Children's Services
San Antonio Public Library
Rose invented the program "Born to Read" which is an outreach program targeted at Hispanic teen mothers.

Armando Ramirez
Children's Librarian
San Jose Public Library
Armando is a Children's Librarian and provides several very successful bilingual Spanish/English programs. Several pre-school's, Head Starts regularly attend his programs. He just piloted a new program for teenage mothers and their infants called "Touchpoints".

Goal 2

← Carmen Hogan →
Carmen Perez-Hogan, NYS Department of Education. She is not only the state bilingual education coordinator, but she has also led several state teams in going out to districts to review and provide TA on how they serve Latinos. Likewise, she is the thinker behind the annual NYS Puerto Rican/Hispanic Youth Leadership Institute which brings together Latino teens from across the State to discuss and debate the issues most affecting them. (This year, both the VP and the First Lady spoke at the adult meeting of Latinos that served as opening for the 10th annual conference.)

← Migdania Vega, Principal, Coral Way Elementary Bilingual School, Miami (the ground-breaking and successful dual immersion school); she's also on the National Assessment Governing Board which provides guidance on NAEP--so she knows a few things about testing and the inclusion of LEP students

Nancy Zelasko/Joel Gomez, National Center on Bilingual Education (NCBE) at George Washington University. They've done a lot of work in pulling together resources on teaching LEP students, but also teacher guides for better serving Latinos across content areas.

Sandra Fradd

University of Florida

Sandra has documented the positive effects of multiple language skills to employee salaries.

Ken Hunt

General Manager of Longo Toyota in California. Longo Toyota is the most successful Toyota dealership in the world and they believe it is because they have a sales force that speaks the language of the customers.

Diane August

August and Associates

4500 Wetherill Road

Bethesda, MD 20836

Hilaria Bauer

Intercultural Development Research Association

5835 Callaghan Road, Suite 350

San Antonio, TX 78228-1190

Adeline Becker, Executive Director

The Education Alliance

Brown University

222 Richmond Street, Suite 300

Providence, RI 02903-4226

Maria Brisk

Boston College

Flora Brown
University of Illinois at Chicago
College of Education
1040 West Harrison Street, M/C 147
Chicago, IL 60607-7133

Margarita Calderon
Johns Hopkins University
1816 Larry Hinson
El Paso, TX 79936-4206

Rosa Castro Feinberg
Florida International University

Anna Uhl Chamot
George Washington University
Graduate School of Education and Human Development
2134 G Street NW
Washington, DC 20052

Donna Christian
Center for Applied Linguistics (CAL)
4646 Fortieth Street NW
Washington, DC 20016-1859

James Cummins
OISE

Virginia Collier
George Mason University

Kathy Escamilla
University of Colorado, Boulder
Campus Box 249
Boulder, CO 80309

Eugene Garcia, Dean
School of Education
University of California/ Berkley
California

Joel Gomez
George Washington University
Graduate School of Education and Human Development
2134 G Street NW
Washington, DC 20052

Minerva Gorena
George Washington University
NCBE
2011 Eye Street NW, Suite 200

Washington, DC 20006

Kenji Hakuta
Stanford University, CT

Else Hamayan

Lillian Hernandez, Director
Office of Bilingual Education
NY City Public Schools
131 Livingston Street, Room 501
Brooklyn, NY 11201

Stephen Krashen
University of California

Diana Lam, Superintendent
Providence School Department
797 Westminster Street
Providence, RI 02903

Liliana Minaya-Rowe
University of Connecticut
Box U33
249 Glenbrook Road
Storrs, CT 06268

Peter Negroni, Superintendent
Springfield School Department
195 State Street
Springfield, Massachusetts

El Puente Academy (in NY City) (a community-based high school)

Sonia Nieto,
University of Massachusetts, Amherst

Maria Pacheco, Director
Equity and Diversity Projects
The Education Alliance
Brown University
222 Richmond Street, Suite 300
Providence, RI 02903-4226

Delia Pompa, Executive Director
National Association for Bilingual Education (NABE)
Washington, DC

David Ramirez
California State University – Long Beach
Department of Teacher Education

1250 Bellflower Blvd., ED 1-23
Long Beach, CA 90840-2201

Charlene Rivera
George Washington University
Center for Equity and Excellence in Education
1730 North Lynn Street
Arlington, VA 22209

Maria Robledo
IDRA
Austin, Texas

Valdemar Rojas, Superintendent
Dallas, Texas

Walter Secada, Director
Comprehensive Center
University of Wisconsin
Madison, WI

Howard L. Smith
University of Texas – San Antonio
Bicultural Bilingual Education
6900 N. Loop, 1604 West
San Antonio, TX 78249-0653

Catherine Snow, Professor of Education
Harvard University

Adele Solis
IDRA
Austin, TX

Maria Torres Guzman
Teachers College, New York

Josefina Vilamil Tinajero, President
N. A. B. E.

Lilly Wong Filmore
Stanford University, CA

Suggested by: Andres Jimenez c/o Gabriela Lemus

Professor Patricia Gandara
Associate Director of the UC Linguistic Minority Research Institute
Professor of Education, UC Davis
Affiliated with the Harvard Civil Rights Project
Patricia was the main evaluator for the Puente Project

Eugene Garcia

Dean, Graduate School of Education, UC Berkeley

Gene headed OBEMLA in this Administration and was chair of the UC Latino Eligibility Task Force.

Deborah Short

Director, English Language and Multicultural Division

Center for Applied Linguistics

Recommended for the session on language proficiency

Background

Deborah Short is a director of the English Language and Multicultural Education Division at the Center for Applied Linguistics (CAL) in Washington, DC. She has worked as a teacher, trainer, researcher, and curriculum/materials developer in the area of K-12 language minority education for over 18 years. Her work at CAL has concentrated on the integration of language learning with content area instruction for ESL and bilingual students in a variety of program models. She currently directs the ESL Standards and Assessment Project for TESOL (Teachers of English to Speakers of Other Languages). She has authored or co-authored numerous books, training manuals, curriculum materials, and journal articles related to integrated language and content instruction and standards-based education.

Jenny Lopez

Jenny is with the Multicultural Education

Training and Advocacy, Inc.

(suggested by NEA)

Governor Gray Davis

Goal 3

Closing the Achievement Gap- Dr. George Castro San Jose State University-

Sonia Hernandez

WHI Commissioner and Deputy Superintendent for the State of California is a national expert on this topic.

Dr. Richard Tapia- Rice University-713-527-4049

Eugene Cota-Robles

Co-chair, National Task Force on Minority Achievement

Gene is a biologist who served as a UC Office of the President Assistant Vice President

Aida Hurtado

Department of Psychology, UC Santa Cruz

Aida served as research director of the UC-wide Latino Eligibility Study conducted for the Task Force of the same name.

Goal 4

Angela Valenzuela
Professor
School of Education, UT Austin
Angela is a specialist on student achievement in Texas.

Anne Turnbaugh Lockwood/Walter Secada, University of Wisconsin and NCREL...together they worked on the Hispanic Drop-out Prevention Project and have just finished "Transforming Education for Hispanic Youth: Exemplary Practices, Programs, and Schools" and have also been involved in the center on effective schools.

Someone from the Hispanic Education and Media Group (non-profit in Sausalito, CA) which has developed the much lauded "Cada Cabeza Es un Mundo" Hispanic drop-out prevention curriculum/program. Senator Kennedy, the CHC, and others have talked about this (and it may sound familiar because Carlos Santana has done a lot of PR work on this). It's already being used in 7 states.

Raul de la Rosa
Director
Migrant and Bilingual Education
Superintendent for Public Instruction, State of Washington

Katherine Newman
Harvard Kennedy School
Katherine has done extensive research on working class and immigrant students.

Mr. de la Rosa is the current director of migrant education and bilingual education for the State of Washington. A former migrant himself he has worked with migrant children and families for the last 27 years. He developed the Portable Assisted Study Sequence (PASS) program to help at-risk migrant youth graduate from high school, which has been adopted nationally.
Recommended for session on narrowing the achievement gap or reducing the high school drop out rate.

Carlos Eduardo Macias
Founder and Executive Director
Latino Leadership Project

Recommended for session on high school completion or college completion.

Mr. Macias began the Latino Leadership Program (LLP) three years ago as a student at Grinnell. Only 19 at the time, he and other Hispanic classmates at Grinnell realized that there was a rapidly increasing Hispanic population in Iowa, particularly among high school aged students. They knew the difficulties such students, many of whom are limited English proficient, would face in schools that were unfamiliar with their needs and what little likelihood they would have of ever going on to college. He is 21 years old.

Manuel Isquirdo--High School Principal from Illinois who has developed an innovative dropout prevention program.

Maria Tukeva - Principal of Bell Multicultural in D.C.

Loida Velazquez, Ed.D.
Director, High School Equivalency Program
8710 Glen Echo Drive

Recommended for session on high school completion

Since 1987, Dr. Velazquez has been the director of the High School Equivalency Program (HEP) at the University of Tennessee, serving Tennessee, North Carolina, and South Carolina. HEP is a federal program designed to assist migrant youth who have dropped out of school attain their GED. Nationally, HEP has a 70 percent success rate, and 90 percent of the students served by the University of Tennessee program are projected to graduate. Dr. Velazquez is currently president of the National HEP-CAMP Association. She has also published numerous articles on Hispanic and Migrant education issues.

Goal 5

Alex Saragoza
Vice President-designate

✓ UC Office of the President, VP for Outreach

Professor of Ethnic studies at UC Berkeley. He will be leading UC's \$100m outreach effort to increase the number of Latinos and other under-represented groups in the UC system's undergraduate and graduate programs.

Juliet Garcia

President of University of Texas at Brownsville (an HIS) and
Chair of the WHI Commission Higher Education Committee.

David Montejano
Professor

Center for Mexican American Studies, UT Austin. David authored the 10% admissions plan in Texas.

Marcos Sanchez, Ed.D.
Director

College Assistance Migrant Program

Recommended for the panel session on college completion.

Dr. Sanchez is currently the director of the CAMP program at Sacramento State University. CAMP is a federal program designed to recruit migrant youth to enter college and to provide needed services to ensure that they complete their first year and go on to graduate from college. Nationally, 96 percent of CAMP students complete their first year and 73 percent go on to graduate.

(Goal 5 cont'd)

Cha Guzman

Jacob Fraire

Assistant Vice President

Educational Alliances and Partnerships

Texas Guaranteed Student Loan Corporation

Recommended for session on college completion

Since May 1998, Jacob Fraire has served as Assistant Vice-President for Educational Alliances and Partnerships at TGSLC. His office is responsible for developing and carrying out partnership programs with secondary schools, higher education institutions and associations, and community organizations in the areas of pre-collegiate outreach, college retention, and student loan management. A former migrant worker from El Paso, Mr. Fraire has dedicated much of his professional and personal time in support of programs for children of migrant and seasonal farmworkers.

Suggestions from National Association of State Boards of Education (NASBE)

Monica Lozano

California State Board of Education

Flora Sanchez

President, New Mexico State Board of Education

Emilio Hernandez

Oregon State Board of Education

Rene Nunez

Texas State Board of Education

Manuel Isquirdo

High School Principal from Illinois who has developed an innovative dropout prevention program.

District person from EL Paso---I don't know who the right senior person is there, but they're doing incredible things in strategically serving Latinos and all children in the schools. They've garnered great public and private support and are coordinating efforts, including through Title I, GEAR UP, etc.

Steven Herb

Education Librarian and Head of Education Library

Penn State's University Libraries and

Associate Professor of Language and Literacy Education

Carmen Toni Bissessar

Director, Brooklyn Multi-lingual Library and

President of REFORMA (a hispanic library association)

REFORMA is committed to the improvement of libraries and information services for Spanish speaking people in the U.S.

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\$240

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NASBE

NATIONAL ASSOCIATION OF
STATE BOARDS OF EDUCATION

277 S. WASHINGTON STREET
SUITE 100

ALEXANDRIA, VA 22314

Phone: 703-684-4000

Fax: 703-836-2313

Web: www.nasbe.org

FAX TRANSMISSION

DATE:	4-24-00
TO:	Bethany Little
FROM:	Dave G. Little
FAX #:	
# OF PAGES (w/ Cover):	2
SUBJECT/COMMENTS:	
Project Code _____	Fax Completed _____

NASBE's mission is to be the principal organization for policymakers involved in the field of education. It shall develop and provide information that anticipates critical issues formulated with active participation of state board members. NASBE shall promote policy frameworks that are clearly recognizable as scholarly, student-focused, nonpartisan and adaptable to state by state implementation.

April 24, 2000



Ms. Bethany Little
Domestic Policy Council
Room 217
Old Executive Office Building
Washington, DC 20500

Dear Ms. Little:

With regard to the upcoming White House Conference on Educational Excellence for Hispanic Americans, I wanted to provide you with the names of state board members you may wish to consider to participate in this event. These state education leaders are involved in the issues and policies related to the academic achievement of Hispanic students.

Monica Lozano
California State Board of Education
721 Capitol Mall, Room 532
Sacramento, CA 95814

Flora Sanchez
President, New Mexico State Board of Education
300 Don Gaspar
Santa Fe, NM 97501-2786

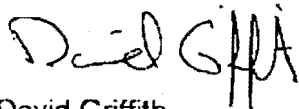
Emilio Hernandez
Oregon State Board of Education 
255 Capitol Street NE
Salem, OR 97310

Joe Bernal
Texas State Board of Education
1701 North Congress Avenue
Austin, TX 78701

Rene Nunez
Texas State Board of Education
1701 North Congress Avenue
Austin, TX 78701

If you have any questions, please call me at 703/684-4000.

Sincerely,

A handwritten signature in dark ink, appearing to read "David Griffith", is positioned above the printed name and title.

David Griffith
Director of Governmental Affairs

277 South Washington Street
Suite 100
Alexandria, Virginia 22314

703-684-4000
FAX 703-836-2313

MEMORANDUM

TO: Bethany Little

FROM: Emily Sheketoff
American Library Association

SUBJECT: Potential Panelist for National Hispanic Education

Goal #1, Early Education:

Suggested panelists:

Rose Trevino (resume attached)
Head of Children's Services
San Antonio Public Library
600 Soledad Street
San Antonio, TX 78205-1208
210-207-2510 (Phone)
210-207-2508 (FAX)
rtrevino@ci.sat.tx.us

Rose Trevino invented the program, "Born to Read". She is now in the San Antonio Public Library system as the head of Children's Services. Some of San Antonio's programs include:

Cuentitos, Rimas y Mas/Stories, Rhymes & More

A bilingual program that is targeted at children, ages 3-6. The children participate in group participation activities and learn songs from Latin American countries. Children also enjoy finger plays in Spanish and English and learn rhymes to clap to.

Nacido Para Leer/Born To Read

This outreach program is targeted at Hispanic teen mothers. Mothers are taught how to select books for their babies as well as how to share books with them. They learn many basics including lullabies, nursery rhymes, and simple verses. A 5 1/2 minute video is available in Spanish and in English. A bilingual manual with the songs, rhymes, and book suggestions is also available. Phase I of Nacido Para Leer/Born To Read is targeted at mothers of babies, newborn to 24 months. The second phase, currently under production, is targeted at mothers of babies, 24 to 36 months.

Dia de los Ninos/Dia de los Libros

A bilingual activity flyer is produced and distributed to children throughout the city. This recognition of children and books is celebrated on April 30, and San Antonio Public Library celebrates with displays and programs at all locations. A suggested list of bilingual books is made available for distribution.

Hispanic Heritage

In celebration of Hispanic Heritage, numerous programs are developed and presented throughout the year. Children's Services has a reader's theater group, called The Troubadours, which presents stories adapted from Latin American folktales. These presentations are made in the public libraries and in schools.

Carol Fiore, Program Specialist
Bureau of Library Development
Division of Library & Information Services
Florida's Born to Read Program
2005 Pepperidge Way
Tallahassee, FL 32308-6144
805-487-2651 (Phone)
850-488-2746 (FAX)
cfiore@mail.dos.state.fl.us

You have the video of Florida's *Born to Read – Florida Style* and a copy of their pamphlet, *Parents...If you see any of these warning signs...* in both English and Spanish.

The purpose of Florida's *Born to Read* program is to work with at-risk teen parents or parents-to-be to teach them about the importance of reading to their babies. The program helps these parents develop necessary skills to be effective as their child's first teacher and provides age and developmentally appropriate materials to do so. Because members of the target population have frequently not been traditional library users, it is important that outreach programs be an integral part of the local library's activities. This early intervention program can help break the cycle of illiteracy.

Susan Roman, Executive Director of the Association for Library Service to Children and the Association for Library Trustees and Advocates, (Divisions of the American Library Association)
ALA Headquarters
50 East Huron
Chicago, IL 60611
800-545-2433, ext. 2162 (Phone)
312-944-7671 (FAX)
sroman@ala.org

Susan Roman has over twenty years of experience in library service to users of every age. She has worked in public libraries, special libraries, and taught graduate level library service classes at both the University of Chicago and Dominican University (formerly Rosary College). A frequent speaker and author of books and articles, she received her Ph.D. from the University of Chicago.

Ms. Roman has led delegations of children's literature and service specialists to Russia, China, South Africa, and Eastern Europe. She is an active proponent of cooperative and collaborative programming for children and their families - including those developed, administered, or conducted by her. These programs include: the Library-Museum-Head Start Partnership Project, the Born to Read Project, the I Am Your Child Campaign, the Coalition for America's Children, the Goals 2000 Arts Education Partnership, the Designated Reader Campaign, the U.S. Department of Education Read*Write*Now! Initiative, the Between the Lions PBS television series, and the ParenTech Project. Many of these projects are aimed at parent education, especially those dealing with early literacy.

Armando Ramirez
Children's Librarian, San Jose Public Library
180 West San Carlos
San Jose, CA 95113
408-277-4871 (Phone)

Armando is a Children's Librarian at San Jose Public Library's Biblioteca Latinoamericana. As such, he provides several very successful bilingual Spanish/English programs. Armando's Preschool Bilingual Story Hour is now one of the most popular programs in the Biblioteca's community. Several preschools, Head Starts and members of the neighborhood community regularly attend this program. Recently, Armando piloted an exciting new program for teenage mothers and their infants called "Touchpoints."

Touchpoints is an early childhood literacy program that helps young mothers introduce literacy to infants (0 to 18 months) through the use of board books, songs and finger plays.

Armando is an inspired children's librarian and a wonderful role model for San Jose's Latino youth.

Goal #2, Multilingualism:

Suggested chairperson:

Withdrawal/Redaction Marker

Clinton Library

DOCUMENT NO. AND TYPE	SUBJECT/TITLE	DATE	RESTRICTION
001a. memo	Emily Sheketoff to Bethany Little re: Potential Panelist (partial, page 4) (1 page)	n.d.	P6/b(6)

COLLECTION:

Clinton Presidential Records
Domestic Policy Council
Andrew Rotherham (Education)
OA/Box Number: 21293

FOLDER TITLE:

Conference [3]

2011-0103-S

rc146

RESTRICTION CODES

Presidential Records Act - [44 U.S.C. 2204(a)]

- P1 National Security Classified Information [(a)(1) of the PRA]
- P2 Relating to the appointment to Federal office [(a)(2) of the PRA]
- P3 Release would violate a Federal statute [(a)(3) of the PRA]
- P4 Release would disclose trade secrets or confidential commercial or financial information [(a)(4) of the PRA]
- P5 Release would disclose confidential advice between the President and his advisors, or between such advisors [(a)(5) of the PRA]
- P6 Release would constitute a clearly unwarranted invasion of personal privacy [(a)(6) of the PRA]

C. Closed in accordance with restrictions contained in donor's deed of gift.

PRM. Personal record misfile defined in accordance with 44 U.S.C. 2201(3).

RR. Document will be reviewed upon request.

Freedom of Information Act - [5 U.S.C. 552(b)]

- b(1) National security classified information [(b)(1) of the FOIA]
- b(2) Release would disclose internal personnel rules and practices of an agency [(b)(2) of the FOIA]
- b(3) Release would violate a Federal statute [(b)(3) of the FOIA]
- b(4) Release would disclose trade secrets or confidential or financial information [(b)(4) of the FOIA]
- b(6) Release would constitute a clearly unwarranted invasion of personal privacy [(b)(6) of the FOIA]
- b(7) Release would disclose information compiled for law enforcement purposes [(b)(7) of the FOIA]
- b(8) Release would disclose information concerning the regulation of financial institutions [(b)(8) of the FOIA]
- b(9) Release would disclose geological or geophysical information concerning wells [(b)(9) of the FOIA]

Governor Gray Davis. California has been dealing with the issue of multi-lingualism for a number of years and has many programs to address the various issues.

Suggested panelists:

Laura Kleinmann, Librarian
Oyster Bilingual Elementary School
Washington, DC
202-671-0081 (work)

 P6(b)(6)
laura.k@erols.com

[006]

Oyster Bilingual School is the only dual-language immersion program in the DC Public School system. The children, who range in age from Pre-Kindergarten to 6th grade, receive instruction in English and Spanish throughout the day. Each classroom has an English-dominant and Spanish-dominant teacher who share the curriculum in a variety of ways, depending on their pedagogical strengths and interests. Therefore, Science, Social Studies and Math may be taught in either language throughout the year, while Language Arts is taught in English and Spanish everyday. The student population is diverse, yet from its inception in 1972, Oyster has maintained a 60% native Spanish-speaking majority. This insures that the dual-language program serves the needs of Washington's Spanish-speaking community by providing a solid foundation in first-language and second-language instruction, while at the same time providing an opportunity for the city's English-speaking children to learn Spanish. When the children graduate from the 6th grade, they are truly prepared to take their places as bilingual citizens of a multicultural world.

As the bilingual Librarian at Oyster for five years, Laura Kleinmann has been able to support and enhance this exciting program in many ways. Her mission has been to create a library program and develop a collection of books and materials that truly reflect the Oyster community both linguistically and culturally. During her five year tenure at Oyster Elementary, she has increased the collection of books in Spanish from 1/5 of all books in the library to approximately half. Her emphasis when purchasing books in either language has been multicultural children's literature as well as authentic texts in Spanish (non-translations). As the collection has grown, she has worked more and more closely with teachers to extend the library program into the classrooms. As the "book person" at Oyster Elementary, Ms. Kleinmann has always made sure that she is available to provide resources and ideas for classroom projects. When children come to the library, she inspires them to interact with words through bilingual storytelling and dramatizations, often using a flannel board for increased visual comprehension. She encourages children, teachers and parents to borrow books from the library, and is in the process of automating the collection to streamline that process. A vibrant, welcoming bilingual Library is the beating heart at the center of a

successful, bilingual school, and at Oyster Elementary, she believes that the library fulfills that purpose.

Ben Ocon, District Director (resume attached)
Utah Public Library
Day Riverside Branch
1575 W 1000 North
Salt Lake City, UT 84116
801-524-8287 (Phone)
801-524-8294
bocon@mail.slcppl.lib.ut.us

Carmen Toni Bissessar, Director
Brooklyn Multi-Lingual Library
President of REFORMA (Hispanic Library Organization)
129-20 101st Ave
Richmond Hill, NY 11419
718-230-6798 (Phone)
718-230-6798 (FAX)
tbissessar@brooklynpubliclibrary.org

Toni Bissessar is the current President of REFORMA, the National Association to Promote Library Services to the Spanish-Speaking. Their website is www.reforma.org

REFORMA is committed to the improvement of the full spectrum of library and information services for the approximately 29 million Spanish-speaking and Hispanic people of the U.S. It was established in 1971 to promote the development of library collections to include Spanish language and Hispanic-oriented materials; the recruitment of more bilingual and bicultural professionals and support staff; the development of library services and programs which meet the needs of the Hispanic community; the establishment of a national network among individuals who share their goals; the education of the U.S. Hispanic population in regards to availability and types of library services; and lobbying efforts to preserve existing library resource centers serving Hispanic interests.

Sally Bean, Children's Librarian
Oakland Public Library
Latin American Branch
1900 Fruitvale Ave
Oakland, CA 94601-2451
510-535-5620 (Phone)
510-535-5622 (FAX)
bean#sa@oak2.ci.ca

Diana Borrego, Outreach

San Jose Public Library
180 W San Carlos Street
San Jose, CA 95113
408-277-5666 (Phone)
408-885-0527 (FAX)
diana.borrego@ci.sj.ca.us

Martin Gomez
Executive Director, Brooklyn Public Library
Grand Army Plaza
Brooklyn, New York 11238
718-230-2403 (Phone)
718-399-9372 (FAX)
m.gomez@brooklynpubliclibrary.org

Martín Gómez is Executive Director of Brooklyn Public Library, the nation's fifth-largest library system. The Library is an independent nonprofit corporation with an annual operating budget of \$75 million, and serves Brooklyn's 2.5 million residents. Mr. Gómez has been instrumental in establishing the Brooklyn Public Library Foundation to raise private funds for Library programs. He also helped to create an online wide-area network providing free public access to the Internet at Brooklyn's 60 public libraries. His current focus is to strengthen the Library's ability to improve literacy levels for children and young adults. Mr. Gómez joined Brooklyn Public Library in 1995 and continues his lifelong commitment to encouraging diversity in libraries.

Mr. Gómez is an elected member of the American Library Association (ALA) Executive Board. In 1991, Mr. Gómez served as President of REFORMA, the National Association to Promote Library Services for the Spanish Speaking.

Recent honors include: 1999 New York City Council Man of Hope Award; 1998 Honorary Doctor of Laws degree from St. Joseph's College, Brooklyn; 1998 Homero Rosado Leadership Award from the Spanish Speaking Elderly Council-RAICES; 1998 Award for Outstanding Support of Archives from the Archivists Round Table of Metropolitan New York; 1997 Brooklyn Friends School's Festividad de Amigos Award for fostering educational and business partnerships; and the 1997 Brooklyn District Attorney's Arts Award for Hispanic Leadership. In 1996, the Brooklyn Chamber of Commerce presented Mr. Gómez with the Eileen C. Dugan Public Service Award. In 1990, he was awarded the Margaret E. Monroe Adult Services Award from the ALA.

Rose V. Treviño
Children's Services Coordinator
San Antonio Public Library
600 Soledad
San Antonio, Texas 78205
(210) 207-2510

EXPERIENCE

Children's Services Coordinator, San Antonio Public Library.	January, 1989 to present
Branch Manager, Memorial Branch Library San Antonio Public Library	April, 1981 to December, 1988
Assistant Branch Manager, Las Palmas Library San Antonio Public Library	January, 1979 to April, 1981
Children's Librarian, Las Palmas Branch Library San Antonio Public Library	January, 1977 to December, 1978
Cataloger, San Antonio Main Library San Antonio Public Library	June, 1976 to January, 1977
Librarian I, Las Palmas Branch Library San Antonio Public Library	September, 1975 to May, 1976

EDUCATION

MLS Our Lady of the Lake University San Antonio, Texas	August, 1975
BA Our Lady of the Lake University San Antonio, Texas	May, 1974

PUBLICATIONS

Familiar Faces...Faraway Places (1994)

Texas Reading Club manual for Texas State Library

Ready, Set...READ! (1996)

Texas Reading Club manual for Texas State Library

Born To Read: A Guide for Hispanic Teen Mothers/Nacido Para Leer: Manual Para Madres Adolescentes (1997)

A bilingual manual funded by the Texas State Library and the U.S. Department of Education

Outstanding Translated Children's Books: Birth of a Bibliography by Committee (1998)

Journal of Youth Services In Libraries/Association for Library Service to Children

Children's Books in Spanish (1992-1996)

Book review column for *School Library Journal*

Buenos Días/Good Morning: Bilingual Programs for Children. Library Services to Youth of Hispanic Heritage. (1999)

Library Services to Youth of Hispanic Heritage. To be published by McFarland & Company, Inc. in 2000.

VIDEO PRODUCTIONS

"Bluebonnet Tales" (Texas Bluebonnet Award video, 1996)

"Born To Read/*Nacido Para Leer*" (5 ½ minute video in English and Spanish)

"Journey On the Bluebonnet Trail" (Texas Bluebonnet Award video, 1997)

"Following the Yellow Brick Road" (Texas Bluebonnet Award video, 1998)

The Texas Bluebonnet Award is a children's choice award given to an author born in the United States for the best book written for a child in grades 3, 4, 5, and 6. It is sponsored by the Texas Library Association, the Children's Round Table, and the Texas Association of School Librarians.

PROFESSIONAL ACTIVITIES/AFFILIATIONS

Member, Texas Library Association from 1989 to present

Member, Children's Round Table executive board, a unit of the Texas Library Association, from April 1996 to April 1999

Member, Texas Bluebonnet Award Committee, an awards program of the Texas Library Association from April 1995 to April 1998

Member and Chair, 2 X 2 Reading List Committee, a committee of the Children's Round Table, a unit of the Texas Library Association from April 1999 to April 2002

Member, American Library Association/Association for Library Services to Children from July 1996 to present

Member, International Relations Committee/Association for Library Services to Children from July 1996 to present

Member, Newbery Award Committee/Association for Library Services to Children from July 1998 to July 2000

Member, Youth Initiatives Team, City of San Antonio from January 1989 to present

Member, San Antonio Association for the Education of the Young Child from January 1990 to present

Member, SAPL Puppet Company from June 1989 to present

Member, The Troubadours, a reader's theater troupe from February 1996 to present

AWARDS AND HONORS

La Promesa Award presented by the Corporate Fund for Children at the National Latino Children's Institute in August 1996 for outstanding services to youth.

Siddie Joe Johnson Award/Children's Librarian of the Year Award presented by the Children's Round Table at the Texas Library Association Annual Conference in April 1997.

John Cotton Dana Award for the Born To Read/*Nacido Para Leer* project presented at the American Library Association Annual Conference in June 1998.

San Antonio Library Service Award presented by the Library Board of Trustees in August 1998 for outstanding services to youth. (Individual staff award)

San Antonio Library Service Award presented by the Library Board of Trustees in August 1998 for outstanding services to youth. (Joint committee award "*Carrera a la Biblioteca/Race To the Library*")

John Cotton Dana Award for Shake, Rattle & Read!/*Muevete y Ponte a Leer!* the Summer Reading Program presented at the American Library Association Annual Conference in June 1999.

PRESENTATIONS

American Library Association
Up the Leadership Ladder
Association for Library Service to Children
Indianapolis, Indiana
October 29-29, 1998
"Born To Read: How to Nurture a Baby's Love of Learning"

American Library Association
Midwinter
Preschool Services Division/ALSC
January, 1996
"Bilingual Preschool Programs"

Texas Department of Protective and Regulatory Services
Children's Resources Division
Annual Child Care Conference
June 1997, June 1998, June 1999
"Storytelling & More"

Library Services to Youth of Hispanic Heritage
Fourth National Institute for Hispanic Library Education
March 12-14, 1999
Tampa Florida
sponsored by School of Library and Information Science, University of South Florida
"*Buenos Días/Good Morning: Bilingual Programs for Children*"

Convocation of Literacy Service Providers
St. Philip's LLDC
San Antonio Commission On Literacy
1998
"Born To Read"

Hillsboro, Cedar Park, Bryan Public Libraries

Summer 1997

"Planning Your Texas Reading Club"

San Antonio Association for the Education of the Young Child

Child Care Conference

1997, 1998, 1999

"Materials & Resources for Children"

"Storytelling & Creative Dynamics"

Catholic Educators Conference

November 1997, 1998, 1999

"Library Resources"

Withdrawal/Redaction Marker

Clinton Library

DOCUMENT NO. AND TYPE	SUBJECT/TITLE	DATE	RESTRICTION
001b. resume	Resume of Ben Ocon (partial) (1 page)	n.d.	P6/b(6)

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Clinton Presidential Records
Domestic Policy Council
Andrew Rotherham (Education)
OA/Box Number: 21293

FOLDER TITLE:

Conference [3]

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- P4 Release would disclose trade secrets or confidential commercial or financial information [(a)(4) of the PRA]
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- b(4) Release would disclose trade secrets or confidential or financial information [(b)(4) of the FOIA]
- b(6) Release would constitute a clearly unwarranted invasion of personal privacy [(b)(6) of the FOIA]
- b(7) Release would disclose information compiled for law enforcement purposes [(b)(7) of the FOIA]
- b(8) Release would disclose information concerning the regulation of financial institutions [(b)(8) of the FOIA]
- b(9) Release would disclose geological or geophysical information concerning wells [(b)(9) of the FOIA]

Ben Ocón

600167

P6(b)(6)

(801) 524-8287 [W]
bocon@mail.slcppl.lib.ut.us

LIBRARY EMPLOYMENT HISTORY

Salt Lake City Public Library:

Manager, Day-Riverside Branch (8/98—Present); also held positions of Project Manager, (4/97-8/98) Administrative/Support Services; and Manager of the Anderson-Foothill Branch (7/89-4/97). Responsibilities have included management of two branch operations; and the stewardship of the Library's management information system operations, development/ grantsmanship, outreach, and special projects (such as overseeing building program project for the new Main Library) under the supervision of the Library Director. 1989--Present

County of Los Angeles Public Library: Assignments included serving as Community Library Manager [Level V] of the Norwalk Regional Library, City of Norwalk, 1988-89; Regional Coordinator, South Region [Level IV], 1982-88; Community Library Manager of the Sunkist Library [Level III], City of La Puente, 1979-80; Community Library Manager of the Belvedere/A. Quinn Library [Level II], East Los Angeles, 1977-79; and Lead Reference/AV Librarian [Level I], East Los Angeles Library, 1980-82. Experience also includes assisting with two capital improvement projects involving the remodeling and relocation of the Hawaiian Gardens Branch Library (1986-87); and Regional coordination of services, programs, staff training, and collection development (AV focus) in a Region comprised of 18 branches; numerous outreach projects to diverse communities special community relations projects promoting library services. 1975-89

California State University at Fullerton Library: Reference Librarian at the campus library; Responsibilities included serving as a part-time reference librarian providing general reference service to college students and faculty, 1981-83.

LIBRARY EMPLOYMENT HISTORY (Cont.)

Stanford University Libraries: Technical Processing Specialist; responsibilities included online bibliographic searching and assisting with the appraisal of gifts for the Gifts & Exchange Division (1973-74); work-study positions as Language Laboratory Aide, Circulation Aide, Student Page and Signmaker at the Main Library and Meyer Undergraduate Library (1970-73). 1970-74.

INTERNSHIP

Moffitt Undergraduate Library, University of California at Berkeley: Reference Intern, 1977.

EDUCATION

Bachelor of Arts, A.B., English. Stanford University.
Master of Library Science, M.L.S. University of California at Berkeley.
Master of Arts, English, M.A. California State University at Fullerton.

HONORS AND AWARDS

REFORMA Librarian of the Year, 1999.
Utah Governor's Conference on Library and Information Services, Delegate, 1991.
National Association of Counties Achievement Award (NACO) for Spanish Language Feature Film Programs, 1983-85, Co. of Los Angeles Library, 1986
Employee of the Month, July 1998 & July 1999, Library Employees Organization, Salt Lake City Public Library.

PROFESSIONAL AFFILIATIONS & ACTIVITIES

- American Library Association
- Utah Library Association
- Utah Library Association Board of Directors [1994-95]
- Utah Library Association Awards Committee [1991-95]
- California Library Association [1977-90]
- California Library Association Conference Speaker, "Ethnic Collections in Libraries," and "Fast Forward with Film & Video," 1982.
- Utah State Library, Professional Skills Institute, "Library Services to Diverse Populations," Program Facilitator, Salt Lake City, Ut., 1995.
- Utah Library Association Conference Speaker, "*¡Música Latina!* Collection Development Strategies for Libraries," Ogden, Ut., 1997.

PROFESSIONAL AFFILIATIONS & ACTIVITIES (Cont.)

- Utah Library Association Fall Workshops, "Effective Outreach to Utah's Latino Communities." Program Speaker [Logan & Cedar City], 1997.
- REFORMA, National Association to Promote Library Services to the Spanish Speaking [1977-Present]
- REFORMA Scholarship Committee, 1987-88
- REFORMA National Conference, Program Planning Committee, 1995-96.
- REFORMA National Conference, "Using Focus Groups to Conduct a Community Analysis," Panelist, 1996.
- REFORMA *de Utah*, Founding Member & President, 1996-98.
- National REFORMA Executive Board, 1997-Present
- National REFORMA Nominations Committee Chair, 1997-Present
- Light on Literacy Conference Speaker, Provo, 1998.
- Kansas Library Association Tri-Conference Speaker, "La Biblioteca es Para Todos", 1998
- Missouri Library Association Postconference Speaker, "La Biblioteca es Para Todos," 1998.
- Arizona Library Association Conference Speaker, "¡Música Latina! Collection Development Strategies for Libraries," 1998.
- Office of Literacy & Outreach Services [OLOS] Advisory Committee, American Library Association, [1998-2000Term]
- Trejo-Foster Foundation Advisory Board, 4th Institute on Library Education to Hispanics, 1998-99
- Trejo-Foster Foundation Board Member, 1999-2000.

PUBLICATIONS

Library Journal, REFORMA National Conference [photograph], Oct. 1st, 1996 issue.
Ethnic Collections in Libraries, E. J. Josey, et. al. New York: Neal-Schuman, Inc., 1983. Co-authorship of a chapter.
Chicano Periodical Index. Boston: G. K. Hall, 1983. Indexer.
Rough Draft. "REFORMA *de Utah*," Ogden: Friends of Weber Co. Library, 1999.

LANGUAGE SKILLS

Bilingual, English/Spanish [Fluent]

COMMUNITY VOLUNTEER SERVICE

- Utah Coalition of La Raza Board Member, 1997-98.
- Rose Park Lions Club (International Association of Lions Clubs), 1998-Present
- Bassett Senior Advisory Board, 1979-80
- Right to Read Academy (Literacy Program), 1977-79

- English as a Second Language [ESL] Instructor, Barrio Assistance Program [Stanford University], East Palo Alto, Ca, 1974-75

NOTABLE PUBLIC LIBRARY ACCOMPLISHMENTS

Salt Lake City Public Library, 1989-Present

- Anderson-Foothill Library Expansion Project [Assist with Onsite Management], 1990-91.
- Participative Management Task Force, Chair, 1990.
- Coordinatated Efforts to Establish FAX Guidelines for City Library, 1989-90.
- Salt Lake City Neighborhood Conference, Program Speaker, "A Word to the Wise," 1992.
- Spanish Language Translation Projects, 1992-Present.
- Summer Concerts by the Creek, Anderson-Foothill Library, 1993-1996.
- Art Exhibits Program, Anderson-Foothill Library, 1989-1997.
- Spanish Practice & Review for Staff, 1994 & 1998.
- Honors & Awards: City Library Bonus Awards for Outstanding Performance as Chair of the Participative Management Task Force [1990] and for Outstanding Performance as Manager of the Foothill Branch [1991].
- Computer Upgrade Task Force, 1993-94.
- Special Bilingual Storytelling Projects: Rose Park Branch 25th Anniversary Festivities, 1990; Utah State Fair, 16th of September Festivities, 1992; and Chapman Branch 75th Anniversary Festivities, 1993.
- Speaker, Reader's Advisory Workshop, "Natural History & Nature Writing," 1993.
- Dynamic Leadership Series, Participant, John Gisler Group, Inc., 1993-94.
- Speaker, City Library's Speaker's Bureau, 1994-Present.
- Service to Diverse Communities Committee, Chair., 93-95; Resource Role, 95-96; 97-98.
- Hispanic Unity & Youth Leadership Conference, "Accessing the Internet," Speaker, 1995.
- Technology Committee, Chair, 1996-97
- Coordinate Library's Technology Plan Projects (2), 1997 & 1998.
- Web Committee, 1996-97.
- Coordinated Efforts to Establish "Netiquette" Guidelines for Public Internet Stations, 1996.
- Procure & Oversee Installation of Satellite Dish Equipment at Day-Riverside Branch, 1997.
- Management Information System [MIS] Committee, Chair, 1997-98.
- Olympics Committee, Chair, 1997-98.
- Centennial Committee, 1997-98.
- Youth Technology Leaders Grant Project (Initial Organizing), 1997-98
- In Harmony at the Library Grant Project (Co-Coordinator), 1998.
- Coordination of Book Collecting Programming Series, 1998
- Science Odyssey Grant Project, Coordinator, 1997-98.
- Building Program Steering Committee, Chair, New Main Library Project, 1998
- "Día de Los Niños, Día de Los Libros" Programs, Day-Riverside Library, 1999.
- Jazz on the Jordan Concerts, Day-Riverside Library, 1998-Present.

- "Dia de Los Ninos, Dia de Los Libros" Programs, Main Library, 2000

County of Los Angeles Public Library, 1975-1989

- "Tree of Knowledge" Mural Project, Belvedere Branch, East Los Angeles, 1978.
- 65th Anniversary Festivities, Coordinator, Belvedere/A. Quinn Branch, 1978.
- ¡Vivan Los Niños!: Library Services to the Mexican American Child; Bakersfield, Chula Vista, Santa Fe Springs, Valencia and Norwalk Libraries, 1980.
- Panelist, "Shared Chicano Library Resources," Inland Empire Library. 1980.
- Spanish Language Film Programming, System Coordinator, 1983-85; project Recognized with a NACO/National Association of Counties Award, 1986.
- Special Storytelling TV Programs (2), Romper Room, KCOP-TV, 1980-82.
- Automated Circulation System [DRA] Training Team, 1987-89.
- Hawaiian Gardens Branch, Relocation and Remodeling Project, 1986-87.
- Honors & Awards: Productivity Award, 1987; and Librarian of the Year Nominee.
- Speaker, "Library Service to Tomorrow's Adults," Montebello Library, 1982.
- Speaker, "Cable Television Workshop," Norwalk Regional Library, 1982.
- Panelist, "Media Service to Hispanic Communities," KCET-TV [PBS], 1983.
- Model-Netics Management Training & Certification, 1982-83.
- Hispanic Writers & Poets Symposium, Planning Committee, 1983-84.
- Classical Music & Popular Music Regional Workshops, Coordination/Participation, 1982-83.

REFERENCES [Available Upon Request]

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Process in the same
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Subj: Re: Fw: White House Summit on Latino Education
Date: Thu, 4 May 2000 11:04:37 PM Eastern Daylight Time
From: Renelara
To: amelda@tisd.net, paloma@swbell.net, rickdova@flash.net,
rgamboa@tstc.edu
CC: Glemus2363

☐ Include
original in
Reply.

Reply



Reply All



Forward

Gloria, thank you for including me in this discussion. You are so gracious. I read the draft of the proposed goals. Following are my two cents:

I've seen goals like this before. You can find them throughout the Texas Education Code. They amount to little, as far as real results are concerned.

What we need is a plan of action, like the one we have been working on. We know the specific areas in need of change within the public education system.

In regards to academic achievement, we need to stop the current trend of hiring and assigning uncertified and inexperienced teachers to minority neighborhoods. Tomorrow, George W. Bush's appointees to the State Board for Educator Certification Board will propose to relax even more the teacher quality safeguards in our schools. Under the proposed rules, a school district could hire a teacher with no knowledge matter of the subject they will be assigned to teach. Even people without college degrees will be eligible for employment. Guess which kids will have these teachers assigned to their schools? By the way, the so-called certification board is looking to relax bilingual education requirements for teacher certification. I will be contacting you tomorrow for possible reaction in the media. We've notified the capitol press corp about the proposed rules.

As far as dropouts, we need to change the concept of secondary education to enable at-risk Hispanic students to work and participate in job-related internships while they attend high school, without lowering academic standards or promoting GED tracks for these students. This can be accomplished through flexible scheduling and long-distance learning via the internet. Plenty of programs exist to provide such services, but they are treated as separate and apart from the regular high school program. In many parts of the state, the entire high school is at-risk, meaning poor and minority, as you well know. The core program needs to change.

Let's keep in touch.

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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

The purpose of this memorandum is to flesh out many of the ideas and suggestions discussed at the meeting last Thursday. 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 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

*Who will be
responsible for
implementing
this assessment?
Are we not
going to get
anyone in
there?*

also be *used* appropriately, such as for school system accountability, rather than for making high-stakes decisions about students.

- 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 which 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 advanced placement courses, and equal access to TRIO and other college preparation programs. In addition, it may 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.

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

Gabriela D. Lemus

From: Gabriela D. Lemus [GLemus@LULAC.org]
Sent: Wednesday, April 19, 2000 3:26 PM
To: rgonzalez@nclr.org
Subject: WH Ed Meeting

Hi Raul,

Thank you for keeping me in the loop. I'm sorry I didn't get back to you sooner, but I was in San Francisco at a policy conference on Mexico and California. I only got back today.

I and my colleagues here have some minor comments to make with regards to the memo HEC has sent to Andy.

1) In the first section - "Format" Why are we asking the President or Vice President to act as moderators? Would it not be more appropriate to invite Secretary Riley?

2) As regards HEAP, I'm not entirely sure that this is the appropriate venue to be getting into appropriations. I'm afraid it might detract from the larger goal by getting into very specific areas of expertise.

3) As regards Goal 3, why do we not simply say "Educational Assessments"? This way, it leaves it open to the development of new types of assessment possibilities that are being developed in schools around the country. Also, I'm a little unclear as to something, who is to watch over assessments? Are you suggesting that we create a whole new bureaucracy for assessments? Would it not be better to use existing bureaucracy and ensure that everyone is in the loop? Just a thought...

4) One minor comment on Goal 4, not every school has AP classes - so it's not just equal access but actual creation of AP classes. Also, to reduce retention rates it seems important to have available some type of intervention programs/projects, i.e. class size reduction, giving a more individualized teaching method, after school training, etc.

5) Also regarding Goal 4, I feel that we also need to highlight the point that Hispanic agencies and Hispanic serving institutions need to be guaranteed fair treatment in the awarding of grants. This point should be clearly stated, although perhaps in a more diplomatic fashion. In addition, I feel very strongly that there should be some type of wording regarding outreach to parents and the importance of their involvement in the project. There is much anecdotal evidence that indicates that parental involvement, parental literacy rates, and parental HS completion rates are correlated to the track record of their children.

6) This last paragraph, "One last word about the strategies..." I think that this is absolutely key and the primary purpose of the conference. Should it not be addressed first? Without this point, the rest of the points appear moot.

Hope our comments are useful. If there is anything else, please let me know. Thanks...

Oh, is HEC having another meeting anytime soon? Gabi

National Goals for Educational Excellence for Hispanic Americans

This draft is an attempt to articulate national goals that could be used to hold policymakers and educators accountable for progress over the next decade. To that end, each goal is stated according to a readily quantifiable measure. The Department of Education is preparing a "report card" that will present a snapshot of current status on indicators relevant to these goals, and where possible, status in 1990. Following each goal are examples of strategies that could be used to reach the goal. This is not meant to be an exhaustive list of strategies, but should offer a point of departure to facilitate breakout discussions to identify priorities. These priorities will create a framework that can be used to develop a national action agenda for achieving educational excellence for Hispanic students.

- 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.

Background

Strategies

- *Improve access to early childhood education programs*
 - Work with states and local governments to encourage proliferation of early childhood education
 - Increase federal investment in Early Childhood Education
- *Increase participation of Hispanic children in early childhood education programs*
 - Encourage intergenerational approaches
 - Reach out to expecting parents and new parents through non-education institutions like hospitals, churches, clinics, employment offices and CBOs
 - Involve Hispanic media in communicating value of early childhood education
- *Improve quality of early childhood education programs and services serving Hispanic children*
 - Improve data collection and invest in research focused on serving Hispanic families
 - Reach out to educate parents and other family caregivers in homes
 - Invest in Early Learning Fund and early childhood educator professional development
 - Staff early childhood centers with persons of bicultural background and/or bilingual ability
- *Encourage parental involvement in children's development*
 - Reach out to parents through non-education organizations
 - Invest in parent education and literacy
 - Offer resources and motivation to parents to read to young children

Promising Practices/Successful Programs

Panelists

Deliverables

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

Background

Strategies

- *Work with schools of education to ensure more teachers are trained in effective approaches to teach English while ensuring progress in other academic areas*
 - Institute rigorous courses that graduate all new teachers with a solid grounding in teaching English and other academic subjects to limited English proficient students
 - Ensure appropriate professional development for teachers in areas with growing population of limited English proficient students
- *Work with schools to develop effective programs to educate students who enter school with limited English proficiency in the later grades*
 - Disseminate effective, research-based practices for educating limited English proficient students to achieve proficiency in English and other core academic subjects
 - Foster the expectation that children entering our public schools at any time are capable of learning to high academic standards, and the understanding that it is our responsibility to ensure they are offered the opportunity to do so
 - Encourage businesses, community based organizations, schools and governments to offer more English as a Second Language courses in the after school and evening hours
- *Recruit and train more high-quality teachers with bicultural experience and bilingual ability*
 - Increase federal investment in teacher recruitment
 - Encourage Hispanic mid-career professionals to consider using alternative routes to certification to become teachers
 - Encourage Hispanics proficient in English to serve as English tutors and mentors for limited English proficient students

Promising Practices/Successful Programs

Panelists

Deliverables

DATA

- 3) Provide a high quality education with the resources and systems that ensure equal opportunities for all in order to eliminate the achievement gap between Hispanic students and other students on appropriate state assessments and other key measures by 2010.

Background

Strategies

- *Ensure schools are offering curricula aligned with state standards*
 - Encourage school districts to work collaboratively with teachers
- *Ensure states are using sound testing practices*
 - Encourage the use of multiple measures in assessing students
 - Develop appropriate assessments and accommodations for assessment and ensure LEP students are effectively included in state assessments
 - Disseminate and promote OCR guidance on appropriate testing and valid measures
 - Help educators use assessment results to inform practices and allocate resources
- *Ensure that teachers are prepared to teach to high standards*
 - Train teachers in effective instructional practices for teaching LEP students
 - Where possible, align teacher preparation programs and schools of education with standards
 - Provide long-term, research-based professional development aligned with state standards
- *Encourage educators to have high expectations of all students*
 - Offer professional development that promotes cultural understanding
 - Inform educators on the importance of expectations in children's success
- *Help educators develop potential of all students*
 - Disseminate effective, research-based practices for educating limited English proficient students to achieve academic excellence
- *Allocate resources effectively to address the learning needs of Hispanic students*
 - Increase investment in programs that are effectively addressing the educational needs of Hispanic students
- *Offer supports for migrant and other at-risk Hispanic children*
 - Develop systems to transfer or share student records and achievement information
 - Implement practices of assessing students and using assessment to ensure appropriate learning opportunities
- *Invest in closing the digital divide*
 - Ensure teachers are trained in effective use of technology

Promising Practices/Successful Programs

Panelists

Deliverables

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

Background

This goal will measure the share of 18 through 24 year-olds who have completed a high school diploma or received an equivalent credential. The most current statistics—1998—show that 85% of all 18 through 24 year-olds not enrolled in high school had completed high school. For Hispanic young adults the completion rate is 62.8%. This number represents a 6% drop from the previous year and a rate roughly akin to Hispanic completion rates in the mid-1980s.

Strategies

- *Fund more research and data collection to determine effective practices for ensuring Hispanic students complete high school*
- *Encourage school collaboration with community efforts and non-education grants designed to benefit Hispanic teenagers*
- *Help schools develop programs to educate all children, including those who enter U.S. schools with limited English proficiency in the later grades*
- *Address out of school factors that contribute to high dropout rates*
- *Expand programs that help Hispanic students see the potential benefit of high school completion and higher education*
 - Increase federal investment in GEAR UP
 - Expand TRIO to serve more Hispanic students
 - Promote School-to-work and other career awareness efforts
 - Encourage businesses to offer more internship opportunities to Hispanic students
- *Recruit and train more Hispanics to diversify the teaching force and increase cultural and linguistic understanding and offer positive role models*
- *Develop different ways to access learning including distance learning and flexible schedules*
- *Create smaller schools and learning environments to foster connections and individual attention*
- *Encourage educators to have high expectations of all students*
 - Offer professional development that promotes cultural understanding
 - Inform educators on the importance of expectations in children's success
- *Help educators develop potential of all students*
 - Disseminate effective, research-based practices for educating limited English proficient students to achieve academic excellence
- *Offer more remedial programs to address illiteracy and prolonged reading difficulties*
- *Provide for student counseling needs and social service access*
- *Offer more mentoring, tutoring and individualized instruction*
 - Encourage business and community based organizations to establish mentoring, tutoring and internship programs

Parental involvement

Promising Practices

Panelists

Deliverables

- 5) Eliminate 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.

Background

In 1977, only 6.7% of Hispanic Americans aged 25 to 29 (compared to 25.3% of White Americans and 12.6% of African Americans) had completed four or more years of college. Twenty years later in 1997, the overall rate was 28.9%; the rate for White Americans rose to 28.9%; the African American rate increased to 14%; and the rate for Hispanic Americans had improved to 11%.

Since 1990, college-going rate for Hispanic Americans has jumped 8%, but the college participation rates for Hispanic 18-24 year-olds increased by only 1 percentage point, to 36%, between 1990-1997.

Proportion of Hispanics who have completed 4 or more years of high school was 61.8% in 1997. This share is similar to those posted in the late 1980s and represented the fourth time in five years that the rate has declined.

Background

Strategies

- *Work with families of Hispanic students to encourage college attendance*
- *Increase amount and use of financial aid for Hispanic students*
 - Undertake proactive outreach strategies to promote greater understanding and use of financial aid among Hispanic families
 - Address the issue of lost income
 - Increase federal investment in Pell grants, work study and other financial aid programs
 - Increase private and foundation investments in scholarships for Hispanic students
 - Address age limits in availability of financial assistance
- *Encourage Hispanic college students to pursue graduate degrees*
 - Intensify efforts to recruit and hire more Hispanic faculty at Institutions of Higher Education
 - Encourage businesses to offer more professional internships and part-time or summer jobs
- *Strengthen Hispanic Serving Institutions*
 - Increase state, local and federal investment in high-quality programs and faculty
- *Increase cooperation between the K-12, community colleges and four-year colleges and universities in the areas of course credits and transfers*
- *Increase support for local, state and federal programs that focus on college preparation and retention by offering financial aid and support services to students at risk of dropping out*
 - Encourage institutions of higher education to create more orientation program, and offer more programs that help Hispanic students find caring communities and cultural affinity
 - Enact the President's proposed College Completion Challenge Grants Program

Promising Practices/Successful Strategies

Panelists

Deliverables

MACA 2 TOPIC

o WASTE OF TIME

o FLUFF

o WHAT ARE THE FEDERAL DELIVERABLES

→ (use)

→ Policy

→ o THE DELIVERABLES FBI-D.

DRAFT**A 10-Year Report Card on American Education and Hispanic Students**

June 2000

<i>Better</i>	<i>Stayed Same</i>	<i>Worse</i>	<i>Priorities</i>
			General Population Statistics
			The proportion of public school students who are Hispanic rose from 12 percent in 1990 to 14 percent in 1996. ⁱ
			Hispanic children are the fastest growing racial/ethnic group in public schools ⁱⁱ , and by 2050, Hispanic Americans are expected to comprise 25 percent of the total school-age population. ⁱⁱⁱ
			Approximately 64 percent of Hispanic Americans are U.S-born citizens residing in the United States. ^{iv}
			Overall, between fall 1987 and fall 1996, the exposure of minority students to white students decreased. ^v
			In 1996, white students comprised 64 percent of the nation's K-12 population, but fewer than one-third of the students in a typical Hispanic student's school were white. ^{vi}
			In 1992, about 25 percent of Hispanic students' parents had earned their high school diplomas, compared with about 41 percent of white students' mothers and 36 percent of their fathers. These percentages did not change for Hispanic students' parents in 1997, and decreased slightly for white students' parents. ^{vii}
			About 40 percent of Hispanic children live with families whose incomes are below the poverty line. This number has increased from 33 percent in 1985. ^{viii}
			Reading, Math, & Science
			Hispanic students' average fourth-grade reading scores on the National Assessment of Educational Progress (NAEP) stayed about the same from 1990 to 1996. White students' scores increased slightly, and white students' scores were higher than those of the Hispanic students. ^{ix}
			From 1990-1996, on the NAEP mathematics assessment of students' skills above beginning skills and understanding, Hispanic students consistently scored significantly lower than white students but often higher than black students at ages 9, 13, and 17. ^x
			From 1987 to 1997, Hispanic students' average SAT verbal scores increased by 32 points (from 480 to 512), compared with a 2 point average increase for white students (524 to 526). ^{xi}
			The percent of Hispanic twelfth-graders taking Advanced Placement examinations rose from 5 percent in 1990 to 9 percent in 1997. White students were more likely to take Advanced Placement examinations than Hispanic students, although Hispanic students participated at a higher rate than black students.
			In Texas, the state with the largest percentage of Hispanic students, the percentage of Hispanic students passing all areas of the Texas Assessment of Academic Skills (TAAS), including reading, mathematics, and writing, increased from 41 percent in 1994 (compared with 69 percent of white students) to 70 percent in 1999 (compared with 89 percent of white students). ^{xii}

			The percentage of Hispanic high school students who completed four years of English and three years of mathematics, science, and social studies rose from 30 percent in 1990 to 43 percent in 1994. The number of white students completing these requirements has increased from 41 percent to 54 percent during those years. ^{xiii}
			Teachers & Teaching
			In 1993-94, 4 percent of public school teachers were Hispanic and 3 percent of private school teachers were Hispanic.
			In 1993-94, schools with more than a 50 percent minority student enrollment were less likely (76 percent) to hire new teachers who were fully certified in their primary field of instruction than schools with less than a 5 percent minority enrollment (88 percent). ^{xiv}
			Sixty-six percent of large urban school districts report an immediate need for teachers trained in bilingual education or English as a second language. ^{xv}
			In 1998, only 20 percent of classroom teachers reported that they felt prepared to address the needs of students with limited English proficiency. ^{xvi}
			Technology in the Classroom
			From 1993 to 1997, the percent of Hispanic students who used computers at school increased from 52 percent to 62 percent. The percentage of all students using computers also increased, from 59 percent to 69 percent. ^{xvii}
			From 1994 to 1997, schools with enrollments exceeding 50 percent minority students had significantly less access to the Internet than schools with enrollments with less than 50 percent minority students. ^{xviii}
			Migrant Students
			More than 80 percent of migrant students are Hispanic, and about half are limited English proficient. ^{xix}
			Migrant students tend to move more frequently than other students, resulting in lower reading and mathematics achievement. ^{xx}
			Limited English Proficient Students
			The number of students learning English as a second language (ESL) overall—of whom 73 percent are Hispanic—grew substantially between 1990-91 and 1994-95. ^{xxi}
			Alcohol, Drugs, & Violence
			In 1997, 7 percent of Hispanic students reported feeling too unsafe to go to school, compared with 2 percent of white students. ^{xxii}
			In 1997, 41 percent of Hispanic students reported that they had been offered, sold, or given an illegal drug on school property, compared with 31 percent of white students. ^{xxiii}

			Public School Choice & Charter Schools
			In 1998-99, charter school students were more likely to be Hispanic than students in other public schools (21 percent versus 18 percent). ^{xxiv}
			Pre-School & After School
			In 1993, as in 1989, about 18 percent of 3- and 4-year-old Hispanic students were enrolled in pre-kindergarten programs, compared with about 38 percent of white children. ^{xxv}
			In 1991, 39 percent of Hispanic children between the ages of 3 and 5 were enrolled in center-based programs, compared with 54 percent of white children and 58 percent of black children. The percent of Hispanic children enrolled in these programs decreased slightly by 1995 but increased slightly for white and black children. ^{xxvi}
			Family Involvement in Education
			In 1996, 71 percent of Hispanic parents reported that they attended a parent-teacher conference at their child's school, which is about the same rate as for all parents. ^{xxvii}
			In 1993, 37 percent of Hispanic 3-5 year olds and 59 percent of white 3-5 year olds were read to by a family member on a daily basis. In 1996, the percentage of Hispanic students who had a family member read to them daily increased to 39 percent, compared with 64 percent of white children. ^{xxviii}
			High School Completion
			In 1990, 32 percent of Hispanic students, 9 percent of white students and 13 percent of black students between the ages of 18-24 had not completed their high school diplomas or GED. These numbers remained virtually unchanged in 1998. ^{xxix}
			College Participation & Student Aid
			In 1990, 47 percent of Hispanic individuals ages 16-24 who had graduated from high school in the preceding 12 months were enrolled in college, compared with 62 percent of white students. The percentage of Hispanic students enrolled remained at 48 percent in 1997, compared with 66 percent of white students. ^{xxx}
			Fifty-four percent of Hispanic undergraduates received some type of financial aid in 1995-96, compared with 47 percent of white students and 63 percent of black students. ^{xxxi}
			Hispanic students earned 5 percent of all associate's degrees conferred in 1990-91 and 8 percent in 1996-97. ^{xxxii}
			Hispanic students earned 5 percent of all bachelor's degrees conferred in 1990-91 and 6 percent in 1996-97. ^{xxxiii}

ⁱ *The Condition of Education 1999*, Indicator 46.

ⁱⁱ *The Condition of Education 1998/Issues in Focus: The Educational Progress of Hispanic Students*.

ⁱⁱⁱ Bureau of the Census, 1993a.

^{iv} Bureau of the Census, 1993a.

^v *Condition of Education 1999*, supplemental tables 47-1, 47-2.

^{vi} *Condition of Education 1999*, supplemental tables 47-1, 47-2.

^{vii} *Condition of Education 1999*, supplemental table 36-2.

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- viii Federal Interagency Forum on Child and Family Statistics, 1998.
- ix *Digest of Education Statistics 1999*, Table 112.
- x *Digest of Education Statistics 1999*, table 129.
- xi *Digest of Education Statistics 1999*, table 134.
- xii Texas Education Agency, 2000.
- xiii *The Condition of Education 1998/Issues in Focus: The Educational Progress of Hispanic Students*, table 19.
- xiv *Condition of Education 1999*, supplemental table 22-1.
- xv Recruiting New Teachers, Council of Great City Schools, and Council of Great City Colleges, 2000.
- xvi *The Condition of Education, 1999*.
- xvii *The Condition of Education 1998*, table 428.
- xviii *The Condition of Education 1999*, supplemental table 17-4.
- xix Strang & von Glatz, 1999.
- xx U.S. Government Accounting Office, 1994.
- xxi U.S. Department of Education, 1998.
- xxii *Digest of Education Statistics 1999*, table 151.
- xxiii *Digest of Education Statistics 1998*, table 148.
- xxiv Nelson, Berman, Ericson, Kamprath, Perry, Silverman, & Solomon, 2000.
- xxv *The Condition of Education 1995/The Educational Progress of Hispanic Students*.
- xxvi *Digest of Education Statistics 1999*, table 49.
- xxvii *Digest of Education Statistics 1999*, table 25.
- xxviii *Digest of Education Statistics 1999*, table 146.
- xxix *Digest of Education Statistics 1999*, table 108.
- xxx *Digest of Education Statistics 1999*, table 186.
- xxxi *Digest of Education Statistics 1999*, table 321.
- xxxii *Digest of Education Statistics 1999*, table 266.
- xxxiii *Digest of Education Statistics 1999*, table 263.