

Withdrawal/Redaction Sheet

Clinton Library

DOCUMENT NO. AND TYPE	SUBJECT/TITLE	DATE	RESTRICTION
001. email	From Brian Barreto re: Facilitators (partial) (2 pages)	06/07/2000	P6/b(6)
002. list	List of panelists for White House Strategy Session (partial, page 2) (1 page)	06/13/2000	P6/b(6)
003. email	Cha Guzman to Kendra Brooks re: speakers (partial) (3 pages)	05/24/2000	P6/b(6)
004. resume	Resume of Manuel Isquierdo (partial) (1 page)	n.d.	P6/b(6)

COLLECTION:

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

FOLDER TITLE:

HSS [Hispanic Strategy Session] Panelists

2011-0103-S

rc147

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]

202 244

PHOTOCOPY
PRESERVATION

Withdrawal/Redaction Marker

Clinton Library

DOCUMENT NO. AND TYPE	SUBJECT/TITLE	DATE	RESTRICTION
001. email	From Brian Barreto re: Facilitators (partial) (2 pages)	06/07/2000	P6/b(6)

COLLECTION:

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

FOLDER TITLE:

HSS [Hispanic Strategy Session] Panelists

2011-0103-S

rc147

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]

Brian A. Barreto

06/07/2000 02:07:06

PM

Record Type: Record

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

cc: Christine A. Stanek/WHO/EOP@EOP

Subject: Facilitators

Below is contact information on the facilitators that we have secured for the breakouts - How do you want to handle contacting each of them and making sure they are on board with what we want them to do at the breakout.

Kendra - can you help coordinate this?? Figuring out which facilitator will be assigned to which breakout, etc. ...

P6/(b)(6)

- Denise
(001)

Thanks.

3
Lisa Nabors
Strategic Performance Group
8000 Towers Crescent Drive, Suite 1350
Vienna, VA 22182
703-713-6851 - office

DoB:

SS:

P6/(b)(6)

lagrella@aol.com

fr 203 713 6054

4
Thomas C. Bryant, Jr.
TCB Corporation
3121 Chestnut Street N.E.,
Washington, D.C. 20018

P6/(b)(6) / 202-671-1947 - office

DoB:

SS:

P6/(b)(6)

P6/(b)(6)

4566755

4566766

codes: 66 22

2
Denise Savage - Intern - 2 pads w/ easels
Savage Group, 5100 North Capital Street, N.W.
Washington, D.C. 20011

202-723-9510 - office

DoB:

SS:

P6/(b)(6)

11:30 - Monday

P6/(b)(6)

tbryantjr@aol.com

5
Joann Spicehandler
4707 Connecticut Avenue, N.W. #410
Washington, D.C. 20008
202-537-6633 - office

DoB:

SS:

P6/(b)(6)

> Fax 202 271 9514

savagegroup@terols.com

spicehandler@wnn.com

1
Sheri Tolliver
FutureSkill, 3001 N Street S.E.

smtolliver@aol.com

2505
Washington, D.C. 20019

202-581-4864 - office

DoB:

SS:



10013

Message Sent To:

Bethany Little/OPD/EOP@EOP
Kendra L. Brooks/OPD/EOP@EOP
John B. Buxton/OPD/EOP@EOP
Ann O'Leary/OPD/EOP@EOP
James R. Kvaal/OPD/EOP@EOP

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

Gandara, P. (1998) Trans-formations: Migration, family life, and achievement motivation among Latino adolescents, by Carola & Marcelo Suarez-Orozco: A Review, Teachers College Record, 99, 598-601.

Gandara, P. and Lopez, E. (1998) Latino students and college entrance exams: How much do they *really* matter? Hispanic Journal of Behavioral Sciences, 20, 17-38.

Gandara, P. (1997) The Leaning Ivory Tower: Latino Professors in American Universities by R. Padilla and R. Chavez (eds): A Review, Anthropology and Education Quarterly, 28, 140-142

Gandara, P. (1996) The challenge of Latino education: implications for social and educational policy, in A. Yanez (Ed) Latino Politics in California. San Diego: Center for U.S.-Mexican Studies.

Gandara, P. (1996) Chicanas in higher education: implications for policy, in A. Hurtado, R. Figueroa, E. Garcia (Eds.) Strategic interventions in education: expanding the Latina/Latino pipeline. Santa Cruz, CA: University of California Latino Eligibility Task Force,

Pp. 167-197.

Gandara, P. (1995) Over the Ivy Walls: the educational mobility of low income Chicanos. Albany: State University of New York Press.

Gandara, P. and Osugi, L. (1994) Educationally ambitious Chicanas, Thought and Action.

Gandara, P. (1994) Chicana high achievers across two generations: A working paper in Hurtado, A. (Ed.), The Educational Achievement of Latinos: Barriers and Successes, University of California, Santa Cruz: Latino Eligibility Study, 121-147.

Gandara, P. (1994) Choosing higher education: educationally ambitious Chicanos and the path to social mobility, Education Policy Analysis Archives, Vol. 2, No. 8.

Gandara, P. (1994) The impact of the educational reform movement on limited english proficient students, In B. McLeod (Ed.) Language and Learning: Educating linguistically diverse students. New York: SUNY Press 45-70

Gandara, P. and Fish, J. (1994) Year round schools as an avenue to major structural reform. Educational Evaluation and Policy Analysis, Vol. 16, No. 1, Pp. 67-85.

To be reprinted in Yearbook of California Education Research, San Francisco: Caddo Gap Press, under the title of "Extended year, extended opportunities: Rethinking the delivery of K-12 education".

Gandara, P and B. Merino. (1993) Measuring the outcomes of LEP programs: test scores, exit rates, and other mythological data. Educational Evaluation and Policy Analysis Vol. 15, No. 3, Pp. 320-338.

Gandara P. (1993) Choosing higher education: the educational mobility of Chicano students. Berkeley: California Policy Seminar.

Gandara, P. (1992) Language and ethnicity as factors in school failure: the case of Mexican Americans, in R. Wollons (Ed.). Pp 183-201 Children at risk in America. SUNY Press.

Gandara, P. (1992) Extended year, extended contracts: increasing teacher salary options. Urban Education. 27, 229-247.

Berman, P., Chambers, J., Gandara, P., McLaughlin, B., Minicucci, C., Nelson, B., Olsen, L., and Parrish, T. (1992) Meeting the challenge of language diversity.

DRAFT

Goal # 1

Increasing Access to Quality Early Childhood Education

Eisenhower Executive Office Building Room 100

Chair:

Panelist:

Participants:

Barrera, Rebeca, Executive Director, National Latino Children's Institute

Hernandez, David, Teacher, National Education Association

Karp, Naomi, Director, U.S. Department of Education National Institute on Early Childhood

Lombardi, Joan, Child and Family Policy Specialist

Montoya, Patricia, Commissioner, Children, Youth and Families Department, Health and Human Services

Ramos, Predro A., President, Board of Education School District of Philadelphia

DRAFT

Goal #2

Ensuring that Hispanic Students Achieve English Proficiency
Eisenhower Executive Office Building Room 180

Chair:

Panelist:

Participants:

Anzaldua, Gilberto, Superintendent, El Paso Independent School Board

Cruz, Miriam, President, Equity Research Corporation

Driscoll, David, Commissioner of Education, Commonwealth of Massachusetts

Lechtenberg, Jennie, Sister, PUENTE Learning Center

Pompa, Delia, Executive Director, National Association for Bilingual Education

Rotherham, Andrew, Democratic Leadership Council

DRAFT

Goal # 3

Eliminating the Achievement Gap
Vice President's Ceremonial Office Room 274

Chair:

Panelist:

Participants:

Able, Edward H., President and CEO, American Association of Museums
Chambers, Clarice L., President, National School Boards Association
Codero – Guzman, Hector R., Ph.D., Milano Graduate School of Management and Urban Policy
Fernandez – Haar, Ana Maria, President and CEO, The IAC Group, Inc.
Fajardo, Victor, Secretary, Puerto Rico Department of Education
Gammon, Thomas, Teacher, Miami Springs High School, Miami-Dade County Public Schools
Hatton, Sylvia, Executive Director, Region One Education Service Center
Hernandez, Sonia, President, Commission on Educational Excellence for Hispanic Americans
Hunt, Ken, United Auto Group → *Carrygo*
Igo, Shirley, National PTA
Katzir, Dan, Director, The *Board* Foundation
Kernan, John T., Chairman and CEO, Lightspan, Inc.
Long, Sarah, President, American Library Association
Paiz-Archuleta, Erlinda, Director, Regional Educational Services Unit Colorado Department of Education
Petrovich, Janice, Director, Education, Knowledge and Religion Division, Ford Foundation
Taveras, Barbara A., President, Edward W. Hazen Foundation
Tukeva, Maria, Principal, Bell Multicultural High School
Vega – Rivera, Carmen, Executive Director, East Harlem Tutorial Program
Welburn, Brenda L., Executive Director, National Association of State Boards of Education
Zacarias, Ruben, Former Superintendent, Los Angeles Unified School District

DRAFT

Goal #4

Increasing the Rate of High School Completion
Eisenhower Executive Office Building Room 472

Chair:

Panelist:

Participants:

Blackburn – Moreno, Ronald, President, ASPIRA Association

Merenda, Daniel W., President and CEO, National Association of Partners in Education, Inc.

Orfield, Gary, Co-Director, The Civil Rights Project Harvard University

Quinones, John, ABC News 20/20

Riojas-Esparza, Alma, President and CEO, MANA

Santiago, Deborah, Deputy Director, White House Initiative on Educational Excellence for Hispanic Americans

Trevino, Julian H., President, Board of Trustees, San Antonio Independent School District

Valeuzuela – Garewal, Harry, President, National Caucus of Hispanic School Board Members

Velazquez, Loida, President, Hep-Camp Association

Panel
↓

DRAFT

Goal # 5

Increasing the College Completion Rate
Eisenhower Executive Office Building Room 476

Chair:

Panelist:

Participants:

Cotrell, Charles, President, St. Mary's University

Flores, Antonio, President, Hispanic Association of Colleges and Universities

Garcia, Juliet V., President, University of Texas at Brownsville

Guerra, John C., Vice President, AT&T Consumer Services SW Region

Padron, Eduardo J., President, Miami-Dade Community College

Reyes, Frank G., Assistant to the Chancellor, San Bernardino Valley College

Rodriguez, Carlos, Principal Research Scientist, Pelavin Research Center of the American Institute for Research

Santos – Laanan, Frankie, Assistant Professor, Department of Human Resource Education, University of Illinois at Urbana - Champaign

"Ensuring That Hispanic Students Achieve English Proficiency"

Summary of Information Presented to President Clinton's White House Strategy Session on Educational Excellence for Hispanic Americans June 15, 2000

**Kenneth A. Noonan
District Superintendent
Oceanside Unified School District
Oceanside, California**

1. The real enemy of student achievement for Latino students is the problem of low expectations. We in public education tend to hold Latinos, and many minority children, to a different standard than we hold for others.
2. The problem of the gap between Latinos and other students is this attitude of expecting less from Latinos because they are "disadvantaged."
3. The legacy of Title I is the "pobrecito" syndrome in which we demonstrate our caring by lowering the standard to which we hold Latinos and others of the culture of poverty, in the belief that in so doing we will prevent further damage to their self esteem. The net effect of this attitude, however, is institutional discrimination.
4. When we educators explain the low test scores of Latino students we, in effect, blame the students. We explain that they are from non-English speaking homes, they move too often, they are poor, their parents are not educated, their families do not value education and so on. This is nothing more than a shameless shifting of the responsibility for educating these students from us to them.
5. Our job is to teach these children regardless of the conditions they bring with them to school. Our responsibility is to teach them and to adapt our teaching strategies to meet their needs, conditions of poverty, ethnic heritage, and language notwithstanding. Until we educators accept that responsibility fully there will be no narrowing of the gap.
6. Spanish speaking Latinos must be brought into the English speaking mainstream as rapidly as possible. The gap for English language learners is compounded by the gap in English language development that occurs when children in our schools are taught to read in Spanish first and transition to learning to read in English in grades four or five. That gap begins to show itself most dramatically in upper high school and college levels. Most students taught to read this way never catch up.
7. Success in higher level high school courses and in college is rooted in the students' ability to speak and hear clearly, to be able to read quickly and analyze information in depth, and to be able to write in a sophisticated way—in English.
8. After 35 years of Title I, 25 years of Title VII, and 12½ years of Affirmative Action in California, the high school graduation rate for Latinos is too low, their rate of university admissions is far too low, and the university graduation rate for Latinos is a scandal. If this were true of white, middle class students, we would be out of jobs.
9. Affirmative Action at the university level in California is a monumental indictment of K-12 public education. It permitted establishing a differential university admissions standard for Latinos because K-12 public education failed to prepare them for university work.

10. We must be willing to try new ways of doing things if these conditions for Latinos are to change. We must hold all students, especially Latinos, to the same high standard, and work out new and different ways to make certain they succeed.
11. We must be willing to try new ways of doing things even if it means giving up cherished strategies, such as bilingual instruction. There is a growing body of evidence, world-wide but most recently in California, that English immersion instruction may be more effective in bringing Spanish speaking students into the English speaking (and reading and writing) mainstream than bilingual instruction. We need to encourage these new strategies. Narrowing the gap for Latinos is far more important than clinging to less effective strategies.
12. Our public schools will never be viewed as successful as long as we do not bring up the achievement levels of our lowest performing students.
13. If public education does not act to make this difference, others will do it for us. Changes which include setting rigorous academic standards, eliminating social promotion, moving children into the English speaking mainstream, and penalizing schools that do not bring up the achievement levels of our lowest performing students have all come from outside of the education system.
14. Effective change, especially for Latinos, must come from outside the system since the system has already failed them. English only (voter initiative), charter schools, and a voucher system, which has qualified for the November ballot in California, are examples of changes to public education from outside the system. The Administration's initiatives could create pressure to change public education.
15. Privatization of public schools is right around the corner. Charters and vouchers are but a mere manifestation of the public's loss of confidence in public educators. To paraphrase Eldridge Cleaver, the public views us educators as part of the problem, not a part of the solution.
16. There is hope. In California, new laws require students to meet rigorous promotion criteria and to pass an exit examination, in addition to attendance and credit requirements, in order to earn a high school diploma. Finally, all students will be held to the same high standards. Our job in K-12 public education is to make certain that Latinos meet these requirements. No excuses.
17. There is hope. The California State University system has changed its policies and will no longer offer remedial courses for high school graduates who cannot do college level work. Without the artificial admission standards of Affirmative Action, the only way Latinos will enter and graduate from college or university will be through adequate preparation at the K-12 level. Finally, Latinos will be held to, and educated to, the same high standards as other students.
18. There is hope. The new assessment program required by law in California public schools requires schools to elevate the learning levels of the poorest performing students to meet school by school academic targets set by the state. Schools which do not meet these targets can be "re-constituted" by the state and even lose accreditation. Now, finally, Latino students have become as important to us K-12 educators as our non-minority middle class students. We can no longer fail to educate Latinos in California. Finally, Latinos will be held to the same high standard as other students.
19. The federal government can successfully influence K-12 public education by reinforcing the need to educate Latinos to the same high standards as other students and publicize the successes of those schools/districts that do and the failures of those that don't. The watchdog

role could be an effective one for an Administration supporting strong, clear, achievable national goals for education.

20. Title I funds often support a large bureaucracy of non-teaching district staff creating a disincentive to reduce the number of Title I eligible students.

21. Your Administration could enhance the prospect of closing the educational gap of Latinos by setting and enforcing Progress Goals and Criteria with penalties if no progress is made by districts using federal funds, such as Title I.

Panelists
**WHITE HOUSE STRATEGY SESSION:
IMPROVING HISPANIC STUDENT ACHIEVEMENT**

June 13, 2000

Goal 1-Early Childhood

Chairperson: Representative Loretta Sanchez **CONFIRMED**

Panelists:

Rebeca Barrera CONFIRMED

President

National Latino Children's Institute

1412 West 6th Street

Austin, Texas 78703

Phone – 512-472-9971

Fax – 512-472-5845

National Latino Children's Institute is an organization that serves as the voice for Latino children. Rebeca Barrera's professional work began as a high school teacher in the Edgewood Independent School District and has since worked for the Intercultural Development Research Association, as Director for the AMANECER Project, was an instructor in the Child Development Department of San Antonio College, owned and managed child care centers for ten years and was Executive Director of the Corporate Fund for Children for seven years. Barrera is the first Latina to serve on the Board of Directors of Scholastic, Inc., and was the recipient of the 1997 Matt Garcia Award for Community Service presented by the Mexican American Legal Defense Fund.

Linda Espinosa, Ph.D CONFIRMED

University of Missouri – Columbia

6396 South Sabine

Columbia, Missouri 65203

Dr. Espinosa specializes in studies related to the learning and development of young children from diverse background. She also is a member of the National Research Council's committee that is conducting the Study of Early Childhood Pedagogy.

Phone – 573-882-6805

Flo Abel CONFIRMED

Family Resource Agency of Northern Georgia

1217 Lafayette Road

Rossville, Georgia 30741

Phone – 706-861-0105

This program is located in an area of Georgia where there is a large carpet making industry.

While at one time there were hardly any Hispanics in the area, starting in 1995, there was an influx of Central American Hispanic families immigrating to the area. In the last year alone, the Hispanic population has risen from 40% to 50-60%. The Family Resources Head Start program took note of the changing demographics and worked to proactively hire bilingual teachers, staff and other coordinators, and to provide more home visits for families that were not immediately comfortable with coming to the center.

Ed Leo NOT CONFIRMED

Principal

**PHOTOCOPY
PRESERVATION**

Withdrawal/Redaction Marker

Clinton Library

DOCUMENT NO. AND TYPE	SUBJECT/TITLE	DATE	RESTRICTION
--------------------------	---------------	------	-------------

002. list	List of panelists for White House Strategy Session (partial, page 2) (1 page)	06/13/2000	P6/b(6)
-----------	---	------------	---------

COLLECTION:

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

FOLDER TITLE:

HSS [Hispanic Strategy Session] Panelists

2011-0103-S

rc147

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 [(h)(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]

Sanchez Elementary School
73 San Marcus Street
Austin, Texas 78702
Phone - 512-414-4423
Fax - 512-472-9493

Mr. Leo runs an early childhood language and literacy class for 4-year-olds in his public school. The program is funded by the Dana Foundation and staffed by AmeriCorps volunteers and mothers who live in the neighborhood. He believes that this program is one way to stop the achievement gap before it begins.

Carole Fiore **CONFIRMED**

Florida's Born to Read Program
Tallahassee, FL
805-487-2651 - work phone
[002] [REDACTED] - vacation phone this week
email: cfiore@earthlink.net

Goal 2 - Language

Chairperson: Congressman Bob Menendez

Panelists:

Migdania Vega **CONFIRMED**

Recommended by: Department of ED
1950 Southeast 13th Avenue
Miami, Florida 33145
Phone - 305-854-0515
Fax - 305-285-9632
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.

Ken Noonan **CONFIRMED**

Superintendent
Oceanside Unified School District
2111 Mission Avenue
Oceanside, California 92054-2395
Phone - 760-757-2560
Fax - 760-433-8620

Margarita Calderon **CONFIRMED**

Recommended by: Department of Education
Dr. Margarita Calderon
CRESPAR
11437 Gene Sarazen
El Paso, TX 79936
Phone - (915) 595-5971
Fax - (915) 595-6747

Dr. Alba Ortiz **CONFIRMED**

Director

Office of Bilingual Education

College of Education EDB 306

University of Texas – Austin 78712

Phone – 512-471-6244

Goal 3 - Achievement Gap

Chairperson: Congressman Romero - Barcelo

Panelists:

Dan Domenech **CONFIRMED**

Recommended by: DPC

Superintendent Fairfax County School

10700 Page Avenue

Fairfax, Virginia 22030

Phone – 703-246-2631

Fax – 703-691-2876

Dr. Daniel A. Domenech currently serves on the U.S. Department of Education National Assessment Governing Board, The Advisory Board to the Department of Defense Schools, and on the Board of Directors of the Fairfax County Chamber of Commerce. Dr. Domenech has been active professionally and was elected president of the American Association of School Administrators and is past president of the New York State Council of School Superintendents.

Aida Hurtado **CONFIRMED**

Recommended by: Department of ED

Department of Psychology, UC Santa Cruz

Aida served as research director of the UC-wide Latino Eligibility Study.

Paul Ruiz

Principal, Education Trust

David Hernandez

Teacher, Linda Vista School (CA)

Goal 4 - High School Completion

Chairperson: Secretary Louis Caldera **CONFIRMED**

Panelists:

Patricia Gandara **CONFIRMED**

Recommended by: LULAC

Division of Education

University of California, Davis

One Shields Avenue

Davis, CA 95616

Phone – 530-752-8262

Fax – 530-752-5411

Patricia Gandara is a professor in the UC system who edited a recent pub from the College Board, *Priming the Pump: Strategies for Increasing the Achievement of Underrepresented Minority*

Undergraduates. She 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 is the director of the Education Policy Center of the Linguistic Minority Research Institute (LMRI). She teaches in the areas of psychological and sociocultural studies. Specific courses include Educational Testing and Evaluation, Education and Social Policy, and Educational Research.

Manuel Isquierdo CONFIRMED

Recommended by: DPC

Principal

J. Sterling Morton East High School

2017 North Elizabeth Drive

Arlington Heights, Illinois 60004

Phone – 708-222-5750

Goal 5 - Higher Education

Chairperson: Gene Sperling and Maria Echaveste

Panelists:

Juliet Garcia CONFIRMED

Recommended by: WHI

University of Texas-Brownsville

80 Fort Brown

Brownsville, Texas 78520

Phone – 956-544-8201

Fax – 956-548-0020

President of University of Texas at Brownsville (Hispanic Serving Institution) and

Chair of the WHI Commission Higher Education Committee.

Dr. Juliet V. Garcia, chair of the Advisory Committee on Student Financial Assistance, was appointed by the Secretary of Education to serve a three-year term that expires in September 2002. Dr. Garcia has 25 years of teaching and administrative experience in higher education.

Since 1992, Dr. Garcia has been the president of the University of Texas at Brownsville in partnership with Texas Southmost College. Prior to her current position, she

served as dean of arts and sciences. She is a board member of the White House Initiative on Educational Excellence for Hispanic Americans, the Ford Foundation's

Campus Diversity Initiative, and the Carnegie Foundation for the Advancement of Teaching. Dr. Garcia received her B.A. and M.A. degrees in Speech/English

from the University of Houston, and her Ph.D. in communications and linguistics from the University of Texas at Austin.

Gustavio Roig CONFIRMED

Associate Dean of Engineering for Outreach

Florida International University (Miami).

Director of a GEAR UP partnership.

305-348-3700

Laura Rendon CONFIRMED

Cal State Long Beach

- ① Speaker packet
- ② Melissa Green
- ③ Invite out of panel 3 & 5

→ Melissa Green

Suggested Panelists
Hispanic Conference
~~May 23, 2000~~
June 1

Goal 1-Early Childhood

Chairperson: Secretary Shalala

→ May: CAB Affairs

Panelists:

(4)

Gloria Rodriguez
Recommended by: WHI
Commissioner
CEO and Founder of AVANCE family support and education programs.
301 South Frio Suite 310
San Antonio, TX 78207
Phone - 210-270-4630
Fax - 210-270-4612

Rebecca Beren
- Nat'l Center Children's Youth
TX

EL Leo
Principal
Sanchez Elen
School
TX

Ann. 0
to invite
↓

Linda Espinosa, Ph.D
University of Missouri - Columbia
6396 South Sabine
Columbia, Missouri 65203

MI

Dr. Espinosa specializes in studies related to the learning and development of young children from diverse background. She also is a member of the National Research Council's committee that is conducting the Study of Early Childhood Pedagogy.

HOLD FOR NAME OF DIRECTOR
Family Resource Agency of Northern Georgia
1217 Lafayette Road
Rossville, Georgia 30741
Phone - 706-861-0105

→ Africa - America

GA

GA or Fairfax, VA

This program is located in an area of Georgia where there is a large carpet making industry. While at one time there were hardly any Hispanics in the area, starting in 1995, there was an influx of Central American Hispanic families immigration to the area. In the last year alone, the Hispanic population has risen from 40% to 50-60%. The Family Resources Head Start program took note of the changing demographics and worked to proactively hire bilingual teachers, staff and other coordinators, and to provide more home visits for families that were not immediately comfortable with coming to the center.

Goal 2 - Language

Chairperson: TBD by Mark Magana

Panelists:

Migdania Vega
Recommended by: Department of ED
1950 Southeast 13th Avenue

BL to call

Miami, Florida 33145
Phone - 305-854-0515
Fax - 305-285-9632
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. (Florida)

Maria Calderon
Johns Hopkins

Adeline Becker, Executive Director
Recommended by: DPC
The Education Alliance
Brown University
222 Richmond Street, Suite 300
Providence, Rhode Island 02903-4226
Phone - 401-274-9545 x245
Fax - 401-421-7650

Goal 3 - Achievement Gap

Chairperson: TBD by Mark Magana

Panelists:

✓ Dan Domenech
Recommended by: DPC
Superintendent Fairfax County School
10700 Page Avenue
Fairfax, Virginia 22030
Phone - 703-246-2631
Fax - 703-691-2876

Dr. Daniel A. Domenech currently serves on the U.S. Department of Education National Assessment Governing Board, The Advisory Board to the Department of Defense Schools, and on the Board of Directors of the Fairfax County Chamber of Commerce. Dr. Domenech has been active professionally and was elected president of the American Association of School Administrators and is past president of the New York State Council of School Superintendents.

✓ Aida Hurtado
Recommended by: Department of ED
Department of Psychology, UC Santa Cruz
Aida served as research director of the UC-wide Latino Eligibility Study.

✓ Paul Ruiz
Recommended by: DPC
Principal Partner, Education Trust
1725 K Street NW
Washington D.C. 20006
Phone - 202-293-1217

Ken from Decade (Sept)

~~Continued from CA~~

G. Ortiz

TX (El Paso) 4. Teacher (Gannon, Miami Springs)

FL

~~Hernandez~~

4. Gannon ✓

VA

4. Teacher quality

~~(Marilyn Becker)~~
Jason Gonzalez

CA

Gannon

DC

Jan O'Day

BL to call

BL to call

JB to call

S
Fax - 202-293-2605

America's hope
America's Corp

Sc

Paul Ruiz has spent over 25 years of professional work to the education success of poor, minority and immigrant students; especially those from Hispanic background. Paul has worked at both the college and school district level as an administrator, counselor, teacher and school principal in Michigan, where he was selected Educator of the Year by the Michigan Department of Education

Goal 4 - High School Completion

✓ **Chairperson:** Secretary Louis Caldera

Panelists:

Sam Halperin-

Recommended by: Department of Education- OCR

American Youth Policy Forum.

1836 Jefferson Place, N.W.

Washington, DC 20036

Phone - 202-775-9731

Fax - 202-775-9733

JB
left
message
An academic who can speak to the role that alienation and tracking play in increasing the Hispanic dropout rate. Founder and Senior Fellow, has held leadership positions in academia, the federal government, a foundation and non-profit organizations for over 30 years. He has served as Study Director of Youth and America's Future: The William T. Grant Foundation Commission on Work, Family and Citizenship (responsible for two major studies: *The Forgotten Half: Non-College Youth in America* and *The Forgotten Half: Pathways to Success for America's Youth and Young Families*); the President of the Institute for Educational Leadership; a Deputy Assistant Secretary at the U.S. Department of Health, Education and Welfare; and a Congressional Fellow of the American Political Science Association, where he worked on U.S. Senate and House of Representatives committees dealing with major education legislation.

parent/Community-
focus person

✓ Patricia Gandara

Recommended by: LULAC

(Department or Program name)

Division of Education

University of California, Davis

One Shields Avenue

Davis, CA 95616

Phone - 530-752-8262

Fax - 530-752-5411

JB
left
message
Patricia Gandara is a professor in the UC system who edited a recent pub from the College Board, *Priming the Pump: Strategies for Increasing the Achievement of Underrepresented Minority Undergraduates*. She 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 is the director of the Education Policy Center of the Linguistic Minority Research Institute (LMRI). She teaches in the areas of psychological and sociocultural studies. Specific courses include Educational Testing and Evaluation, Education and Social Policy, and Educational Research.

GEAR-UP Person

✓ STUDENT - teacher
1-on-1
this

✓ Manuel Isquirdo

Recommended by: DPC

~~Founder and Executive Director~~

Principal, East Morton High School

Cicero, IL

IL

~~Latino Leadership Project~~
(Illinois)

Goal 5 - Higher Education

HOLD FOR INFORMATION FROM JAMES KVAAL (NEC)

Chairperson: Secretary Richardson

Panellists:

Juliet Garcia *OTL*
Recommended by: WHI
University of Texas-Brownsville
80 Fort Brown
Brownsville, Texas 78520
Phone - 956-544-8201
Fax - 956-548-0020

President of University of Texas at Brownsville (Hispanic Serving Institution) and
Chair of the WHI Commission Higher Education Committee.

Dr. Juliet V. Garcia, chair of the Advisory Committee on Student Financial Assistance, was
appointed by the Secretary of Education to serve a three-year term that expires in September
2002. Dr. Garcia has 25 years of teaching and administrative experience in higher education.
Since 1992, Dr. Garcia has been the president of the University of Texas at
Brownsville in partnership with Texas Southmost College. Prior to her current position, she
served as dean of arts and sciences. She is a board member of the White
House Initiative on Educational Excellence for Hispanic Americans, the Ford Foundation's
Campus Diversity Initiative, and the Carnegie Foundation for the
Advancement of Teaching. Dr. Garcia received her B.A. and M.A. degrees in Speech/English
from the University of Houston, and her Ph.D. in communications and
linguistics from the University of Texas at Austin.

Alex Saragoza

Recommended by: WHI
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.

(California)

Jacqueline Woods

Recommended by: DPC, NEC

U.S. Department of Education

Office of Vocational and Adult Education

Mary E. Switzer Building Room 5070

Washington, D.C. 0020

Phone - 202-205-3039

Fax -

Jacqueline E. Woods has more than 25 years of experience as an educator. Ms. Woods'
professional experiences range from classroom instruction in speech pathology and special
education to program development and management activities in early childhood education, adult
and vocational education and higher education administration and governance. Ms. Woods'
currently serves as the Liaison for Community Colleges at the Department of Education.

Gene
*GEAR-UP: Florida
Roy (FL)
Community College*

*JK
to
invite
↓*

TX

*→ Gustavo Roy, Florida Intl (GEM-
co)*

*Marc Valles (CC - Palm Beach)
Laura Randolph (Cal State - LB)*

NEL Board of Alumni Advisor

Watson Scott Swail is associate director for policy analysis of the College Board. Swail provides data and analysis on issues of academic preparation, access to college, and postsecondary success, with particular focus on educational opportunities for low-income, disadvantaged students. His work has been published in the College Board Review, Technology Teacher, and Higher Education Management. In addition to policy research, he directs and produces The College Board's annual Trends reports on student aid, college pricing, and academic preparation. Swail is a former classroom teacher and received his doctorate in educational policy from The George Washington University.
(Washington D.C.)

going to college. In response to this problem, Carlos and other students began the LLP by regularly going into the local high schools to talk to Hispanic students, to try and help them with barriers they faced and encouraged them to attend college.

Dr. Julian Trevino NOT CONFIRMED (HOLD/TBD by Mark Magana)

Superintendent
San Antonio Independent School District
332 King William
San Antonio, TX 78204
Phone – 210-225-9444
Fax – 210-225-8541

Goal 5 - Higher Education

HOLD FOR INFORMATION FROM JAMES KVAAL (NEC)

Chairperson: Secretary Richardson ***NOT CONFIRMED***

Panelists:

Juliet Garcia NOT CONFIRMED

Recommended by: WHI
University of Texas-Brownsville
80 Fort Brown
Brownsville, Texas 78520
Phone – 956-544-8201
Fax – 956-548-0020

President of University of Texas at Brownsville (Hispanic Serving Institution) and
Chair of the WHI Commission Higher Education Committee.

Dr. Juliet V. Garcia, chair of the Advisory Committee on Student Financial Assistance, was appointed by the Secretary of Education to serve a three-year term that expires in September 2002. Dr. Garcia has 25 years of teaching and administrative experience in higher education. Since 1992, Dr. Garcia has been the president of the University of Texas at Brownsville in partnership with Texas Southmost College. Prior to her current position, she served as dean of arts and sciences. She is a board member of the White House Initiative on Educational Excellence for Hispanic Americans, the Ford Foundation's Campus Diversity Initiative, and the Carnegie Foundation for the Advancement of Teaching. Dr. Garcia received her B.A. and M.A. degrees in Speech/English from the University of Houston, and her Ph.D. in communications and linguistics from the University of Texas at Austin.

Gustavio Roig NOT CONFIRMED

Associate Dean of Engineering for Outreach
Florida International University (Miami).
Director of a GEAR UP partnership.

Maria Vellajo NOT CONFIRMED

Recommended by: WHI
Provost
Palm Beach Community College
Past Chair of the National Community College Hispanic Council (affiliated with the American Association of Community Colleges).

Laura Rendon *NOT CONFIRMED*

Recommended by Hector Garza

Professor

Cal State-Long Beach.



Patricia Gandara <pcgandara@ucdavis.edu>

06/07/2000 12:34:36 PM

Record Type: Record

To: John B. Buxton/OPD/EOP

cc: Patricia Gandara <pcgandara@ucdavis.edu>

Subject: Re: time and place

It sounds like from our conversation that the focus is just on closing the gap on high school completion. Much of my work has focused on pushing kids beyond high school, to close the gap at the higher levels of achievement, but I will focus on high school completion if this what you want.

What Causes the Gap in High School Completion for Latino students?

Immigrant students, or Latino students growing up in immigrant communities, where the standard against which they measure their current situation is Mexico, can see employment opportunities the US as so much better than what was available "back home" that the relatively easy availability of jobs to earn enough for a car or other commodities, can be very seductive. Why keep on going to school when you could be working and making money during that time? This is an issue of REFERENCE POINT. John Ogbu has talked about this. If your reference point is a poor country with less opportunity to work and earn, just having a paying job can be too attractive to turn down.

Second generation students have a somewhat different problem. It is not so much the seduction of the job (they are familiar with low wage, dead end jobs; they have grown up with these and know their limitations) but school often times does not HOLD them because (1) they do not have models of people who turn school into a better quality of life; they don't see this around them in their ethnically and economically segregated communities; (2) they live in communities where a lot of young people are out of school and many of their friendships are outside of school, creating a pull on them; (3) parents who have little concept of the market value of schooling may not push hard to keep them there if they have economic necessity or the kids want to work. [There is a high value for honest, hard work among Latinos. It is seen a positive when a young person shows initiative to work. Sometimes just going to school can be interpreted as being "flojo"--not pulling one's own weight]

Schools are often not inviting places for Latino students. Low expectations of their abilities, failure to meet language needs, and a sense of being second class citizens in the school leads to marginalization and the feeling of being an outsider. Kids tell us that the high profile things in high school --school officers, cheerleaders,

football jocks, yearbook, etc. are positions that go to the Anglos or Asians and that they are passed over. I doubt that this is always or even often overt prejudice so much as it is socialization to different roles. Kids in school setting tend to play out the status of their parents in the broader society. High school is a microcosm of the status relationships of society in general and it is, for the most part, a mechanism of status reproduction.

For latino kids where language is an issue, the courses they are put in often lead no where. I am not talking about "tracking" per se, but if a kid doesn't speak English well, they can be put into endless series of ESL classes that yield no credit for graduation or college prep. So, they can find themselves short sufficient units to graduate and just give up when they realize they won't be graduating with their class

If their aspirations are low (and Latino kids aspire to less education than others) and high school is not a stepping stone to something ELSE (like going to college, getting a management type job, etc.) then they can see little reason for staying there. I have written about the greater tendency for Latinos to "take themselves out of game." For example, Latinos with higher grades and test scores than Black students will opt out of applying to college because they don't think they qualify or don't think "it's for me." That is, they don't think they "belong" and are loathe to compete overtly in a context where they don't feel welcome. This, I think, is cultural as well as economic.

JB, I have just written a paper for the National Academy of Sciences that, among other things, outlines the basic impediments to higher education and achievement for minority students. but, there really isn't time to go through all. They include:

1. lack of access to preschool
2. lack of familial cultural and social capital
3. inequality of neighborhood resources
4. lack of peer support for achievement
5. racist attitudes in society
6. limited English proficiency
7. weak schooling: underprepared teachers, weak curriculum, racial and ethnic segregation that allows schools to offer different programs to different kids
8. high rates of residential mobility
9. low expectations and aspirations

So, tell me what fits your agenda.

Carlos Eduardo Macias
Founder and Executive Director
Latino Leadership Project
1202 28th Street
Des Moines, IA 50311
Phone: 515-271-4633

Carlos - psychology
Juan Morrow — *from Tucson*

Run two summer programs

Recommended for session on high school completion or college completion.

Background

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.

To respond to the problems they saw, Carlos and other students began the LLP program by regularly going into the local high schools to talk to Hispanic students, to try and help them with the barriers they faced, and most of all to give them the encouragement they needed to stay in school and hopefully go onto college. The LLP grew into a focused program, through funding from the State and private foundations, that now provides year round opportunities for high school Hispanic students. While the LLP staff still visit the high schools regularly they now also provide intensive summer programs for those students interested in going on to college, enrichment programs for all Hispanic high school students in the area, and the opportunity for students to become community volunteers.

For example, last March, LLP invited experts from around the country to participate in a daylong seminar for the local Hispanic high school students. Sessions ranged from saying "no" to gangs and drugs, to what courses to take to prepare for college and how to apply for student financial aid, to motivational speeches by high achieving professional Hispanic women. The second day of the program, the over 200 participants were invited to volunteer time to help Spanish speaking residents of the area fill out their Census forms. In order to participate in the program, students had to get a sponsor to provide their conference fee. Although the fee was minimal, the purpose was to give the students the confidence to ask others to give them the support they needed.

Mr. Macias and the other Grinnell students in LLP are real examples of community building and what can be accomplished by Hispanic young people who care about and are willing to help others to achieve. Although only 21, he is already giving back to the community in ways that will lead to better lives for many.



AIDA HURTADO

Professor of Psychology
B.A., Pan American University
M.A., Ph.D., University of Michigan, Ann Arbor

Psychology Department
381 Social Sciences II
University of California
Santa Cruz, CA 95064

831-459-3862; aida@cats.ucsc.edu

Aida Hurtado's research focuses on the effects of subordination on social identity, that part of the self that is related to significant group memberships. She is especially interested in those group memberships (e.g., ethnicity, race, class, and gender) that are derogated in this society and are used to legitimate unequal distribution of power between groups.

Her multidisciplinary perspective has emerged from the social psychological literature on social identity and language attitudes, the methodological literature on surveys, and feminist theory. She uses a variety of methods ranging from ethnography to survey research, which is the core of her training.

Hurtado is currently research director for the UC Latino Eligibility Task Force to conduct the Anchor Study. This study is a survey of California's high schools to identify the barriers Latinos encounter in their efforts to attend the University of California.

SELECTED PUBLICATIONS

Haney, C. and Hurtado, A. The jurisprudence of race and meritocracy: Standardized testing and "race neutral" racism in the workplace. *Law and Human Behavior*, 1994, 18(3), 223-247.

Hurtado, A., Gurin, P., and Peng, T. Social identities: A framework for studying the adaptations of immigrants and ethnics: Mexicans in the United States. *Social Problems*, 1994, 41(1), 129-151.

Gurin, P., Hurtado, A., and Peng, T. Group contacts and ethnicity in the social identities of Mexicanos and Chicanos. *Personality and Social Psychology Bulletin*, 1994, 20(5), 521-532.

Hurtado, A., and Garcia, E. E. (Eds.) *The Educational Achievement of Latinos: Barriers and Successes*. Santa Cruz: University of California, The Latino Eligibility Study, 1994.

PHOTOCOPY
PRESERVATION

Vol. I. Berkeley: BW Associates.

Gandara, P. (1992) Assessment of LEP students, in P. Berman, J. Chambers, P. Gandara, B. McLaughlin, C. Minicucci, B. Nelson, L. Olsen, and T. Parrish. Meeting the Challenge of Language Diversity. Vol. II. Berkeley: BW Associates. Pp. 25-42.

Gandara, P. (1986) Chicanos and higher education: The Politics of Self-Interest. American Journal of Education 95 (1), 256-272.

Gandara, P. (1982) Passing Through the eye of the needle: high achieving chicanas. Hispanic Journal of Behavioral Sciences 4 (2), 167-179.

Gandara, P., B. Keogh, & B. Yoshioka-Maxwell. (1980) Predicting academic performance of Anglo and Mexican-American kindergarten children. Psychology in the Schools 17, 174-177.

B.K. Keogh, S. Major, H. Omori, P. Gandara, & H.P. Reid. (1980) Proposed markers in learning disabilities research. Journal of Abnormal Child Psychology. 8 (1), 21-31.

B. Keogh, S. Major, H.P. Reid, P. Gandara, & H. Omori. (1978) Marker Variables: A search for comparability and generalizability in the learning disabilities field. Learning Disabilities Quarterly 1(3), 5-11.

In Press

Maxwell-Jolly, J. and Gandara, P., Improving Schooling for Language Minority Children: A Report of the National Research Council: A Review, NABE Journal (Spring 1998)

Gandara, P. Staying in the race: The challenge for Chicanos in higher education. 150 Years of Chicano/Chicana Education. Cambridge: Harvard Educational Review, 1998. (Galley)

Gandara, P. Telling stories of success: Cultural capital and the educational mobility of Chicano students, Latino Studies Journal, Winter, Vol. 10, 38-54. (Galley)

Gandara, P., Rethinking time and teacher working conditions, in P. Gandara (Ed.) The Dimensions of Time and the Challenge of School Reform. Albany: State University of New York Press.

Gandara, P., Introduction, in P. Gandara (Ed.) The Dimensions of Time and the Challenge of School Reform. Albany: State University of New York Press.



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.

Assistant Professor Jennifer O'Day

213 Education Building 262-4406



Email

608.286.1052
jaoday@facstaff.wisc.edu

Ph.D., Stanford University, Education, Administration and Policy Analysis, 1995

M.A., San Francisco State University, English (TESL), 1983

Ed.M., Harvard University, Education, 1973

Research Interests

Professor Jennifer O'Day is interested primarily in the intersection of educational policy and instructional practice. She has served for the past five years as Associate Director of the PEW Forum on Education Reform, an on-going body of education leaders, researchers, practitioners, and advocates who share a common interest in improving American schools. Professor O'Day has carried out research and written extensively in the areas of systemic reform, educational equity, and capacity building strategies. She has served on several national advisory groups, including the Stanford Working Group on Federal Education Programs for Limited English Proficient Students and the Congressionally mandated Independent Review Panel for the evaluation of Title I and other federal education programs. Her current research interests include teacher and system learning, assessment and accountability strategies, and the education of linguistic minority students

Representative Publications

Fuhrman, S. and O'Day, J.A. Rewards and Reform: Creating Educational Incentives that Work. San Francisco: Jossey-Bass, Publishers, 1996

Smith, M.S. and O'Day, J.A. "Systemic School Reform." In S. Furhman and B. Malen (eds.) The Politics of Curriculum and Testing. Bristol, PA: Falmer Press, 1990.

[return to faculty](#)

This page was last updated December 12, 1999.

Comments or problems: loutzl@education.wisc.edu

WH Hispanic Education Strategy Session

BREAKOUT #1: Improving Access to Quality Early Childhood Education

Moderator – Secretary Donna Shalala

Chairperson – Gloria Rodriguez,
Commissioner
CEO and Founder of ADVANCE family
support and education programs.

Panelists:

Researcher –

Linda Espinosa, Ph.D.
University of Missouri - Columbia
6396 South Sabine
Columbia, MO 65203

Dr. Espinosa specializes in studies related to the learning and development of young children from diverse backgrounds. She also is a member of the National Research Council's committee that is conducting the Study of Early Childhood Pedagogy.

Practitioners –

The Family Resource Agency of Northern Georgia
1217 Lafayette Road
Rossville, Georgia 30741
[Flo Abel at 706-861-0105]

This program is located in an area of Georgia where there is a large carpet making industry. While at one time there were hardly any Hispanics in the area, starting in 1995, there was an influx of Central American Hispanic families immigrating to the area. In the last year alone, the Hispanic population has risen from 40% to 50-60%. The Family Resources Head Start program took note of the changing demographics and worked to proactively hire bilingual teachers, staff and other coordinators, and to provide more home visits for families that were not immediately comfortable with coming to the center.

AND/OR

Ed Leo
Principal
Sanchez Elementary School
Austin, TX

Mr. Leo runs an early childhood language and literacy class for 4-year-olds in his public school. The program is funded by the Dana Foundation and staffed by AmeriCorps volunteers and mothers who live in the neighborhood. He believes that this program is one way to stop the achievement gap before it begins.

Policy Deliverables:

Access to Child Care Deliverables:

The White House will announce a major outreach effort to Hispanic Families to provide information on the importance of early childhood education and to provide information on resources that they can access. This effort will be a public-private effort with the following components:

Outreach Strategy through Public Housing:

- Under the leadership of the Dept. of Health and Human Services, the Early Childhood Working Group of the White House Initiative on Educational Excellence for Hispanic Americans will launch a collaborative effort with the Department of Housing and Urban Development (HUD) and the Department of Education to disseminate bilingual information on early childhood (early brain development/parents as first teachers, child care, Head Start, etc.) through HUD community networks. This will be accomplished through one-day events to draw attention to the available resources, bring in speakers and offer services like immunizations. HHS is planning to pilot this in approximately 5 communities in early summer. [Specifics regarding locations and timeline to follow] (Can we include information on EITC, CDCTC, CHIP??)

Outreach Strategy through Hospitals/Pediatricians:

- Reach Out and Read, a non-profit organization dedicated to providing parents with information on the importance of language development and literacy during routine well-baby check-ups, will be launching an effort to focus on reaching Latino families. They have hired a pediatrician to focus on Hispanic issues and, in 2000, will be doing major outreach to migrant families (more details to follow).

Outreach Strategy to Local Pre-K and Early Childhood Education Leaders:

- The U.S. Dept. of Education will begin a major outreach effort to provide more and higher quality services to very young Hispanic children through Title I pre-school programs. The Department of Education will send out a letter encouraging local school districts to use Title I funds for preschool, urging schools to reach out to Hispanic families, and explaining the flexibility in Title I schoolwide programs in selecting participants and in providing services to Hispanic children and their parents.

- In addition, the Dept. will prepare policy guidance on the use of Title I funds for preschools with examples of high quality programs serving large numbers of Hispanic preschoolers.

In addition, as part of an access deliverable, the White House will announce that both the Department of Health and Human Services and the Dept. of Education will monitor and set a base-line of Hispanic participation in their key early childhood programs.

Quality Deliverables:

Research deliverable?

- Improve quality of services for Head Start programs serving Hispanic children and their families. Announce \$1 million in new funding available in FY 2000 for approximately 7 grant awards of up to \$150,000 per year for four years through the Head Start-Higher Education Hispanic Service Partnerships (HS-HEHSP) grant program to improve Head Start services to Hispanic children and families. This grant program will support efforts to improve the quality and long-term effectiveness of Head Start and Early Head Start programs serving Hispanic children and their families by developing models of academic training and forming partnerships between the Higher Education Institutions and local Head Start and Early Head Start programs. Eligible applicants will be institutions of higher education, in partnership with 1 or more local Head Start or Early Head Start grantees.
- Highlight the recently released, "New Teachers for a New Century: The Future of Early Childhood Professional Preparation" and, specifically, the chapter that focuses on the preparation for early childhood educators who work with young English Language Learners. Also, highlight the President's budget for the Early Childhood Professional Development initiative.

Parent/Family Involvement Deliverables:

- Scholastic Inc., a global children's publishing and media company, will launch a new literacy campaign targeting Hispanic parents and their children. (more details to follow)
- American Library Association (ALA) children's book award to promote excellence in children's literacy that reflects the Latino culture.

Ann O'Leary

Suggested Panelists
Hispanic Conference
May 23, 2000

Goal 1-Early Childhood

Chairperson: Secretary Shalala

Panelists:

Gloria Rodriguez

Recommended by: WHI

Commissioner

CEO and Founder of AVANCE family support and education programs.
(Texas)

Betty Ansin Smallwood, Ph.D.

Recommended by: CAMP

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.
(Washington D.C.)

Goal 2 - Language

Chairperson: Congressman Hinojosa

→ ~~Panel~~ Audience

Panelists:

Ken Hunt

Recommended by: WHI

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.
(California)

Initiative
In audience

Migdania Vega

Recommended by: Department of ED

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.
(Florida)

Ken Milbrodt

Recommended by: Gabriela Lemus, LULAC

Director of Training, Education and Development

Iowa Beef Packers (IBP)

Recommended by: Gabriela Lemus

(South Dakota)

? what to say?

Phonetic Collection
Don - Education
Alicia - Laura
Ellen - George
CS - Tim
↓
video

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

Hel 2
for new
example
ble of AFR
teacher

Audience
Involvement
JP

Thoney
Payant

how kids learn English

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.

Catherine Snow, Professor of Education
Harvard University
(Massachusetts)
phone: 617-495-3563

Maria Celkerson
Hopkins

Adeline Becker, Executive Director
Recommended by: DPC
The Education Alliance
Brown University
(Rhode Island)

→ Bethany

Library on English Language
Learners - teaching

Goal 3 - Achievement Gap

Chairperson: Congresswoman Roybal-Allard

Panelists:

Dan Domenech
Recommended by: DPC
Superintendent Fairfax County School
Recommended by: Andy
(Virginia)

7/246-2631

do we need another
person of color
→ Teacher Quality

Aida Hurtado
Recommended by: Department of ED
Department of Psychology, UC Santa Cruz
Aida served as research director of the UC-wide Latino Eligibility Study.
(California)

831/459-3862

Katy Haycock
Recommended by: DPC
President, Education Trust
(Washington D.C.)

Paul Ruiz → 321

Parent

Goal 4 - High School Completion

Chairperson: Louis Caldera

Panelists:

Expert on tracking:
Sam Halperin-
American Youth Policy Forum
Recommended by: Department of Education- OCR

An academic who can speak to the role that alienation and tracking play in increasing the Hispanic dropout rate. Founder and Senior Fellow, has held leadership positions in academia, the federal government, a foundation and non-profit organizations for over 30 years. He has served as Study Director of Youth and America's Future: The William T. Grant Foundation Commission on Work, Family and Citizenship (responsible for two major studies: *The Forgotten Half: Non-College Youth in America* and *The Forgotten Half: Pathways to Success for America's Youth* and

Message

Parent or Student

YES

YES
JB

message

JB

Young Families); the President of the Institute for Educational Leadership; a Deputy Assistant Secretary at the U.S. Department of Health, Education and Welfare; and a Congressional Fellow of the American Political Science Association, where he worked on U.S. Senate and House of Representatives committees dealing with major education legislation.

Retention expert: Patricia Gandara is professor in the UC system who edited a recent pub from the College Board, *Priming the Pump: Strategies for Increasing the Achievement of Underrepresented Minority Undergraduates*. *Gabriel*
Woods

Manuel Isquirdo
Recommended by: DPC
Founder and Executive Director
Latino Leadership Project
(Illinois)

Message *YES*

Goal 5 - Higher Education

Chairperson: Secretary Richardson

Panelists:

Juliet Garcia

Recommended by: WHI

President of University of Texas at Brownsville (Hispanic Serving Institution) and
Chair of the WHI Commission Higher Education Committee.

Dr. Juliet V. Garcia, chair of the Advisory Committee on Student Financial Assistance, was appointed by the Secretary of Education to serve a three-year term that expires in September 2002. Dr. Garcia has 25 years of teaching and administrative experience in higher education. Since 1992, Dr. Garcia has been the president of the University of Texas at Brownsville in partnership with Texas Southmost College. Prior to her current position, she served as dean of arts and sciences. She is a board member of the White House Initiative on Educational Excellence for Hispanic Americans, the Ford Foundation's Campus Diversity Initiative, and the Carnegie Foundation for the Advancement of Teaching. Dr. Garcia received her B.A. and M.A. degrees in Speech/English from the University of Houston, and her Ph.D. in communications and linguistics from the University of Texas at Austin.
(Texas)

Alex Saragoza

Recommended by: WHI

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.

(California)

Jacqueline Woods

Recommended by: DPC, NEC

Jacqueline E. Woods has more than 25 years of experience as an educator. Ms. Woods' professional experiences range from classroom instruction in speech pathology and special education to program development and management activities in early childhood education, adult

and vocational education and higher education administration and governance. Ms. Woods' currently serves as the Liaison for Community Colleges at the Department of Education. (Washington D.C.)

Watson Scott Swail is associate director for policy analysis of the College Board. Swail provides data and analysis on issues of academic preparation, access to college, and postsecondary success, with particular focus on educational opportunities for low-income, disadvantaged students. His work has been published in the College Board Review, Technology Teacher, and Higher Education Management. In addition to policy research, he directs and produces The College Board's annual Trends reports on student aid, college pricing, and academic preparation. Swail is a former classroom teacher and received his doctorate in educational policy from The George Washington University. (Washington D.C.)

Student - Carlos Medina
Grinnell (IA)
Founder, Latino Leadership Project

PANEL 5

Name

Organization

Expertise

Recommended by:

Juliet Garcia
Alex Saragoza

U. Texas-Brownsville
UC-Berkeley

college president
outreach (practitioner)

WHI, Education
WHI

Laura Rendon
Patricia Gandara
Marcos Sanchez
Deborah Saldana
Jackie Woods
Amaury Nora
?? -- Sarita checking
W. Scott Swail

CSU-Long Beach
UC-Davis
CSU-Sacramento
St. John's Univ
Dept. Education
U. Houston
Chair, Hispanic Council, AACC
formerly The College Board

retention, articulation
author of Priming the Pump, director Puente
CAMP
GEAR UP
Community College articulation
retention (academic)
Community College articulation
college preparation

Garza, HACU
WHI
Education
Education
WHI
HACU
WHI

mentorship

Bill Richardson



"Guzman, Cha" <Cha_Guzman@ed.gov>
05/16/2000 04:09:58 PM

Record Type: Record

To: Kendra L. Brooks/OPD/EOP

cc:

Subject: RE: June 15 conference

Early Childhood- Rebecca Barrera- Presidentr Latino Children's Agenda-
Austin, Texas - 512-472-9971

Closing the Achievement Gap- Dr. George Castro San Jose State University-
(408) 927-5247

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

If you want some help reviewing names I can help with that let me know. Cha

-----Original Message-----

From: Kendra_L._Brooks@opd.eop.gov [mailto:Kendra_L._Brooks@opd.eop.gov]

Sent: Friday, May 12, 2000 4:40 PM

To: Brian_A._Barreto@who.eop.gov; Reynaldo_Valencia@who.eop.gov; Brown,
Sarita; Ramirez, Heidi; Guzman, Cha

Cc: Andy_Rotherham@opd.eop.gov

Subject: June 15 conference

Please email me names and brief bio's of suggested -goal appropriate-
panelists/speakers by noon on Monday the 15th. Thank you!

GOALS
Agenda
Panelists
Deliverables

crz
Zachary
Santiago

Withdrawal/Redaction Marker

Clinton Library

DOCUMENT NO. AND TYPE	SUBJECT/TITLE	DATE	RESTRICTION
003. email	Cha Guzman to Kendra Brooks re: speakers (partial) (3 pages)	05/24/2000	P6/b(6)

COLLECTION:

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

FOLDER TITLE:

HSS [Hispanic Strategy Session] Panelists

2011-0103-S

rc147

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]



"Guzman, Cha" <Cha_Guzman@ed.gov>
05/24/2000 04:18:14 PM.

Record Type: Record

To: Kendra L. Brooks/OPD/EOP
cc: James R. Kvaal/OPD/EOP, Andy Rotherham/OPD/EOP, "maria_echeveste@opd.eop.gov"
<maria_echeveste@opd.eop.gov>
Subject: RE: speakers

Note: Some recipients have been dropped due to syntax errors.
Please refer to the "\$AdditionalHeaders" item for the complete headers.

Kendra-

Let's try to conceptually organize the panels and then we can begin to fill in the blanks-

I believe we should have - one expert(written or well known speaker)
one successful practitioner- related field exp- provide model
one GOV person might address what has the Fed role been in this area
as well as comments as to the future
business and or community perspectives would also be important

Goal 1 Early Childhood- it would then be

Chair- expert- Becky Barrera-President of Latino Children's Agenda really well known for the work of early childhood- has started El dia de los ninos-etc

practitioner-

Connie Rocha- San Antonio- school board - owns early childhood program.
I would not recommend Gloria Rodriguez- she spoke at the first white House event-

GOV- Patricia Montoya- has done a lot in early childhood is the commissioner over Head Start.

Goal 2 Language

0032

Expert Ed DevAvila- P6(b)(6) All these experts are from California
Kenji Hakuta- P6(b)(6)
Lillie Wong Fillmore- University of Berkeley

Practitioner

Mary Ramirez-
Armando Armendariz- Chicago Public Schools
Migdania Vega- Miami(in your list)

Business person

Eduardo Aguirre-International Vice President Nations Bank- well known banker [REDACTED] P6(b)(6)

Government-ex-GOV Delia Pompa- she worked with the secretary to develop a lot of the language policy- is now head of NABE.

Achievement Gap

Practitioner- Toni Trujillo- past Superintendent of Isleta ISD where scores went up.

Present Superintendent of San Diego Public School

Expert- I am getting his name- I have it at home.

Gov.- Gil Garcia- National Institute on the Education of at Risk Students-OERI- [REDACTED] P6(b)(6)

Community- someone from Aspira they have lots of programs for students after school- enrichment not remediation or Beatriz Otero from Calvary Bilingual Multicultural Center in DC [REDACTED] P6(b)(6)

Goal 4 High School Completion

Expert-Dr. Harriet Romo- Professor UTSA- wrote several books on high school completion.

Sociologist- Dr. Angela Valenzuela- [REDACTED] P6(b)(6) Professor Rice University wrote a book on behaviors in school personnel that encourage students to leave school.

Practitioner - Emily Palacios- Calexico Independent School District- Assistant Superintendent- excellent speaker- California Calexico has done an outstanding job in lowering the drop out rate.

Community-

Manuel Izquierdo- (in your previous sheet)

someone from MESA Mexican American Engineering Student Association- very interesting how the professional organizations have developed programs for retention. I can get you name if you are interested.

Also someone in Communities in Schools programs - have done good work for retention.

Goal 5 Higher Education:

Expert- Harry Pachon - President of the Thomas Rivera Center- Calif., Chair Policy WHI Commission

Practitioner- Thomas Arciniega- founder of HACU and immediate past president

very well known- first MA president of university in California P6/(b)(6)

P6/(b)(6)

Ricardo Fernandez- present Chair of HACU- President Lehman College-
CUNY P6/(b)(6)

Community-A company that has coops seeking Hispanic students I can call
Texas A&M-

The coop experience should be heralded.

Gov. Cha Guzman- Senior Advisor to secretary.

-----Original Message-----

From: Kendra_L._Brooks@opd.eop.gov [mailto:Kendra_L._Brooks@opd.eop.gov]

Sent: Thursday, May 18, 2000 6:18 PM

To: Ramirez, Heidi; Guzman, Cha; Cohen, Mike;

Quirina_J._Orozco@omb.eop.gov; Bethany_Little@opd.eop.gov;

Ann_O'Leary@opd.eop.gov

Cc: Andy_Rotherham@opd.eop.gov

Subject:

(See attached file: panel1.doc) Attached please find list of potential
panelists for the Hispanic conference. Please note that we especially need
more input on appropriate panelists for Goals 4 and 5.

CLOSE HOLD. DO NOT FORWARD OR SHARE COPIES. Thank you.

Withdrawal/Redaction Marker

Clinton Library

DOCUMENT NO. AND TYPE	SUBJECT/TITLE	DATE	RESTRICTION
004. resume	Resume of Manuel Isquierdo (partial) (1 page)	n.d.	P6/b(6)

COLLECTION:

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

FOLDER TITLE:

HSS [Hispanic Strategy Session] Panelists

2011-0103-S

rc147

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]

MANUEL L. ISQUIERDO

P6/(b)(6)

[004]

P6/(b)(6)

708-222-5750 (Office)

PROFESSIONAL OBJECTIVE

To serve as an administrator in a culturally diverse community.

EDUCATION

National Louis University Wheaton, Illinois
Candidate for Doctorate in Educational Leadership, degree expected December, 2000.

Michigan State University East Lansing, Michigan
Masters in Educational Administration 1981.

Saginaw Valley State College Saginaw, Michigan
Bachelor of Arts History and English 1974.

CERTIFICATION

Illinois Certification: Type 75.

ADMINISTRATIVE EXPERIENCE

Principal, J. Sterling Morton East High School, Cicero, Illinois. 3400 students
1998 to present.

Principal, Glenbard North High School, Carol Stream, Illinois. 2500 students
1995 to 1998.

Principal, Southeast Magnet High School, Health Professions and International Studies, Kansas City, Missouri. 650 students (K-12 district of 36,000 students) 1993 to 1995.

Associate Principal for Guidance and Student Services, District 202, Evanston Township High School, Evanston, Illinois. Administration of: Guidance/Counseling, College/Career Programs, Social Work, Student Assistance, Health Service, Safety / Security, Student Activities. 2700 students. 1985 to 1993.

Assistant Principal Freshman School, District 202, Evanston Township High School. Administration of: Advisory Program, Student Activities, District 202-District 65 articulation, In-coming ninth grade orientation. 700 students. 1982 to 1985.

TEACHING EXPERIENCE

Buena Vista High School, Saginaw, Michigan. Social Studies Teacher, Administrative Intern (1982), Advisor: Student Council Central Suburban League, Student Council, Hispanic Awareness Club, Ski Club. 1000 students. 1974-1977, 1979-1982.

RELATED EXPERIENCES

Adjunct Instructor, Northeastern Illinois University, 1999.

Member Educational Advisory Board, Anti-Defamation League A World of Difference, 1997 to present.

Consultant/Presenter, Multi-cultural and Diversity issues in secondary schools, 1995 to present.

Guest Lecturer, Northwestern University, School of Education. Topic: "Adolescent Issues and Programs for At Risk Youth." 1989 to present.

Coordinator for District 202 staff development programs on multi-cultural issues, teen sexuality, substance abuse, prejudice reduction ("A World of Difference," "Facing History and Ourselves.") 1985 to 1993.

Consultant to Erie Neighborhood House and Wells High School Chicago, Illinois. Developed a college bound program for at risk youth. 1983 to 1985.

RELATED EDUCATIONAL EXPERIENCES

Principal's Center Summer Institute, Harvard College, Cambridge Massachusetts, 1996
Integrated Thematic Instruction Seminar, Rockhurst College, Kansas City, Missouri, 1995
"Educating the African American Male" African Image Institute, Chicago, Illinois. Summer 1993

Summer 1991 "Developing Gang Prevention and Intervention Programs" Department of Justice, University of Illinois Champaign-Urbana.

COMMUNITY SERVICE

Carol Stream Chamber of Commerce, Carol Stream, Illinois. 1995 to 1998.

Carol Stream Leadership Council, Carol Stream, Illinois. 1995 to 1998.

KC-SHO Building Representative for Community Based School Clinic, 1993 to 1995

Family Counseling Service of Evanston and Skokie Valley Board of Directors, 1991 to 1993.

Teen Parent Services Advisory Board, City of Evanston 1989 to 1993.

Mayor's Task Force for Substance Abuse Prevention, City of Evanston (mayoral appointment) 1989-1991.

Youth Advocacy Advisory Board, City of Evanston. 1986-1989.

Board of Directors Evanston United Way. 1983-1986.

Commissioner, Human Relations Commission, Saginaw, Michigan. 1979-1982.

PROFESSIONAL ORGANIZATIONS AND MEMBERSHIPS

American Association of School Administrators

National Association of Secondary School Principals

Illinois Principals' Association

LULAC, State of Illinois, Education Chair

May 22, 2000

Memorandum

TO: Brian Barreto

FROM: Wil Luna

RE: White House Summit on Latino Education: June 15, 2000

The following individuals are recommended by NEA President Bob Chase to participate in or to make presentations at the White House summit on Latino Education.

Elected Association/Education Leaders/Participants: Individuals able to articulate ideas and concerns on the five goal areas. They can serve as discussion leaders or panelists also.

Name	Position	Expertise
1. Lily Eskelsen	NEA Executive Committee	Closing the Achievement Gap K-12 Dropouts
2. David Hernandez	NEA Board Member	K-12 Dropouts Language Proficiency
3. Eduardo Holguin	Vice President NEA New Mexico	Language Proficiency Closing the Achievement Gap
4. David Sanchez	Secretary-Treasurer California Teachers Association	Early Childhood Education Closing the Achievement Gap
5. Eva Gonzalez	NEA Board Member	Early Childhood Education Language Proficiency

Practitioners/Experts: Educator practitioners/Association staff with expertise in goal area topics who can serve as discussion leaders or panelists.

May 22, 2000

Memorandum

White House Summit on Latino Education: June 15, 2000

Page 2

Name	Position	Expertise
1. Mary Ann Pacheco	College Teacher Whittier, California	Higher Education Higher Education Dropouts (Puente Project)
2. Segun Eubanks	NEA Teaching and Learning Staff	Recruitment and Retention of Educators Student Achievement
3. Ruben Ceden0	NEA Teaching and Learning Staff	School Reform Teaching and Learning Closing the Achievement Gap Dropouts
4. Wil Luna	NEA Human and Civil Rights Staff	Human and Civil Rights Student Achievement Language Proficiency
5. Diane Shust	NEA Government Relations Staff	Government Relations Lobbying Political Issues

There may be others who President Chase will recommend. I will make every effort to get these to you as quickly as I receive his suggestions.

We hope you and Andy Rotherham will make every effort to invite the individuals that we have suggested. I am prepared to give you more information on each person.

Thank you for your consideration and effort to involve the National Education Association in the summit program.

cc:

Bob Chase

Beverly Glenn

Lynn Coffin

Mary E. Teasley