

THE
NATIONAL
CAMPAIGN



PREVENT TEEN PREGNANCY

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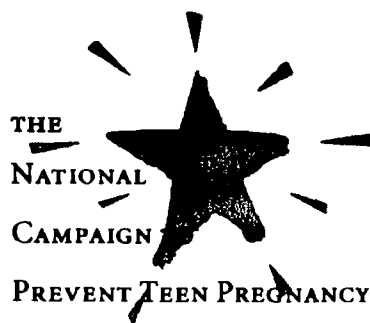
Web: www.teenpregnancy.org

Talking Back: Ten Things Teens Want Adults to Know About Teen Pregnancy

1. Show us why teen pregnancy is such a bad idea. For instance, let us hear directly from teen mothers and fathers about how hard it has been for them. Even though most of us don't want to get pregnant, sometimes we need real-life examples to help motivate us to pay attention to this issue.
2. Talk to us honestly about love, sex, and relationships. Just because we're young doesn't mean that we can't fall in love or be deeply interested in sex. These feelings are very real and powerful to us. Help us to handle the feelings in a safe way — without getting hurt or hurting others.
3. Telling us not to have sex is not enough. Explain why you feel that way, and ask us what we think. Tell us how you felt as a teen. Listen to us and take our opinions seriously. And no lectures, please.
4. Whether we're having sex or not, we need to know how to avoid pregnancy and sexually transmitted diseases.
5. If we ask you about sex or birth control, don't assume we are already having sex. We may just be curious, or we may just want to talk with someone we trust. And don't think giving us information about sex and birth control will encourage us to have sex.
6. Pay attention to us before we get into trouble. Programs for teen moms and teen fathers are great, but we all need encouragement, attention, and support. Reward us for doing the right thing — even when it seems like no big thing. Don't shower us with attention only when there is a baby involved.
7. Sometimes, all it takes not to have sex is not to have the opportunity. If you can't be home with us after school, make sure we have something to do that we really like, where there are other kids and some adults who are comfortable with kids our age. Often we have sex because there's not much else to do. Don't leave us alone so much.
8. We really care what you think, even if we don't always act like it. When we don't end up doing *exactly* what you tell us to, don't think that you've failed to reach us.
9. Show us what good, responsible relationships look like. We're as influenced by what you do as by what you say. If you demonstrate sharing, communication, and responsibility in your own relationships, we will be more likely to follow your example.
10. We hate "The Talk" as much as you do. Instead, start talking with us about sex and responsibility when we're young, and keep the conversation going as we grow older.

**Thinking About the Right-Now:
What Teens Want Other Teens to Know About Preventing Pregnancy**

- 1) Thinking “it won’t happen to me” is stupid — if you don’t protect yourself, it probably will. Make a plan. Sex is serious.
- 2) Just because you think “everyone is doing it,” doesn’t mean they are. Some are, some aren’t and some are lying.
- 3) There are a lot of good reasons to say “no, not yet” — protecting your feelings, for one.
- 4) You’re in charge of your life. Don’t let anyone pressure you into having sex.
- 5) You can always say “no” — even if you’ve said yes before.
- 6) Carrying a condom is smart — it doesn’t make you pushy or easy.
- 7) If you think birth control “ruins the mood,” think about a pregnancy test.
- 8) If you’re drunk or high you can’t make good decisions about sex. Don’t do something you might not remember or really regret.
- 9) Sex won’t make him yours, and a baby won’t make him stay.
- 10) Not ready to be someone’s father? It’s simple: use protection every time or don’t have sex.



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National Campaign Fact Sheet

Organization and Leadership: The National Campaign is a completely private (non-governmental), nonprofit, and nonpartisan effort led by a distinguished National Board. The Board Chairman is Thomas Kean, President of Drew University and former Governor of New Jersey. Isabel Sawhill, Ph.D., serves as the Campaign's President and Sarah Brown as its Director. The major work of the National Campaign is conducted through its four distinguished task forces: Effective Programs and Research, State and Local Action, Religion and Public Values, and Media. The Campaign is also supported by two bipartisan Congressional Advisory Panels.

The Campaign's Mission: To prevent teen pregnancy by supporting values and stimulating actions that are consistent with a pregnancy-free adolescence.

The Campaign's Goal: To reduce the teenage pregnancy rate by one-third between 1996 and 2005.

What the Campaign is Doing:

- taking a clear stand against teenage pregnancy and attracting new and powerful voices to this issue;
- enlisting the help of the media;
- supporting and stimulating state and local action;
- leading a national discussion about the role of religion, culture, and public values in teen pregnancy prevention in an effort to build common ground; and
- making sure that everyone's efforts are based on the best facts and research available.

The Campaign's Origins and History: The initiative was stimulated by President Clinton's challenge in his 1995 State of the Union address that "parents and leaders all across the country... join together in a national campaign against teen pregnancy to make a difference." In February 1996, the first meeting of the founding Board of the National Campaign was held. Since then, the National Campaign has built a stable funding base; begun to build partnerships with national, state, and local groups; and commissioned a number of important studies.

For Further Information or to join our mailing list, please visit our website at www.teenpregnancy.org or write to the National Campaign to Prevent Teen Pregnancy, 2100 M Street, NW, Suite 300, Washington, DC 20037.

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Campaign Director

Sarah Brown

The National Campaign to Prevent Teen Pregnancy Effective Programs and Research Task Force

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Barbara Sugland, Senior Research Associate, Child Trends, Inc.

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Pat Fili-Krushel, President, ABC Television Network

David Mechlin, Senior Partner, World Client Service Director, Ogilvy & Mather Worldwide

Ann S. Moore, President, *People* Magazine

Sally Quinn, Author, Journalist

Bruce Rosenblum, Senior Vice President Television, Business Management, Warner Brothers

Nancy Rubin, Former Official, Corporation for National Service

Lesley Seymour, Editor-in-Chief, *Redbook* Magazine

Meredith Wagner, Senior Vice President of Public Affairs, Lifetime Television

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Ruth Wooden, President, The Advertising Council

The National Campaign to Prevent Teen Pregnancy

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Kenneth Smith, President, The Chicago Theological Seminary

Pat Funderburk Ware, Director of Educational Services, American for a Sound AIDS/HIV Policy

Barbara Dafoe Whitehead, Author and Co-Director, The National Marriage Project

Dan Yankelovich, President, Public Agenda Foundation , Chairman, DYG, Inc.

The National Campaign to Prevent Teen Pregnancy

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Board Member, Planned Parenthood Federation of America

Elayne G. Bennett, President and Founder, Best Friends Foundation

Linda Berne, Professor, Department of Health Promotion and Kinesiology, College of Nursing, University of North Carolina at Charlotte

The Hon. Jay Bradford, The Arkansas Senate

Claire Brindis, Director, Center for Reproductive Health Policy Research, Institute for Health Policy Studies, University of California

Sue Cameron, County Commissioner, Tillamook County, Oregon

**Carol Cassell, Ph.D., Visiting Scientist and Project Officer, Division of Adolescent and School Health,
Centers for Disease Control and Prevention**

The Hon. Frankie Sue Del Papa, Attorney General, State of Nevada

Debra Delgado, Senior Associate, Program Reform/Initiative Management, The Annie E. Casey Foundation

Donna Fishman, Co-Director, Minnesota Organization on Adolescent Pregnancy, Parenting and Prevention

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Bernice Humphrey, Director, Teen Connections Project Director, Healthy Girls Initiative, Girls Inc.

Alexine Jackson, National President, YWCA of the USA

Loretta Sweet Jemmott, Ph.D., Associate Professor, School of Nursing, University of Pennsylvania

Renée R. Jenkins, M.D., Professor and Chair, Department of Pediatrics and Child Health, Howard University Hospital

Leslie Kantor, Vice President of Education, Planned Parenthood of New York City

Chris Nelson, Director of Social Services, Southwest District Health Department

Aracely Panameño, Executive Director, National Latina Institute for Reproductive Health

Wayne Pawlowski, Director of Training, Planned Parenthood Federation of America

Sharon Rodine, Coordinator, Heart of OKC Project, Oklahoma Child Advocacy Institute

Hector Sanchez-Flores, Project Manager, Los Compadres: The Young Men's Project, Services for Adolescent & Family Enrichment

John Schlitt, Executive Director, National Assembly on School-Based Health Care

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Susan Wilson, Executive Coordinator, Network for Family Life Education, Rutgers, The State University

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The Real Costs of Teen Pregnancy

Teen pregnancy affects everyone.

★ Although the rates are declining, the U.S. still has the highest rates of teen pregnancy, birth, and abortion in the western industrialized world. Problems related to teen pregnancy cost taxpayers over \$7 billion per year.

★ More than 40% of American girls become pregnant at least once by age 20 — that's nearly one million teen pregnancies each year.

Teen pregnancy is linked to poverty and school failure.

★ Half of all single mothers on welfare were teenagers when they had their first child.

★ Two-thirds of teen mothers never finish high school. This leaves them unprepared for the job market and more likely to raise their children in poverty.

★ Nearly 80% of the fathers of babies born to teen mothers do not marry their babies' mothers. On average, these absent fathers pay less than \$800 annually for child support.

Children of teen mothers suffer most.

★ Children of teen mothers are twice as likely to be abused and neglected as are children of older mothers.

★ Babies born to teens are at an increased risk of low birth weight and the attending health problems: mental retardation, blindness, deafness, infant death, mental illness, and cerebral palsy.

★ Children of teen mothers are more likely to do poorly in school, more likely to drop out of school, and less likely to attend college.

★ Girls born to teen mothers are 22% more likely to get pregnant as teens themselves.

These outcomes are not inevitable. By reducing teen pregnancy, we solve more than just one problem.

Friday, January 29, 1999

David Boldt *Alarms and Diversions*

As U.S. teen pregnancy rates fall, reasons for celebration and worry

One of the most encouraging — and perplexing — trends in American society at present is the decline in teenage pregnancy.

It's encouraging because of the large body of evidence that teenage girls who have babies reduce their own life prospects, and their children's.

It's perplexing because no one is quite sure why the decline is occurring. Researchers have been unable to find a direct consistent link between teen pregnancy and sex education campaigns, school-based clinics, or any other specific policy intervention.

"There is no single program" that brought about the change, says Penn's Frank Furstenberg, an expert on teenage pregnancy. "It's a constellation of factors coming together." For whatever reason, teenagers are no longer becoming sexually active at younger and younger ages. When they do have sex, they are somewhat more likely to use contraceptives effectively. Fear of AIDS and other sexually transmitted diseases is probably a factor, but it is not the whole story.

Moreover, despite the recent decreases, the number of teenage pregnancies in the United States remains outrageously high when compared to that of other countries, or even the recent American past. More than 500,000 babies are born to teenagers annually. Four out of 10 girls become pregnant before the age of 20.

The decline in teen pregnancy may well reflect factors so subtle that they come in under the radar of social science. Marisa Nightingale, manager of media programs for the National Campaign to Prevent Teen Pregnancy, says word is getting out that teenage pregnancy "is not a good idea."

Her organization's goal is to strengthen that message, while recognizing that teenagers are one of the most wary and cynical audiences to reach. The National Campaign hasn't used public service announcements on TV, for instance, because it fears teens would treat them with scorn.



JOHN OVERMYER

Encouraging parents is one strategy. Evidence suggests, for instance, that teenagers who feel close to their parents are less likely to be involved in irresponsible sex. Contrary to the impression many teenagers convey, they often see their parents as heroes and want to hear their thoughts about values and relationships.

However, the evidence about whether parents should talk openly and frequently with their teenagers about sex is surprisingly equivocal. About as many studies indicate that it makes no difference as show that it has benefits. (A few even indicate that talking about sex a lot has drawbacks.)

There's a similar finding in the

finding that reasonably close supervision of teenagers reduces sexual adventurism. It has to be placed alongside findings indicating that the strictest parents often have the most promiscuous teenagers.

There is no scientific research at present that the "abstinence-only" campaigns often advocated by conservative religious leaders reduce teenage pregnancy. But there is evidence that religious involvement has benefits for teens.

Nightingale uses what she regards as an appropriately understated approach in dealing with the writers and producers of TV shows teenagers watch. She doesn't excoriate them for being purveyors of licentious filth. Instead, she suggests that they might make their shows more dramatic by noting, for example, that sex can have consequences (a novel concept for many shows).

Some programs, such as *ER*, have done this on their own. One of the show's characters is a woman who is HIV-positive. Another has fathered an out-of-wedlock son with a hearing impairment.

Nightingale's organization reminds us that rising anxiety about social pressures to engage in sexual activity may be connected to teenagers' rising rates of emotional distress, depression, suicide and substance abuse. That is the thesis of the National Campaign's newest publication, *Goodbye to Girlhood*, written by Barbara Dafoe Whitehead, perhaps best known for her Atlantic Monthly cover story on the Murphy Brown contretemps headlined "Dan Quayle Was Right."

It is females, Whitehead says, who most often must endure the more dire consequences of sexual activity, whether they're the side effects of contraception, the dilemma of having an abortion, or the shattering of their dreams about a loving long-term relationship.

"The results of the sexual revolution are in," Whitehead says. "Adult males are the winners, and teenage girls the big losers."

David Boldt's column appears on Tuesdays and Fridays. His e-mail address is dboldt@compuserve.com

The Boston Globe

AUG 31 1998

Common sense on teen pregnancy

Debate is smothering action, a new report warns in its title: "While the Adults Are Arguing, the Teens Are Getting Pregnant." Although teen pregnancy rates have fallen, the report, published by the National Campaign to Prevent Teen Pregnancy, notes that almost 1 million teenagers a year still get pregnant.

Nearly everyone agrees on the goal of preventing these pregnancies but not on how to achieve it. Up against hard-to-persuade teenagers as well as popular culture's blunt implication that everyone is doing it, adults face the daunting challenge of having to be Perry Mason - passionately arguing for pregnancy-free paths through adolescence.

Those making this case, the report notes, split roughly into three often contentious groups. Some stress abstinence; some advocate sex education; some argue that sports and other engaging activities protect teenagers from pregnancy by boosting their self-worth and outlook on the future.

Too often these approaches needlessly compete, pitting religious conviction, secular beliefs, and medical pragmatism against one another. And while debate is the stuff democracy is made of, the report notes, the unresolved conflicts that haunt teen pregnancy are useless and destructive.

Then there are the logical weak spots. Although 80 percent of young people have sex as teenagers, most wait until they are at least 17, according to the Alan Guttmacher Institute's 1994 study "Sex and America's Teenagers," still the standard for research on the issue. Argue that teenagers are unprepared for the demands and consequences of sexual relationships, and any adolescent worth his skateboard will point to the 30-

to 50-year-olds who have the same problem.

Often adult theories about teenage sex and pregnancy lack honest accounts of real experiences - what it's like to have sex at 15 or to postpone sexual activity until marriage. Still, of the teenage pregnancies that do occur, 85 percent are unintended; the adult rate is 55 percent.

Fortunately, this new report doesn't simply lament the problems; it details a solution: the Structured Community Dialogue held in San Bernardino County, California, last March.

Distrust, bad feelings, disagreements, and the wounds of old battles were what organizers had to work with. Hours of setup time proved invaluable. Participants were screened and prepared. Important figures who were unable to participate in the actual dialogue were still interviewed. Outside organizations served as mediators. A local university helped prepare an evaluation.

The discussion included teenagers, parents, clergy, educators, elected officials, and pregnancy prevention advocates. The result was an "agenda for action" with items such as securing money for teen programs and setting up classes for parents.

Essential to the project was "jettisoning the notion that progress is gauged by the number of opinions that are changed." Instead, success became individuals fighting to speak as a community, to express their common concerns to teenagers despite even glaring differences in their values.

The problem of teen pregnancy was not immediately solved. But the project provided a useful blueprint for civic discourse based on the search for common ground.

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THE CAMPAIGN

The National Campaign to Prevent Teen Pregnancy, founded in February 1996, is a nonprofit, nonpartisan initiative supported almost entirely by private donations. High rates of teen pregnancy burden not only teenagers but also their children, families, and communities, while imposing large costs on taxpayers as well. To reduce teenage pregnancy, the Campaign provides national presence and leadership to raise awareness of the issue and to attract new voices and resources to the cause. It provides concrete assistance to those already working in the field. The Campaign also tries to erase the many disagreements that have plagued both national and local efforts to address this problem.

THE MISSION AND GOAL

The mission of the Campaign is to prevent teen pregnancy by supporting values and stimulating actions that are consistent with a pregnancy-free adolescence. The Campaign's goal is to reduce the teen pregnancy rate by one-third by the year 2005.

THE STRATEGY

To achieve its mission the Campaign has adopted a five-pronged strategy:

- Take a strong stand against teen pregnancy and attract new resources and powerful voices to this issue.
- Enlist the help of the media.
- Support and stimulate state and local action.
- Lead a national discussion on the role of religion, culture, and public values in an effort to build common ground.
- Make sure that local community efforts are based on the best information available.

WHY WE NEED YOUR HELP

- More than 4 out of 10 young women become pregnant before they reach the age of 20 — nearly one million a year.
- More than 8 out of 10 of these pregnancies are unplanned.
- Teen pregnancy and teen birth rates in the United States are the highest of any Western industrialized country — nearly twice as great as the next highest nation.
- Almost 75 percent of births to teens are outside of marriage, up from only 15 percent 30 years ago.
- One of every 3 girls has had sexual intercourse by the age of 16 and 1 out of 2 by the age of 18.
- Three of every 4 boys have had sexual intercourse by the age of 18.
- Teen mothers are less likely to complete high school and more likely to end up on welfare.
- The children of teen mothers also suffer adversely; they have lower birth weights, are more likely to perform poorly in school, and are at greater risk of abuse and neglect.
- Teen childbearing costs U.S. taxpayers \$7 billion annually.

GUIDING PRINCIPLES

The work of the Campaign is guided by six principles:

- Tolerance for the diversity of views about how best to intervene.
- Commitment to nonpartisanship.
- Desire to work with those already dedicated to preventing teen pregnancy.
- Recognition that teen pregnancy is a symptom as well as a cause of poverty and other disadvantages.
- Commitment to be science-based.
- Recognition that prevention efforts must focus on boys as well as girls.

RECENT ACCOMPLISHMENTS

- Produced a number of well-received publications, including the oft-cited report, *No Easy Answers: Research Findings on Programs to Reduce Teen Pregnancy*.
- Worked with major media outlets like NBC, Black Entertainment Television, MTV, and the new *Teen People* magazine to include messages promoting pregnancy-free adolescence.
- Distributed a comprehensive Welfare Reform Resource Packet to leaders in all 50 states, focused on the teen pregnancy prevention provisions.
- Held a conference of leaders from 41 states developing media campaigns to help reduce teen pregnancy.

LEADERSHIP

Effective Programs and Research Task Force

Kristin A. Moore, Chair

Media Task Force

Jody Miller and Sheila Johnson, Co-Chairs

Religion and Public Values Task Force

William Galston, Chair

State and Local Action Task Force

Barbara Huberman and
Annette Cumming, Co-Chairs

The work of the Campaign is led by four task forces. Task force members have been drawn from many sectors and regions of the country and bring a wide range of experience and points of view.

ADVISORY PANELS

The Campaign is advised by two Congressional Advisory Panels.

Senate Advisory Panel Co-Chairs:

Joseph I. Lieberman (D-CT)
Olympia Snowe (R-ME)

House Advisory Panel Co-Chairs:

Mike Castle (R-DE)
Nita Lowey (D-NY)

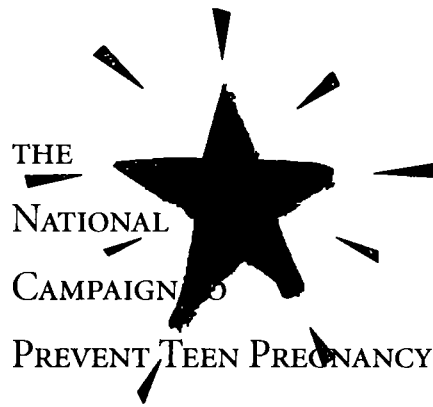
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[Ten Tips for Parents to Help Their
Children Avoid Teen Pregnancy]



Ten Tips For Parents

*To Help Their Children
Avoid Teen Pregnancy*

*Plus: A List of Resources
for Parents*

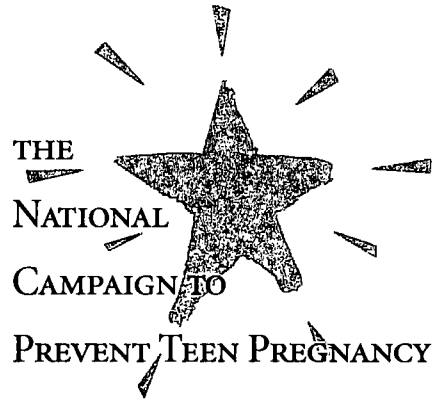
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[Nine Tips to Help Faith Leaders and Their
Communities Address Teen Pregnancy]



Nine Tips To Help Faith Leaders

and Their Communities Address Teen Pregnancy

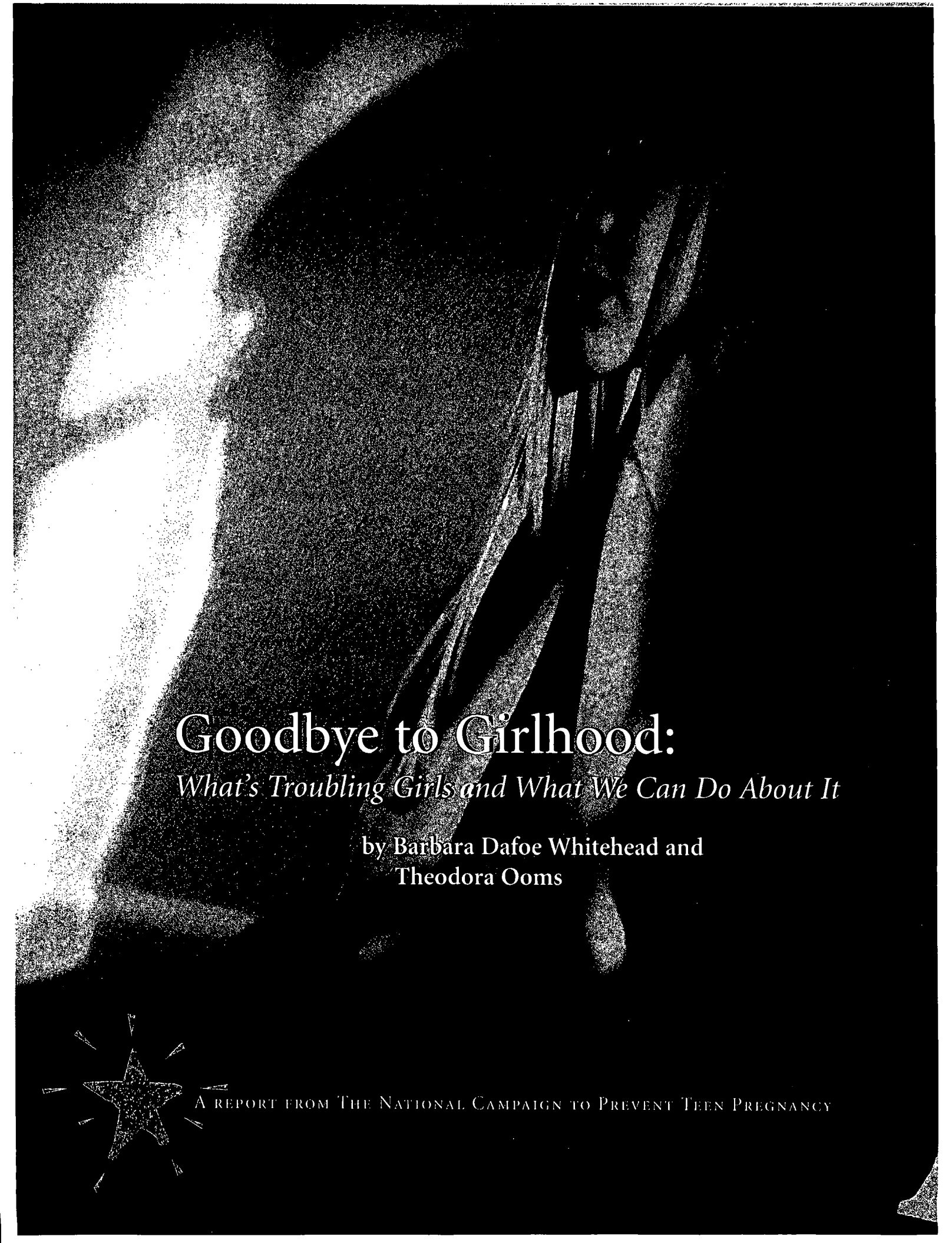
PLUS: A LIST OF RESOURCES

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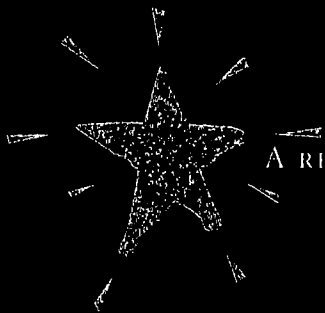
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Goodbye to Girlhood:

What's Troubling Girls and What We Can Do About It

by Barbara Dafoe Whitehead and
Theodora Ooms



A REPORT FROM THE NATIONAL CAMPAIGN TO PREVENT TEEN PREGNANCY

El Día de los Niños



April 30

**Celebrating Young
Americans**

**National
Press
Kit**

**PHOTOCOPY
PRESERVATION**



Rebeca Mari a Barrera
President

National Latino Children's Institute

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**Estás en mi corazón
y
te abrocho el cinturón**

National Latino Children's Institute ★ National Highway Traffic Safety Administration



**Estás en mi corazón
y
te abrocho el cinturón**

National Latino Children's Institute ★ National Highway Traffic Safety Administration

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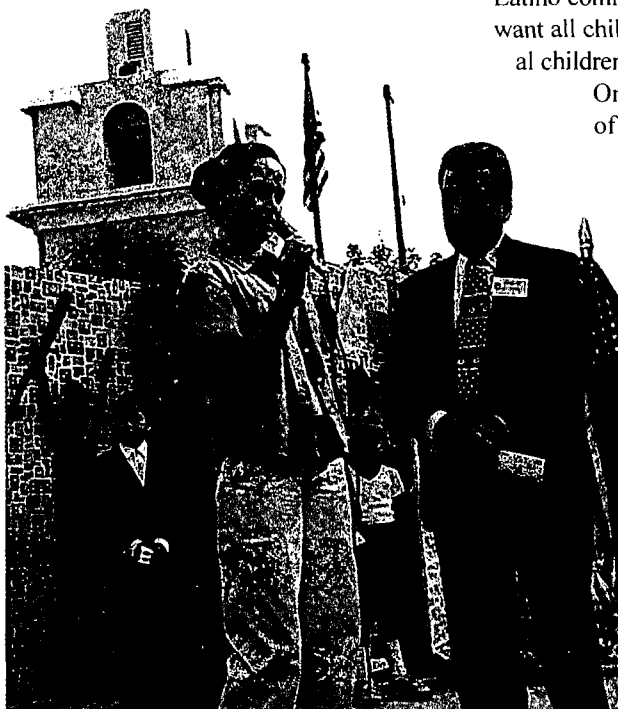


el futuro

U.S. Celebrates El Día de los Niños

The midmorning sounds of traffic and children at recess all over the island were suddenly drowned out by the melodious tones of church bells ringing and motorists honking their horns. Everyone stopped and remembered . . . Puerto Rico's celebration for El Día de los Niños had begun.

Over 70 cities observed *El Día de los Niños Celebrating Young Americans* on April 30. Children and youth participated in activities that honored them—a day created especially to uplift young people in the United States. There were parades, festivals, resolutions, and *milagro* exhibits.



A student at the Phoenix, AZ celebration takes center stage to talk about why young Americans need their own day, while Art Othon, co-chair of the event looks on.

This year marks the first time the United States observes the holiday nationally. According to Rebeca Barrera, President of the National Latino Children's Institute, (NLCI), "Many communities have independently set aside April 30 for children, because of their connection to México, where it has been celebrated officially for years. But this is our first nationally coordinated celebration backed by the U.S. Senate, the body that establishes national holidays for the United States."

During the nine months before April 30, NLCI staff traveled around the country to meet with community leaders and encourage them to organize committees to focus on children. "Although the events are distinctly Latino flavored, and the Latino community is taking the lead, we want all children to benefit from a national children's holiday," said Barrera.

One of the unique ingredients of the celebration is the focus on children's well-being and their role in each community. As mayors and city councils pass resolutions, they are forced to reflect on the way in which children are included in their

Continued on page 2.

Hispanic Heritage Poster Wins Award



David Diaz's dramatic illustrations on the front of the 1998 Hispanic Heritage Month Poster, *Leer es Saber - Reading is Knowledge*, has skyrocketed this new children's product to the top of popular educational materials. The recipient of the 1999 Distinguished Achievement Award from EdPress, the poster was developed by the National Latino Children's Institute (NLCI) and Scholastic, Inc. The award was presented on June 11th at the National Press Club.

The poster is the second in a series, and is the first educational poster of its type. It was the brain child of Rebeca Barrera, President of NLCI and Graciela Vidal from Scholastic, Inc. "You can't

Continued on page 3.

INSIDE

U.S. Senate resolution introduced	2
1999 La Promesa de un Futuro Brillante	4
La Promesa 2000 nomination form	7
Corazón de mi Vida	11
Words for the Future	12
Children's Health Insurance Program	14
Latino Children's Corporate Board	15

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[National Latino Children's Institute fliers]



Planning a Children's Parade & Press Conference

A children's parade provides a celebratory activity that the whole community can attend regardless of age. The purpose is to have fun and deliver the message that children are important. It is a great event for a school day when children are bussed into a central area for the reading of the proclamation.

Unlike other parades that entertain children, this one is made up of children carrying school banners, waving streamers and balloons, wearing *ballet folklórico* costumes, riding decorated wagons, pushing strollers with siblings, walking on stilts or skates, dancing and singing to favorite songs.

The decision to plan a parade should be made by the whole *El Día de los Niños* organizing committee since it will require the help of many groups. The parade should be planned in conjunction with a press conference to proclaim *El Día de los Niños*. Here are some things to consider.

PERMITS

If you are going to walk on public streets or if the parade will cross any streets, you will need to get a parade permit from the city. You will also need police escorts.

SUGGESTED SPONSORS & PARTNERS

The most important sponsor to get is the city as it may be possible to waive the parade fees and police escort will be provided at cost or free. Local businesses, marching bands, *mariachi* groups and youth bands are important to include. The local media should also play an important role.



Young Americans: The Heart of the Celebration

Youth participation is the cornerstone of all *El Día de los Niños* committees. This important facet of the planning will create a real voice for children, develop youth leadership skills, and ensure that the proposed activities are pleasing to the young people.

Every time that an adult extends an invitation to a young person to join in a planning session, everyone learns. The youth learn the importance of being involved, of working to make the community a better place, and how to be effective leaders. They will also feel proud about giving back to their community and sharing their talents. They may learn new skills and raise their self-esteem by teaching and working with younger children.

Adults will learn how young people view the world, how to solve problems in fresh youthful ways, and how valuable it can be to include youth in decisions that affect them.

What's their role?

Many youth are already leaders in their schools and the community. Adult leaders need to find out what they like to do and encourage them to be vocal, to be the voice for all the youth.

Although many young persons are involved in sharing their talent by performing at *El Día de los Niños* events, their role should be much broader than providing entertainment. This celebration is for the children and youth. They should be spokespersons at events and at the center of all action.

When youth are involved the ideas for projects are boundless. They become very excited and plan events that appeal to all ages.



A PASSENGER SAFETY CAMPAIGN TO SAVE LATINO CHILDREN

The word *corazón* means "heart" when translated literally from Spanish, but like many Spanish words the cultural meaning is more complex. *Corazón* is an endearment used among family members and loved ones. *Corazón de Mi Vida* carries the message deeper . . . it means, "you are the center of my life." It is this concept that is the focus of a new initiative to inform Latino families about the importance of placing their young children in child safety restraints. Public information messages and outreach strategies to Latino families utilize this concept (loosely translated):

*"You are the center of my life and
I love you so much, that I will:
... Put you in a car seat."
... Put you in the back seat."
... Wear my own seat belt."*

Corazón de Mi Vida is a new partnership between the National Highway Traffic Safety Administration, the National Safety Council and the National Latino Children's Institute. According to NHTSA and other experts, Hispanic teens 13 to 19 have higher rates of traffic death. The biggest problem is lower seat belt and safety seat use by Hispanics (*).

To increase the use of child safety seats and seat belts in Latino communities. NLCI has developed new materials and messages including bumper stickers, reminders to hang from the radio button, rear view mirror, or back seat and mini safety seat checklists with helpful tips.

* Insurance Institute for Highway Safety, Status Report, 1999

The Latino Family

Latino families are younger and larger than other families in the U.S.

Many families live in crowded conditions, with two and three generations living in one residence. Although the extended family is considered one of the assets of the population, the numbers of "hidden homeless" are not recorded.

Hispanic American families are more likely to have children present than are non-Hispanics. Starting a family is a very important goal for young Latinos.

Inner city families have experienced a dangerous increase in street crime. Almost all children in public housing have experienced some form of community violence. Latinos are also affected by this trend.

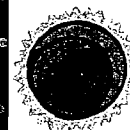
Parents continue to be left out of parental involvement programs in public schools. The incompatibility between the language and culture of the home and that of the school continue to be the biggest barrier.

Hispanics have little access to health insurance, even when they are employed. Latino children are the largest group of uninsured citizens in the nation.

There is a need for bilingual bicultural professionals to work as teachers, counselors, translators, health care providers, and child care workers. Professional preparation programs must be developed that address these needs.

There is a great need for culturally and linguistically relevant materials for all types of programs. The translation of programs designed for the dominant society usually has a detrimental impact or no impact on Latinos who prefer Spanish as the language of communication.

In large urban centers such as New York, El Paso, Chicago, Los Angeles, San Antonio, and Houston, Latinos are constantly under-employed, earning below poverty wages while working full time.



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¡Cel brand los jóvenes de las américas!



ARRIVAL & DEPARTURE

Many children will arrive and depart on buses, therefore it's important for organizers to plan for a drop-off and pick up area.

PRE-PARADE FESTIVAL

This is a short event that provides fun as well as a place to gather for the parade. The space should be large enough for all the children to gather comfortably and participate in organized activities. These can include story telling, a *milagros* exhibit, arts and crafts, sack races, entertainment, etc. There should be enough to do so that children do not get bored waiting for the start of the parade.

ENTERTAINMENT & CELEBRITIES

If the mayor, star athletes or celebrities are walking in the parade, you may want a space for autographs and photos with children.

THE PARADE ROUTE

The parade route should be one or two blocks long and end at city hall, the state capitol, or a park that can hold a large crowd. Children carrying a banner with the words *El Día de los Niños Celebrating Young Americans* usually lead the parade. One person must be responsible for spacing groups so that the children are not bunched up.

AFTER THE PARADE

Most children's parades end with dignitaries and children proclaiming *El Día de los Niños* at a press conference. The children have prominent speaking roles alongside the mayor or governor. Local merchants can provide refreshments as the festivities wind down. Volunteers might be needed to help the children board the busses.

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¡Cel brand los jóvenes de las américas!



Young Latinos In Charge

Imagine the possibilities...

El Día de los Niños has quickly become a holiday for all young Americans, but it is a distinctly Latino holiday, originating south of the border. As such, it provides a tremendous opportunity for young Latinos to share their culture, talent, and skills, emerging as organizers and leaders in their community. There are hundreds of activities that youth can plan and carry out for not only *El Día de los Niños*, but year-round. Youth can be involved in:

- Passing a resolution for *El Día de los Niños* at city hall
- Holding a youth town meeting on hot topics such as curfews, school uniforms, or summer jobs
- Establishing a youth commission
- Holding a Kid's Vote event
- Reporting for cable access channels
- "Electing" a mayor or city council members for a day
- Planning and holding a Safe Night
- Organizing school visits
- Giving back-with community service
- Tutoring younger children
- Coaching children's sports
- Creating a *milagros* exhibit
- Compiling oral history stories from the elders in the community
- Creating an inter-collegiate council

Call or write for a handbook on youth leadership activities for *El Día de los Niños*.

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Outreach Strategies Strengthen Initiative

Corazón de Mi Vida utilizes the cultural strengths of the Latino community as the foundation for passenger restraint education. Aimed at young Latino parents and their extended family, *Corazón de Mi Vida* emphasizes the valuable role children play in the lives of their families and society. Even religion and spirituality play important roles in changing behavior.

Common phrases handed down through the centuries such as, *Lo que Dios quiera* --whatever God wills... might suggest that using a car seat can invite disaster. Instead of ignoring or blaming the concept of fatalism, *Corazón de mi Vida* incorporates spiritual beliefs by holding car seat blessings and encouraging people to "help God keep them safe."

Traditional dichos, rhymes, and riddles become reminders for putting children in the back seat and buckling them up. A mirror hanger reminds adults that they are role models and need to buckle up, too!

By taking into account Latino cultural traditions and lifestyles, NLCI outreach strategies focus on what resonates with the Latino community and builds on the good things parents are already doing for their children.



U.S. Department of Transportation



People Saving People

National Latino Children's Institute
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(512) 472-9971

Tambien es importante saber que...

Entre los hispanos, hay más niños menores de 5 años de edad (o sea, el 11.4% de la población) que cualquier otro grupo, mientras que entre los no-hispanos el porcentaje más grande es de personas entre 30 y 34 años de edad (8.7%).

La tercera parte de la comunidad hispana tiene menos de 15 años de edad mientras entre la comunidad no-hispana este grupo sólo alcance ser la quinta parte.

La comunidad hispana estadounidense tiene más hijos menores y menos personas mayores de edad que el resto del país. Por ejemplo, sólo el 5% de los hispanos tienen más de 65 años en contraste con el resto del país donde este grupo abarca el 13% de la población.

Casi la tercera parte (o sea, el 30.7%) de la población hispana ni completa el novena grado mientras que entre el resto del país esta cifra es 8.8%.

Para 1900 casi el 14% (32 millones) de personas mayores de cinco años de edad hablan un idioma diferente al inglés dentro de sus hogares. En los Estados Unidos, 54% de estas personas son de habla-hispana.

A partir de 1980, el ingreso medio de una familia no-hispana aumentó US \$2,632 mientras que el de una familia hispana sólo aumentó US \$744.

Aunque más latinos trabajan (78.7%) que en cualquier otro grupo, entre 1989 y 1992 el ingreso medio familiar de los latinos disminuyó un 7.9%, o sea de US \$24,803 a US \$22,848.

La probabilidad de que una criatura hispana viva en la pobreza (40.7%) es dos veces mayor que la de una criatura no-hispana de raza blanca (19.6%). A nivel nacional, 28.8% de los hispanos viven en la pobreza mientras que entre los no-hispanos la cifra es 12.9%.

Para el año 2020 el porcentaje de personas de ascendencia hispana (no obstante su ascendencia racial) será mayor en todos los Estados Unidos. Se ha pronosticado que en California habrá dos veces más hispanos que en 1993 y que uno de cada tres hispanos vivirán en ese estado.

**La Agencia del Censo estableció que el término hispano abarca toda persona que se identifique como mexicano, portorriqueño, cubano o de cualquier otro país o cultura hispana, no obstante su raza.



**Tú eres el son
de mi corazón,
por eso me
abrocho
mi cinturón.**

Corazón de mi vida

Mi sueño es ver a mi hijo crecer sano y feliz, y ya que siempre seré su primera y más importante maestra me encargaré de:

- ♥ demostrarle a las personas encargadas de cuidarlo la importancia de abrocharse los cinturones de seguridad, los suyos y los de mis hijos.
- ♥ enseñarle la forma más segura de viajar en un carro.
- ♥ siempre darle un buen ejemplo.
- ♥ protegerme a mí misma, abrochándome el cinturón de seguridad.

I want to watch my child grow up healthy and happy and because I am his first and most important teacher I will :

- ♥ teach his caregivers the importance of buckling themselves up, as well as my child.
- ♥ teach him about safety in cars.
- ♥ be a role model for him.
- ♥ keep myself safe for him, so I will buckle up.

National Latino Children's Institute



United States
Department of
Transportation



People Saving People

Corazón de Mi Vida



LATINO VALUES ARE THE HEART OF THE MESSAGE

The word *corazón* means “heart” when translated literally from Spanish, but like many Spanish words the cultural meaning is more complex. *Corazón* is an endearment used among family members and loved ones. *Corazón de Mi Vida* carries the message deeper... it means, “you are the center of my life.” It is this concept that is the focus of a new initiative to inform Latino families about the importance of placing their young children in child safety restraints. The public information messages and outreach strategies to Latino families will utilize the concept (loosely translated):

“You are the center of my life and I love you so much, that I will:

- ...Put you in a car seat.”
- ...Put you in the back seat.”
- ...Wear my own seatbelt.”

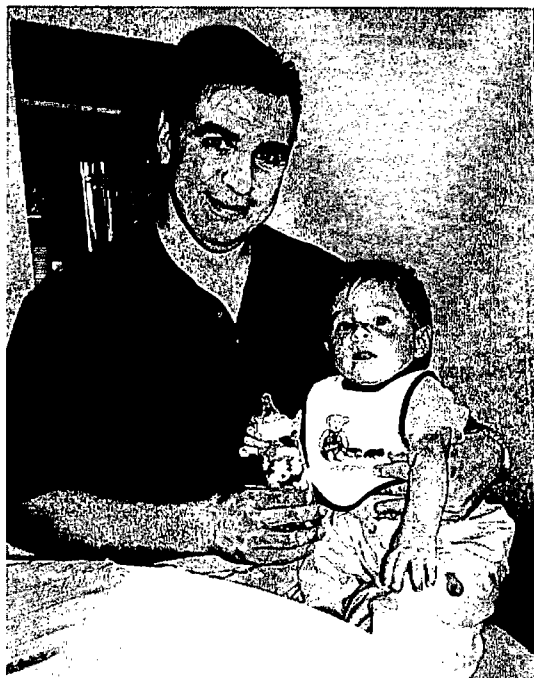
Corazón de Mi Vida is a new partnership between the National Highway Traffic Safety Administration and the National Latino Children’s Institute.

THE ISSUES

The latest motor vehicle safety research reveals that the Latino community is the second most vulnerable passenger group when indifference or cultural beliefs take hold and counter the use of child and passenger restraints. During the last two years the significance of this problem has been emphasized in the data presented by the National Highway Traffic Safety Administration (NHTSA) research. Reports reveal high traffic injury and death among young Latinos, confirming the need for an aggressive and effective outreach and education strategy targeting young Latino families.



According to the Johns Hopkins School of Public Health, Hispanics have lower rates of car seat use than non-Hispanic Whites¹. It also reports that among teenagers, young Latinos (13-19 years) are most at risk of death in Motor Vehicle Crashes (MVC)². Hispanics ages 21-25 have the second highest rate of traffic injury³.



The extended family structure, coupled with poverty, can create difficult situations when it comes to using car seats while accommodating the whole family. Many Latinos work in businesses that require trucks, and this may be the only family vehicle. Only the most expensive trucks can accommodate more than two persons in seats, and therefore some children ride in the bed of the truck while the mother, who feels strongly about the intimacy of holding the youngest on her lap, does so.

In addition to space and economic considerations, there are religious and cultural traditions that are handed down from respected elders. These views often contribute to attitudes that using a car seat can invite disaster: "*Lo que Dios quiera*," "Whatever God wants, if you are meant to die, you will." Therefore, using a car seat contradicts some cultural and religious beliefs.

¹ "Motor Vehicle Occupant Deaths among Hispanic and Black Children and Teenagers." March. Archives of Pediatric and Adolescent Medicine Vol. 152, Dec 1998. Pg. 1211.

² "Motor Vehicle Occupant Deaths." Archives of Pediatric and Adolescent Medicine Vol. 152, Dec 1998. 152:1209-1212

³ "Ethnicity and Alcohol-Related Fatalities." 1990-1994. Tippetts and Voas.

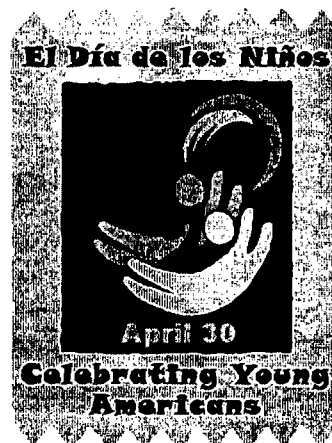
MESSAGES WITH CULTURAL VALUE

Corazón de mi vida is designed to reach the Latino community in a fresh new way. The following principles guide the campaign:

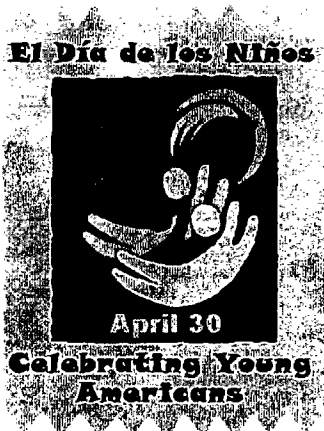
- The messages connect personally; they center on the value of the family as the reason to practice passenger safety.
- Messages build on the oral traditions of the Latino community, utilizing rhymes, riddles, *dichos* (sayings) and finger games as reminders.
- Family gatherings and cultural celebrations are the key outreach tools. *El Día de los Niños*, birthdays, *Día de los Muertos*, Mother's Day, can all be days around which activities are held.
- The campaign uses both Spanish and English.
- Messages build on what families are already doing right.
- Everyone who lives in the extended family household must hear the message, so strategies are targeted to different ages and roles.

ACTIVITIES FOR EL DÍA DE LOS NIÑOS

El Día de los Niños - Celebrating Young Americans draws attention to children and therefore becomes a primary means of communication with the community. Several strategies are being tested during this year's festivities, including car safety seat blessings and check ups, materials distribution at auto dealers and used car lots, and safety fairs with activities for all ages.



For more information call NLCI at 512-472-9971.



1999 CELEBRATIONS

Austin, TX
 Brawley, CA
 Brownsville, TX
 Chicago, IL
 Dallas, TX
 Denver, CO
 Denton, TX
 El Paso, TX
 Houston, TX
 Indianapolis, IN
 Laredo, TX
 Las Vegas, NV
 Los Angeles, CA
 Miami, FL
 Midland, TX
 Minneapolis, MN
 New York, NY
 Odessa, TX
 Philadelphia, PA
 Phoenix, AZ
 Presidio, TX
 San Antonio, TX
 San Francisco, CA
 San Juan, PR
 St Paul, MN
 Tulsa, OK

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Press Release

FOR IMMEDIATE RELEASE

April 27, 1999

Contact: Rosalie Mendez
 512-472-9971

National Latino Children's Institute Launches *Child Safety Seat Initiative*

Austin, Texas---On April 30, 1999 The National Latino Children's Institute (NLCI) in partnership with the National Highway Traffic Safety Administration (NHTSA) will launch *Corazón De Mi Vida*, a new initiative to provide Latino families with vital information concerning child passenger safety. The initiative will be introduced at *El Día de los Niños* celebrations in El Paso and Del Rio. Other pilot sights include Miami, Chicago, the Rio Grande Valley and Los Angeles.

There are over 29 million Hispanics in the U.S. today, making up about 11% of the U.S. population. Of this number, almost 40% are under 19 years of age. The Latino population is growing at a rate seven times faster than the U.S. population as a whole. The U.S. Census Bureau reports that Hispanic children are now the largest minority group of children in the country. According to NHTSA, car crashes are the leading cause of death for Hispanics through the age of 24 and are the second leading cause of death for Hispanics 25-44.

Furthermore, motor vehicle research reveals that although black and Hispanic male teenagers travel fewer miles than their white counterparts, they are nearly twice as likely to die in a motor vehicle crash. The Latino community is also at greater risk for improper placement of infant safety seats in the front seats. The significance of the problem emphasizes the need for outreach and education to Latino families.

The *Corazón de Mi Vida Initiative* is designed to use the cultural strengths of the Latino community as the foundation for passenger restraint education. Aimed at young Latino parents and the extended family, the new messages and outreach strategies build on the good things parents are already doing for their children, and emphasize the valuable role children play in their lives.

The National Latino Children's Institute is a national non-profit organization that serves as the voice for valuing Latino children. NLCI was created to address the issues affecting the lives of Latino youth by promoting and implementing the National Latino Children's Agenda (NLCA,) a statement of principles essential for the healthy and complete development of Latino children.

For more information on the *Corazón de Mi Vida Initiative*, please contact Rosalie Mendez at the National Latino Children's Institute at 512-472-9971.

Photo Opportunity:

El Paso, Texas
 Alamo Auto Supply, 5923 Gateway West
 10 - 11 a.m. Child Safety Seat Blessing
 Contact: Dick Krazne, (915) 781-1234

Del Rio, Texas
 Brown Automotive Center
 2 - 4 p.m., Child Safety Seat Inspection
 Contact: Marjorie Maellot,
 Val Verde Regional Medical Center, (830) 775-8566



Press Conference

For Immediate Release
April 27, 1999

Contact: Rosalie Mendez
512-472-9971

April 29, 1999
12:30-2:00 PM

U.S. Capitol Hearing Room HC7
Washington, DC

1999 CELEBRATIONS

Austin, TX
Brawley, CA
Brownsville, TX
Chicago, IL
Dallas, TX
Del Rio, TX
Denver, CO
Denton, TX
El Paso, TX
Houston, TX
Indianapolis, IN
Laredo, TX
Las Vegas, NV
Los Angeles, CA
Mayagüez, PR
McAllen, TX
Miami, FL
Midland, TX
Minneapolis, MN
Mission, TX
New York, NY
Odessa, TX
Philadelphia, PA
Phoenix, AZ
Ponce, PR
Presidio, TX
Salt Lake City, UT
San Antonio, TX
San Francisco, CA
San Juan, PR
St Paul, MN
Tulsa, OK

On April 30, cities throughout the United States will turn their attention to young Americans. Focusing on their dreams and aspirations for the future, over 100 mayors, county commissioners, governors, and other elected officials will proclaim April 30th, *El Día de los Niños - Celebrating Young Americans*, a day for their youngest constituents. Parents, students, business executives and community leaders have joined together to create parades, festivals, and other special events. This is not just another celebration, but a day of building healthy communities and a future filled with promise, hope, and opportunity. National leaders will mark the special day with their own gifts and promises to the young people of America.

The Gift of a Senate Resolution for *El Día de los Niños Celebrating Young Americans* - Senator Orrin Hatch, R-UT

The Gift of Healthy Telecommunications - Senator John McCain, R-AZ

The Gift of Diversity - Senator Harry Reid, D-NV

The Gift of Educational Opportunity - Senator Jeff Bingaman, D-NM

The Gift of a Healthy Early Childhood - U.S. Representative Rubén Hinojosa, D-TX

The Gift of Child Passenger Safety - Dr. Ricardo Martínez, MD, Administrator, NHTSA, U.S. Department of Transportation

The Gift of Books and Literacy - Ernest Fleishman, Executive Vice President, Scholastic, Inc.

The Gift of Celebration and Recognition through *El Día de los Niños* - Olga Aros, McDonald's Corporation, and Chair National Latino Children's Institute

The Gift of Hope - Rebeca María Barrera, President, National Latino Children's Institute

Closing comments - Henry Solano, Chief Solicitor, U.S. Department of Labor, Chair-Elect, National Latino Children's Institute

Participants should use the front west entrance.

Reception to follow the press conference

RSVP 512-472-9971

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Press Release

FOR IMMEDIATE RELEASE

Contact: Bibi Lobo
512-472-9971

National Celebrations Establish *El Día de los Niños*

Austin, Texas--- *El Día de los Niños Celebrating Young Americans* will move one step closer to becoming a national holiday this April 30 as twenty-nine cities and several states pass resolutions and hold celebrations to mark the day for children. On October 9, 1998, the U.S. Senate unanimously passed the resolution proclaiming April 30 as *El Día de los Niños*.

Children's days are traditionally observed in Latin America and other countries around the world to celebrate the child's value within the family and community; however, no such day currently exists in the United States. "The 29 cities holding celebrations prove that there is a strong support from the community for honoring and uplifting young Americans," commented Rebeca Barrera, President of the National Latino Children's Institute. "Many of these sites have passed resolutions and scheduled special events for the children and their families."

Some celebrations are small with only a few hundred children expected, while others are planning for 10,000 children. Each celebration builds on the unique cultural heritage and strengths that helped forge the community. In some cities, youth are taking a leadership role in passing the resolutions and planning the celebrations. (See attachments for list of cities, activities and contact persons.)

Demographics show that Latinos are the youngest and fastest growing population in the U.S. In July 1998, the U.S. Census Bureau reported that Hispanic children are now the second largest group of children in the nation. There are over 29 million Hispanics in the U.S. today, with approximately 40 percent under 19 years of age. NLCI is serving as a vehicle to establish a voice and place for young Latinos by supporting community groups in establishing April 30 as *El Día de los Niños*. According to Barrera, many individuals and organizations want to help make a difference for young Latinos. "We know that when healthy communities are built for young Latinos, all children will benefit."

"This is not just another holiday," says Olga Aros, NLCI Board Chair. "*El Día de los Niños* is a gift from the children of this millenium to the children of the next millenium. We see it as a new way for parents, schools, and elected officials to value children and youth."

The NLCI is a national organization whose mission is to promote and implement the National Latino Children's Agenda, a statement of principles necessary for the healthy and complete development of Latino children. The organization also works to promote a better understanding of Latino heritage, culture and history and of the issues and challenges facing young Latinos in the United States.

1999 CELEBRATIONS

Austin, TX
Brawley, CA
Brownsville, TX
Chicago, IL
Dallas, TX
Denton, TX
Denver, CO
El Paso, TX
Houston, TX
Guaynabo, PR
Indianapolis, IN
Laredo, TX
Las Vegas, NV
Los Angeles, CA
McAllen, TX
Miami, FL
Midland, TX
Minneapolis, MN
New York, NY
Odessa, TX
Philadelphia, PA
Phoenix, AZ
Presidio, TX
San Angelo, TX
San Antonio, TX
San Francisco, CA
San Juan, PR
St Paul, MN
Tulsa, OK

National Latino Children's Institute
1412 W Sixth St
Austin, TX, 78703
512-472-9971
FAX 512-472-5845
nlci@nlci.org
<http://www.nlci.org>

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Press Release

PARA DIVULGACIÓN INMEDIATA
19 de abril 1999

Comuníquese con: Bibi Lobo
512-472-9971

Se aproxima el día en que *El Día de los Niños* se convierta en un festejo nacional

1999 CELEBRATIONS

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Philadelphia, PA
Phoenix, AZ
Presidio, TX
San Angelo, TX
San Antonio, TX
San Francisco, CA
San Juan, PR
St Paul, MN
Tulsa, OK

Austin, Texas--- Este viernes, el 30 de abril, veintinueve ciudades y varios estados aprobarán una resolución reconociendo *El Día de los Niños* como fecha de festejo nacional, dando un paso importante en la aceptación nacional de un día dedicado al reconocimiento y la celebración de nuestros hijos. El esfuerzo de lograr la aceptación del 30 de abril como un día oficial dedicado a todo niño que viva en los Estados Unidos se inició el 9 de octubre de 1998, cuando el Senado estadounidense, en forma unánime, aprobó una resolución constituyente.

Muchos países, tanto en Latino América como en otras partes mundo, ya tienen la tradición de celebrar *El Día de los Niños*. Pero apenas ahora se inicia este esfuerzo en los Estados Unidos. "Que 29 ciudades hayan decidido incorporar esta celebración a sus actividades oficial demuestra, en forma muy clara, que muchas comunidades desean reconocer el valor y la nobleza de nuestra juventud," comenta la señora Rebeca Barrera, presidente del National Latino Children's Institute (NLCI), una organización que aboga a favor de los intereses de la juventud latina. Ella agrega- "Muchos de ellos ya han aprobado resoluciones formalmente reconociendo este día feriado y han organizado varios eventos especiales para los jóvenes y sus familias."

Las celebraciones varían de ciudad y ciudad. En algunas, los festejos incluyen la participación de entre cien y trescientos niños, mientras que en otras se espera la participación de más de 10.000. Los eventos se han programado tomando muy en cuenta los dones y la riqueza cultural de cada ciudad. En algunas ciudades, los jóvenes se han encargado de tramitar la aprobación de la resolución oficial y de organizar los festejos. (Para más información en cuanto a las ciudades participantes, los festejos y un punto de contacto, véase el anexo).

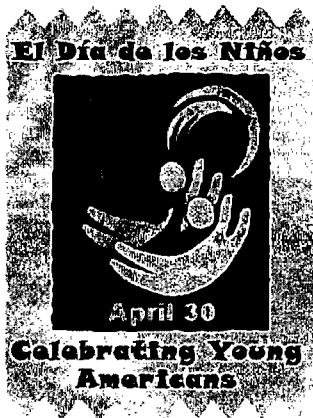
Los últimos informes demográficos indican que en los Estados Unidos, la juventud latina es el grupo demográfico más joven y con la tasa de crecimiento más alta. Un informe publicado por la Agencia del Censo estadounidense en julio de 1998 dio a conocer que entre los 29 millones de hispanos, los menores de 19 años de edad son aproximadamente el 40% de los menores de edad, ocupando el segundo lugar. Los esfuerzos realizados por la organización NLCI a favor de que el 30 de abril sea reconocido, en forma oficial, como *El Día de los Niños* en todo el país es sólo una parte de sus labores abogando a favor de la juventud latina, para así darle una voz y darle su lugar. La señora Barrera nos informa que existen muchas personas y organizaciones que desean mejorar las vidas de los latinos jóvenes. "Queda claro que al construir buenos centros de salud para atender a la juventud latina, también mejoramos los servicios disponibles para todos nuestros jóvenes."

"Esto no será un día feriado como todos los demás," comenta Olga Aros, la presidente de la Mesa Directiva de NLCI. *El Día de los Niños* es un regalo que los niños de este milenio le están obsequiando a los del próximo. Es un día que nos proporciona a todos- los padres de familia, las escuelas y los funcionarios gubernamentales elegidos, una oportunidad adicional de valorizar a nuestras criaturas."

NLCI es una organización nacional cuya misión es promover y poner en práctica el Agenda Nacional para los Niños Latinos, una declaración de los principios necesarios para el desarrollo integro y saludable de la juventud latina. También fomenta un entendimiento más amplio de la cultura, historia y herencia latina y de los desafíos y obstáculos que enfrentan nuestra juventud.

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nlci@nlci.org
<http://www.nlci.org>



Press Release

FOR IMMEDIATE RELEASE

April 22, 1999

Contact: Bibi Lobo

512-472-9971

Children's Dreams for the Future

Austin, Texas--- On April 30 children and youth in cities around the country will voice their wishes, hopes and dreams for the future by making and exhibiting hand made *milagros* at *El Día de los Niños* celebrations. Some may write about a wish to go to college, to be a teacher, doctor or police officer; others will wish for a home of their own, while others will ask for the end to gangs, drugs, or violence in their community.

Milagros have been used for centuries as offerings to ask for wishes, special interventions, and good fortune. They have been made from bone, tin, wood, silver, gold and other materials and pinned to the walls of churches. Today, throughout Latin America, *milagros* can be found in great abundance.

The *milagro* tradition is an excellent *El Día de los Niños* activity that provides adults with the opportunity to listen to the wishes, dreams, and aspirations of the children and to begin the process of creating the programs and policies that will answer those dreams.

Speaking about the *milagros*, Rebeca Barrera, President of the National Latino Children's Institute, said "The cities that are setting up *milagros* exhibits are truly entering into the spirit of *El Día de los Niños* celebrations. They are providing children, even very young children, with a voice and an opportunity to help shape their community. Adults that take the time to read the *milagros* will not only be moved to laughter and tears, but to action. What a gift to the children of the community."

Cities planning *milagros* exhibits include:

City	Site	Contact	Phone Number
Phoenix, AZ	Science Center	Arthur Othon	602-250-3294
Los Angeles, CA	East Wing Gardens City Hall	Jesus Jimenez	326-265-1500
Denver, CO	Thornton Elementary	Barbara Martinez	303-287-5533
Miami, FL	Little Havana Institute	Margarita Zalamea	305-642-3488
New York, NY	PS5 & District 6 Schools	María Castro	212-795-9555 x 412
St. Paul, MN	Science Museum of Minnesota	Miriam Cruz	651-962-6343
Tulsa, OK	Bartlett Square	Wanda Cruz	918-461-1162
Austin, TX	State Capitol	Isaac Treviño, Jr.	512-473-4108
El Paso, TX	International Bridge	Veronica Myers	915-533-1333
San Antonio, TX	Main Plaza	Wanda Orta Detmar	210-493-2143

El Día de los Niños – Celebrating Young Americans is a new national holiday to celebrate and uplift children and youth throughout the country. Children's days are traditionally observed in Latin America and other countries around the world to celebrate the children's value within the family and community; however, no such day currently exists in the United States. This year marks the first national celebration of the day. The U.S. Senate passed S. Res.278 in October 1998 establishing the day in the United States.

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 Laredo, TX
 Las Vegas, NV
 Los Angeles, CA
 McAllen, TX
 Miami, FL
 Midland, TX
 Minneapolis, MN
 New York, NY
 Odessa, TX
 Philadelphia, PA
 Phoenix, AZ
 Presidio, TX
 San Angelo, TX
 San Antonio, TX
 San Francisco, CA
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**Celebrating Young
Americans**

CELEBRATIONS IN THE U.S.

El Día de los Niños: Celebrating Young Americans is a time for adults—parents, teachers, grandparents, and business leaders to take a break from their busy days to celebrate the children in their lives. It is also a time for elected officials and others to commit to children to work together with youth and improve conditions in the community. This April 30, a number of policy makers have stepped up to make this commitment to young people. The following communities plan to celebrate this important new holiday:

PHOENIX, ARIZONA

CONTACT:

Arthur Othon
Arizona Public
Service
602-250-3294
FAX 250-3803
aothon@apsc.com

The city of Phoenix will celebrate children for an entire month. Each day, Latino media will highlight a child and his or her contributions to the community.

At a 9:00AM press conference on April 30, Governor Jane Dee Hull and Phoenix Mayor Skip Rinza will read the resolution declaring that day *El Día de los Niños: Celebrating Young Americans*. Following the press conference, a citywide celebration will take place in downtown Phoenix lasting until 7PM. Corporations will have booths with representatives to discuss career options and economic opportunities for young people. Children will participate in games with professional athletes from three local sports franchises--the Phoenix Suns, the Coyotes and the Diamondbacks. A mini *mercado* is being set up for younger children, and an exhibit of handmade children's *milagros* will also be on display. Organizers expect over 10,000 children to participate in the day's activities.

BRAWLEY, CALIFORNIA

CONTACTS:

Vivian Perez
or
Louis Lerma
Clínicas de Salud
760-344-6471
FAX 344-8410
vivian.perez@usa.net

Imperial County's Clínicas de Salud leads the committee for Brawley's celebration. The committee has planned a full day of music and games for children of all ages at Hinojosa Park in Brawley. Performances include a 15-piece youth mariachi as well as youth ballet folklórico. Local DJ's will provide music for the celebration and a children's art exhibit will display works from Brawley children. Several local health agencies will host information booths and provide free check-ups. The national crime prevention dog, McGruff, will be on hand to educate children as well as the local character Dippy Duck.

POMONA, CALIFORNIA

CONTACT:

Kris Kosinski
Head Start Teacher
909-598-8800

Several Schools of the Pomona Independent School District passed resolutions proclaiming April 30 as *El Día de los Niños: Celebrating Young Americans* in their schools. Head Start students from Pomona will participate in the Los Angeles children's parade and local agencies have planned a celebration at the Pomona County Fair Grounds.

LOS ANGELES (CITY AND COUNTY), CALIFORNIA

CONTACTS:

Jesus Jiménez
Latino Children's
Fund
323-265-1500
FAX 265-2999
lcffund@aol.com

Lucy Rodriguez
Plaza Community
Center
323-261-0414
FAX 261-9178

Laura Romero
310-826-7922.

The Los Angeles Committee has planned activities throughout L.A. county. The activities range from health fairs to parades and *ferias*. The first April 30th event, a children's parade, will commence in downtown Los Angeles at 9:00AM with a children's parade. The parade starts at the historic Plaza Olvera. Clowns and storybook characters including Scholastic's Clifford the Big Red Dog, will greet the children. As children await the start of the parade, they can participate in organized songs and dances. Mayor Richard Riordon will walk with the parading children until participants reach the East Wing Gardens of City Hall. There, several children and dignitaries will read the city's resolution proclaiming April 30 as *El Día de los Niños: Celebrating Young Americans*. Afterwards, the children will place their *milagritos* on a wall to create a mural of their wishes and dreams for the future. Organizers have planned a number of activities at the Gardens. The Los Angeles Children's Museum will supervise art activities, craft making, singing and dancing activities. Over 500 children from various schools and childcare centers have responded to the invitation to join the festivities.

CONTACT:

Adaliada de la Cerda
Public Information
Office
323-226-6899
FAX 226-2608

A Children's Health Fair will also be held from 10:00AM till 2:00PM at the Women and Children's Hospital, a part of the Los Angeles County USC Medical Center. A number of organizations including the Los Angeles Fire and Police Departments, Safety Belt Safe USA, USC Crime Prevention Services and Safe Moves will offer interactive activities and health and safety information. Hospital nursing and medical staff will conduct a mini teddy bear clinic. Clinic staff will paint children's faces and the Starlight Children's Foundation will provide entertainment. The children will make *milagros*, break piñatas and meet Chipper from the California Highway Patrol, Scholastic's Clifford and Snoopy from Knotts Berry Farm. Carnival booths include a dunking tank, duck pond, dinosaur egg hunt and a beanbag toss. Baskin Robbins will have a booth with free ice cream for the participants.

The Los Angeles Unified School District, the second largest school district in the country, passed a resolution proclaiming April 30 as *El Día de los Niños: Celebrating Young Americans*. Event organizers have invited all students to participate in the activities.

The city of El Monte, California, Mayor George Lujan and the city council of El Monte passed a resolution on February 23, 1999, proclaiming April 30 as *El Día de los Niños: Celebrating Young Americans* in their city.

SAN FRANCISCO, CALIFORNIA

CONTACT:

Richard Navarro
Hispanic Community
Foundation
415-981-8423
FAX 981-8222

San Francisco's committee has outlined a Latino Honor Roll that celebrates the value of children within the family and community. The celebration will take place on April 29 from 10:00AM till 12:00PM. A Latino Honor Roll Celebration Parade begins at 10AM. at two locations. Elementary students will gather at César Chávez Elementary School to walk through the Mission District and high school students will gather at Horace Mann. Both groups will finish at Mission High School. Guest speaker presentations will begin at 11AM. followed by a press conference and lunch at noon. The Latino Honor Roll participants are students in grades K-12 with at least a 3.0 grade point average.

DENVER, COLORADO

CONTACT:

Catherine Raveczky
LARASA
303-722-5150
FAX 722-5118
larasa@larasa.org

Events for Denver have been postponed until May due to the tragedy that occurred in Littleton, CO. Some dates have been removed from this document and local contacts can be reached for new schedules.

Plans include a city resolution sponsored by Councilwoman Ramona Martínez and a press conference with local dignitaries and children from the community.

CONTACT:

Marcela
303-433-7444.

The Children's Museum of Denver, the Centro Cultural Mexicano, the City and County of Denver and Mile High United Way will host an event to celebrate *El Día de los Niños: Celebrating Young Americans* at the Children's Museum from 12:00 noon until 4:00PM on May 22. The West High School Mariachi Band, along with folk singers and dancers, will provide entertainment. Members of the Our Lady of Guadalupe Church Choir and dancers from Linda Sosa and Janet Trujillo's ballet folklórico will also perform. Local organizations will disseminate information on literacy, family issues, childcare, dental care and immunizations. Participating agencies include the Colorado Association for Bilingual Education, Metro Denver Bright Beginnings, Salud Family Health Center and HOPE for Kids

CONTACT:

Celia Valenzuela
303-964-9049.

Cultural Legacy Bookstore will hold its Third Annual Poetry Contest on *El Día de los Niños: Celebrating Young Americans*. Cultural Legacy designed and implemented the contest to help promote home reading and encourage positive early experiences with literature. Children ages 7 to 18 years will choose a topic or theme for their poem, which can be written in English or Spanish. Rudolfo Anaya, acclaimed author of *Bless Me, Última* and other novels, essays and poetry, will determine the winners for first through fourth-place categories. An award party is scheduled for April 30 at 4:30PM. Storybook characters such as the Cat in the Hat will make an appearance. The winners will receive \$25 gift certificates. The winning poem will be published as a bookmark and distributed for free at Cultural Legacy and on the bookstore's Internet site at www.culturallegacy.com.

CONTACT:

Barbara Martinez
303-287-5533

Families can also attend events at Thornton Elementary School. Thornton Elementary will stage a spring concert and will set up areas where children can create *milagritos*.

CONTACT:

Reba, Cheryl or Judi
303- 937-1060

The Rocky Mountain SER Head Start program will sponsor a campaign to promote *A Love for Reading (Amor a la lectura)*. Program coordinators have invited local dignitaries and other adults to read to students during school hours on designated days.

CONTACT:

Tom Archuleta,
Principal
303- 433-2581.

Valdéz Elementary School has planned a children's parade, information booths, food and games.

CONTACT:

Julius Martinez
303-293-5114

The Greater Auraria Neighbors Affiliated for Service (GANAS) will offer entertainment including youth Azteca dancers, singers, dramatic performers and break dancers.

CONTACT:

Jerry Lawson
303-436-3159

The Denver Health Pediatric Conference will host an in-service on April 28. Speakers will address the health status of Latino children.

The Denver Health School Based Programs from six Denver middle schools will compile a book of poetry written by sixth grade girls.

MIAMI, FLORIDA

CONTACT:

Margarita Zalamea
Cuban American
Council
305-642-3484
FAX 642-1922
asstpres@cnc.org

Miami-Dade County Mayor Alex Penelas and the Cuban American National Council have planned a celebration of Miami children. Mayor Penelas will begin the festivities, scheduled for April 30 from 10:00AM until 12:00 noon, by proclaiming April 30 as *El Día de los Niños: Celebrando los Jovenes en las Americas* in Miami. Dancers from Nicaragua, Haiti and Asia will represent the diversity of the Miami-Dade community. A number of children's groups will also sing. Organizers will invite children to make *milagritos* to add to the Miami-Dade display and will exhibit additional children's artwork from the community. The event will take place at the Little Havana Institute Auditorium.

CHICAGO, ILLINOIS

CONTACT:

Vittorio Gomez
Chicago Public
Schools
773-553-1959
FAX 553-1931

Chicago's month-long celebrations will culminate with a children's parade on April 30 at 4:00PM. To demonstrate his commitment to children, Mayor Richard Daley will lead the children's parade. Other invited dignitaries include Most Rev. Francis Cardinal George, OMI, the Police Commander and Chicago's Aldermen. Banco Popular's mascot Populoso, Ronald McDonald and local clowns will join the children, parents and teachers during the mile-long parade route.

- April 19 - Alderman Ocacias conducts a hearing for elementary school children at City Hall to discuss issues such as health, literacy and safety.
- April 21 - The Chicago Public Schools pass a Resolution for *El Día de los Niños: Celebrating Young Americans*.
- A citywide kickoff, hosted by Aldermen Ray Frias and Billy Ocacias, took place on April 12 at Kanoon Magnet School. Students from five area schools representing Chicago's Polish, Chinese, Japanese, East Indian and Mexican populations provided diverse cultural entertainment.

INDIANAPOLIS, INDIANA

Contact:

Donna Lolla
Public Relations
Manager
317-334-4003
donnal@childrensmuseum.org

The Indianapolis Children's Museum, the world's largest children's museum, and Ameritech Corporation have joined forces to host the *El Día de los Niños: Celebrating Young Americans* festivities. Visitors can enter the museum for free on Friday, April 30 from 3PM to 8PM. The museum has invited young people and their families to experience the scheduled music, art, dance and hands-on activities that reflect the Hispanic culture. Educational and health awareness organizations will also distribute information pertaining to the Hispanic community.

ST. PAUL, MINNESOTA

CONTACT:

Miriam Cruz
651-962-6343

On April 29, first through eighth-grade students will recognize *El Día de los Niños: Celebrating Young Americans* by participating in hands-on activities at the Science Museum of Minnesota. The activities will take place from 3:00PM till 5:00PM. Children will learn about the environment and nature. A disk jockey will provide entertainment for the youth while younger children enjoy carnival games. Organizers will encourage all children to make *milagritos*, which they will add to the museum's existing display. Older children can also participate in sports such as soccer, basketball and golf. Organizers have also invited Governor Jesse Ventura and state representatives to participate in the activities.

Last year, under former Governor Arne Carlson, Minnesota was the first state to pass a resolution proclaiming April 30 as *El Día de los Niños*.

LAS VEGAS, NEVADA

CONTACTS:

Jose Meléndrez or
Jacki Ferreiro
office of US Senator
Harry Reid
702-474-0041
FAX 474-0137
jose_melendrez@reid.
senate.gov

U.S. Senator Harry Reid and Governor Kenny Guinn will attend the festivities scheduled for April 30. Planned activities include a press conference with Youth Ambassadors from 4:00PM till 7:00PM at Valley High School, followed by a community health fair where youth groups will perform. After the health fair, which will run from 5:30PM to 6:15PM, dignitaries from participating Nevada cities will present their city's resolutions.

School districts, counties, and cities in Nevada have passed resolutions proclaiming April 30 as *El Día de los Niños: Celebrating Young Americans*, including:

- Clark County Commissioners passed a resolution on April 6.
- The City of Henderson will introduce the resolution on April 20.
- The City of North Las Vegas will adopt a resolution on April 21.
- The Clark County School District will present the students with a resolution at a press conference on April 22.
- The City of Las Vegas is adopting its resolution on April 26.
- The City of Bolder will read its proclamation on April 30.

NEW YORK, NEW YORK

CONTACT:

Albania Almanzar
Councilman
Guillermo
Linares
(212)-788-7354
FAX 740-1573

The New York Committee has planned a number of activities for *El Día de los Niños: Celebrating Young Americans*. On April 28, Council member Guillermo Linares will present the children of New York with a resolution proclaiming April 30 as *El Día de los Niños: Celebrating Young Americans* in New York City.

From April 30 to May 1, Linares' District 6 will host a free two-day carnival highlighting the traditions and cultures of the Dominican Republic.

CONTACT:

Blanca Lasalle
Diana Benitez
Creativelink, Inc.
212-931-5750

The committee for Hispanic Children and Families, Inc. (CHCF) will hold a press briefing on April 28 to discuss issues affecting Latino children and families. Topics include poverty and the growing Latino population. Deputy Comptroller, Ms. Rosa Esperon, will give a proclamation on behalf of New York City Comptroller, Alan G. Hevesi. The press briefing will take place at the CHCF offices and will begin at 12:00 noon.

CONTACT:

Danielle DeSaro
Lectorum
Publications
212-929-2833
FAX 727-3035

Lectorum Publications will donate a book to every child who visits their bookstore and author Argentina Palacio will read to the children.

The Greater New York Girl Scouts Council will celebrate on May 1 at PS5 where children will make *milagritos* and break piñatas.

The New York City Board of Education's office of Bilingual Education will stage a district-wide celebration at the Brookdale Center at 10:00AM.

TULSA, OKLAHOMA

CONTACT:

Wanda Cruz
Hispanic American
Foundation
918-461-1162
FAX 254-9834

On April 30 at 11:30AM., children's celebrations will commence at Bartlett Square in downtown Tulsa. An ROTC group will begin the festivities with a flag ceremony followed by a presentation of Tulsa's resolution to the children by Mayor Susan Savage. Six middle school choirs and bands will perform during the ceremony. The students will take their *milagritos* to the event and place them on a wall to create a mural of their hopes and wishes. *Herencia Hispana* ballet folkloric will provide entertainment. The Magic Empire Council of Girl Scouts, the Indian Nation Council of Boy Scouts of America, Campfire Boys and Girls, 4H and other youth development groups will participate. Sponsors include State Bank, Hispano de Tulsa and La Bonita Spanish Radio.

PHILADELPHIA, PENNSYLVANIA

CONTACT:

Marisol Lescano,
Kensington
Resource Board
215-291-5696
FAX 291-4147
mlezcana@phila.k12.
pa.us

During the week of April 30, 15 schools from the Kensington Cluster will plan activities that focus on literacy, environmental awareness and community service. The week's events include essay contests, art exhibits, talent shows, storytelling, awards ceremonies and neighborhood clean-up excursions.

The Philadelphia committee has also organized a parade with the 15 Kensington Cluster schools. Representatives from each school and their parents will walk together to demonstrate their community solidarity. At the end of the parade, students will hand over postcards to a U.S. postal worker. These postcards, which students addressed to the President, Governor, Mayor and Superintendent, communicate the wishes, hopes and dreams of Kensington Cluster kids. The Mayor of Philadelphia will present the city's resolution declaring April 30 as *El Día de los Niños: Celebrating Young Americans*. In addition, State Representative Ben Ramos will present the state's resolution, followed by Council Member Angel Ortiz who will read his district's resolution. Afterwards, families will enjoy a Health/Job fair designed to address the needs and issues of the children in this community.

SAN JUAN, PUERTO RICO

CONTACT:

Caly Rodriguez de
Rivera
787-765-7197
FAX (same)

19 of the 78 municipalities of Puerto Rico have planned local celebrations for *El Día de los niños*. Ponce, Mayaguez, Guaynabo, Yauco, Canovanas, Morovis, Orocovis, Vega Baja, Vega Alta, Ciales, Las Piedras, Juncos, Carolina, Trujillo Alto, Camuy, Dorado, Loiza, Rio Grande and San German will hold festivities on April 30 to honor the children in their communities.

At 10:00AM on April 30, bells all over the island will ring and motorists will honk their horns and flash their lights in honor of the children of Puerto Rico.

In the city of Guaynabo, the Mayor will participate in a symbolic human chain that represents unity in favor of children's rights.

Countless community organizations and businesses have planned activities to express their solidarity in the fight to honor children. A number of hospitals in Puerto Rico will organize activities for the children who are hospitalized in their facilities. McDonald's will celebrate the "McDay" in all of their restaurants. Children who visit will receive a safe toy to take home. Grupo Editorial Norma plans to donate books for children. Other participating organizations include the Girl Scouts, Coca-Cola, AVANCE, Vetelba, Head Start, universities, private schools, catholic schools, banks, pharmacies and a pharmaceutical company.

AUSTIN, TEXAS

CONTACT:

Isaac Treviño
512-473-4108
FAX 473-4127
lketre@aol.com

On April 30, the State Capitol will welcome over 500 children to celebrate *El Día de los Niños: Celebrating Young Americans*. Organizers have invited city, county and state dignitaries to present the children with their resolutions on the Capitol steps. Several children will participate in reading the resolutions. Local singer, songwriter Rachel Cruz will entertain the children and local radio station La Nueva will provide additional music. La Peña Art Gallery staff will organize art activities and assist the children in making *milagritos*. Officials invited to the celebration include Governor George Bush, U.S. representative Lloyd Doggett, State Senator Gonzalo Barrientos, Mayor Kirk Watson, County Judge Briscoe, county commissioners and city council members.

BROWNSVILLE, TEXAS

CONTACT:

Georgianna Duarte,
Ph.D.
956-454-6100
FAX 943-3007
duarte@UTB1.UTB.edu

On April 23, the International Bridge in Brownsville will be closed for an hour. Instead of trucks and cars on the bridge, over 200 children and their families from Mexico and the US will hold a Hands across the Border ceremony in honor of *El Día de los Niños*. Forming a human chain of peace, friendship and dedication to the preservation of first languages and culture, the children will exchange poetry, songs and letters of collaboration. The Mayor, representatives from the Mexican Consulate and the University of Texas at Brownsville will join the children.

BRYAN, TEXAS

CONTACT:

Tricia Olivarez
409-823-3411

On April 27, the Bluebonnet Girl Scout Council, the Hispanic Forum and the City of Bryan will present a resolution proclaiming *El Día de los Niños* in Bryan. Activities for the children will follow the ceremony.

DEL RIO, TEXAS

CONTACT:

Marjorie Mellott
830-775-8566
FAX 774-4844
hospital@delrio.com

On April 30, the Brown Automotive Center will host a Free Child Car Seat Clinic from 2:00PM until 4:00PM. Representatives from Texas SAFE RIDERS will offer a free inspection of child safety seats to ensure that parents have installed them correctly. Brown Automotive, Laughlin Air Force Base, SA Safe Kids, Texas SAFE RIDERS, USAA and the Val Verde Regional Medical Center collaborated to organize this life-saving event.

EL PASO, TEXAS

CONTACT:

Laurie Paternoster
915-585-8723

El Paso's celebration will begin with a *Primeras Damas* conference on April 20, hosted by First Lady of Texas Laura Bush and the First Lady of El Paso Kena Ramírez. *Las primeras damas*, the first ladies of the border cities in both the U.S. and Mexico, will attend a one-day summit focusing on early brain development and children's health in border communities.

CONTACT:

Dick Krasne,
Alamo Auto Supply
915-781-0500 ext.
203

To highlight the importance of child passenger safety, on April 30 at 10:00AM, Most Rev. Bishop Armando X. Ochoa will bless child car safety seats. Alamo Auto Supply will provide trained and certified staff to conduct safety seat inspection. Families are invited to drive their cars with the car seats to Alamo Auto Supply to be blessed and to learn how to properly install the seats. Alamo Auto Supply has also committed to becoming a permanent child safety seat inspection site.

EL PASO, continued

CONTACT: At noon, on April 30 the children from El Paso and Juarez, Mexico will meet on the International Bridge to tie their *milagros* onto the bridge between the two countries. This ceremony will include the wives of the Juarez and El Paso mayors and other dignitaries. Children will then enjoy snacks and music.

Veronica Myers
915-533-1333
or
Laurie Paternoster
915-585-8723

The YWCA of El Paso is coordinating cross-age reading activities at local childcare centers at 2:00PM. Organizers anticipate over 600 students will attend the daylong event.

HOUSTON, TEXAS

CONTACT: The Mayor of Houston and a county judge will present the children of Houston with a resolution at the opening session of the Children's Defense Fund Conference.

Mike Hudson

Children's Defense
Fund

303-604-1392

CONTACTS: Hermann Children's Hospital and the Texas Medical Center will each host activities for their young patients with music, clowns, balloons and snacks. Mayor Lee Brown will read the hospital's resolution. Organizers expect over 150 children at each site.

Gloria Betancourt

Hermann Hospital

713-704-0601

RIO GRANDE VALLEY OF TEXAS

CONTACT: Texas Migrant Council Head Start Centers will participate in a weeklong celebration of *El Día de los Niños: Celebrating Young Americans* and the Week of the Young Child from April 26th through April 30th. Centers include, Alamo, Alto Bonito, Alton, Brownsville, Donna, Edcouch, Mercedes, Mission, Progreso, Raymondville, Rio Grande City, Roma, San Benito, Milpas and San Juan. Various types of activities will take place at the schools during this weeklong.

Sonia Marcum

956-464-5000

CONTACT:
Martina Hernandez
956-787-6105

CONTACT:
Alicia Hernandez
956-485-2577

The Alamo Center has invited parents to participate with children in dancing, carnival games, art activities, water activities, and Olympic style activities.

Alto Bonito Center will stage activities at a local community park. The children will start their holiday with a march in the park and release balloons. The Center invited children and their parents to participate in a Treasure Hunt activity where they will gather items from the park to make a collage, which the Center will display. In addition, the children will present a talent show. Other activities during the week include a Puppet Show, nutritional, ecological and environmental activities and track and field events. Also, *El Payasito Tallarin* will encourage parents, children and the community to participate in different events that value children.

RIO GRANDE VALLEY, continued

- CONTACT:** The Alton Center will have an Open House everyday during the week of April 30. Children will tell their family story with pictures, share past experiences as migrant farmworkers, present a talent show for parents and participate in various games and events.
Mary Lou Mendoza
956-585-3838
- CONTACT:** The Brownsville Center will commence their activities on April 23 when kindergarteners from Matamoros, Mexico join hands with children from the U.S. on the International Bridge to demonstrate that "childhood has no boundaries." Other community events include a conference on the education of young children, an animal show, a science fair, a mini Olympics, an art carnival and classroom events educating children about the importance of water in their environment. The week will conclude with a tree-planting ceremony attended by the mayor at The Public Library.
Rosie Barrientos
956-544-5107
- CONTACT:** At the Donna Center, teachers will plan educational activities in their classrooms throughout the day such as treasure hunts, hat and kite making and face painting. Children will also attend an outdoor demonstration of safety equipment presented by the Fire and Police Departments.
Esmeralda Alamía
956-464-7372
- CONTACT:** The Edcouch Center's festivities will begin on April 27 with mini Olympic games. On the following days, children will participate in various water-related activities and will receive an educational visit from the Police Department where they will be fingerprinted and given a picture I.D.
Lupita Díaz
- CONTACT:** The Mercedes Center has planned a fun-filled morning, which will begin at 9:30 AM. Attending children will enjoy a treasure hunt, a ring toss, face painting, a tree planting ceremony and a puppet show.
Jesus Oronday, Jr.
956-565-6389
- CONTACT:** The Mission Center will kick off the week of April 30 with a book fair. In addition to participating in a book walk, drawing stories and listening to storytellers, each child attending the book fair will select a book to take home. Other activities planned for the week include a tree planting ceremony, water games, a carnival with face painting, pony rides and arts and crafts. On April 30, the TMC will invite families to enjoy traditional Mexican games and activities to celebrate *El Día de los Niños: Celebrating Young Americans*. Parents who attend can view their children's work at an Open House on the same day.
Lilia Ana Rivera
- CONTACT:** *El Día de los Niños* activities at the Progreso Center will begin on April 20 with a parade around the Center. Children will make paper hats, play musical instruments, and march through the school. The following week's activities include an open house, storytelling, an informative visit from local health clinics and a field trip to the Gladys Porter Zoo in Brownsville. On April 30, children and their families can enjoy festival-like games and booths. The week's events will end later that day with a tree planting ceremony and a balloon release.
Gloria Silva
956-969-3066
- CONTACT:** In celebration of *El Día de los Niños: Celebrating Young Americans*, children, parents and staff will participate in many outdoor games and activities at the Raymondville Center. The Raymondville Center will also demonstrate the importance of caring for one's environment by planting a tree. The Police Department will set up a booth for fingerprinting.
Mary T. Cardenas

RIO GRANDE VALLEY, continued

- CONTACT:** *El Día de los Niños* festivities will commence in Rio Grande City on the morning of April 30 with the planting of two trees. Families will then parade to the courthouse. After the parade, children and families can attend a festival where they will engage in a variety of active games, including breaking open a piñata. Families will then enjoy a traditional Mexican meal, prepared by parents. The Police Department will also be in attendance to offer fingerprinting.
- Aniceto Zarate
956-488-8600
- CONTACT:** The Roma Center has scheduled numerous family activities for *El Día de los Niños: Celebrating Young Americans*. The mayor will start the day with a proclamation. Afterwards, children and families can enjoy carnival games at various booths. A local drill team will perform for attendees and the Police and Fire Department will offer demonstrations on fingerprinting and fire safety. Festivities will end at lunchtime.
- Zaida Zarate
956-849-7570
- CONTACT:** The San Benito Center has organized a carnival for the morning of April 30. Children and their families can enjoy games, rides and food while learning important safety tips from local police officers and firemen.
- Roberto Gomez
- CONTACT:** The San Juan Center has planned a variety of morning activities throughout the week of April 30. The week's activities include folkloric dance performances, visits from the Police Department and Barney, a tree planting ceremony and other outdoor games.
- Celia Garcia

SAN ANTONIO, TEXAS

- CONTACT:** The San Antonio Committee is planning the second annual *El Día de los Niños* parade and press conference. Children from throughout San Antonio will attend. A *feria* of entertainment will be held as the children gather for the parade to form. There will be musicians and dancers, kite and *milagro* making. The festivities will culminate with a youth press conference.
- Wanda Detmar
210-493-2143
- CONTACT:** Guadalupe Cultural Arts Center will sponsor *Día de los Libros* events on April 30 from 9:00AM to 3:00PM. Festivities begin with book signings by poet and fiction writer Carmen Tafolla and Mexican children's author and TV personality, Margarita Robleda Moguel. Other activities include storytelling and poetry readings by a number of authors, and an all day mini-bookfair with books for children and young adults written by Latino authors.
- Bryce Milligan
210-271-3151 x 24

SALT LAKE CITY, UTAH

- CONTACT:** The Centro de la Familia de Utah will host a dedication ceremony for the Américas Award Reference and Resource Library, which houses an extensive collection of works by Américas Award recipients. The dedication ceremony begins at 3:30PM, followed by a reading at 4:30PM from noted children's author and recording artist José Luis Orozco.
- Dr. Graciela Italiano-Thomas
(801) 521-4473

El Día de los Niños

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Vivian Perez
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Olga Guerra
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Kensington Cluster Resource Board
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Phoenix, AZ

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Hispanic Community Foundation
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Trujillo Alto, PR

Caly Rodriguez de Rivera
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787-765-7197

Tulsa, OK

Wanda Cruz
Hispanic American Foundation
918-461-1162



NATIONAL LATINO CHILDREN'S INSTITUTE

The National Latino Children's Institute (NLCI) is the voice for young Latinos. It is the only national Latino organization that focuses exclusively on children. Incorporated in 1997 in Texas, NLCI has its headquarters in Austin, and is a nonprofit, nonpartisan, 501 C3 tax-exempt organization. NLCI's mission is to promote and implement the *National Latino Children's Agenda (Agenda)*.

The *Agenda* is a statement of principles essential for the healthy and complete development of Latino children. It was developed following the creation of the *North American Free Trade Agreement*, and the lack of child-centered input to a national document developed by the leading Hispanic organizations. National leaders recognized that there wasn't a children's constituency represented in the NAFTA Latino Summit, although children represented the largest population group on the U.S.-Mexico border. As a result, representatives of 46 regional and national organizations gathered in 1994 to create the *National Latino Children's Agenda*, so that in the future, everyone would be able to represent Latino children's interests. Over 150 national organizations and hundreds of individuals have endorsed the *National Latino Children's Agenda* and many cities and groups use it as a guide to assure that Latino children's interests are represented.

Eventually, the demographics showed evidence of a growing young Latino population, and the community encouraged the development of a permanent Latino organization to be the voice for young Latinos and to assist communities in implementing the *Agenda*. The way in which NLCI was founded symbolizes, to a great extent, the essence of the organization. It was born in the community and is directly linked to the people that it represents.

NLCI implements various strategies that help fulfill its mission:

- **Ethnographic Research:** NLCI conducts focus groups and public forums to gather information concerning policies and programs affecting Latino children. The resulting research enriches other bodies of knowledge with anecdotes grounded in real life experiences. Frequently this approach offers exceptional insight into the cultural issues of the Latino community. Every NLCI project and initiative begins with this type of input from the community. Modeled after the development of the *Agenda*, this strategy also serves to create ownership and buy-in among the participants.
- **La Promesa de un Futuro Brillante:** Every other year NLCI selects outstanding community based programs as exemplary models of "what works" in the Latino community. Nominated by local elected officials, board members, and community leaders, the *La Promesa Programs* prove that negative statistics can be turned around when appropriate strategies are used for outreach and services. Seventy-eight (78) organizations have been selected for this distinction and are promoted as experts. To highlight the work of these organizations a yearbook describing their work is published and is distributed to policy makers and foundations. *La Promesa* programs serve as emissaries of "what to do" for young Latinos. (See list, Attachment 1)
- **Public Education:** NLCI develops public education campaigns that create awareness of the needs and potential of Latino children. Most of NLCI's campaigns target the Latino community, although occasionally NLCI works to inform non-Latino groups about how to work with the Latino community. In 1997 NLCI staff worked with the 9-1-1 Emergency Communications Commission to develop a Spanish language video and curriculum for preschool children. In 1998 staff designed a Hispanic Outreach Plan for the U.S. Department of Education's *America Goes Back to School Initiative*. This resulted in the development of a Hispanic Heritage Month Poster

published annually by Scholastic, Inc. Currently NLCI is involved in developing a public education campaign focusing on the importance of the first three years and early brain development. A second campaign focuses on getting information to Latino families about child passenger safety.

- **Voices of Children:** The *Milagros Exhibit* is a cultural vehicle that was designed to provide a moveable stage for the voices of children. The word "milagros" or "miracle" represents an ancient tradition of hanging small photos, symbols, and supplications in the churches of Latin America. Children design and create artistic messages about the wishes, dreams or desires they have for themselves or for their families. Over 12,000 children's messages have been received since 1996 and they are exhibited at conferences and special events where more are added each year. Only persons under 21 years can add a *milagro* to the exhibit.
- **Leadership Development:** NLCI provides training and technical assistance on programs and policies that value young Latinos and help build healthy communities. Community work groups receive tools and support to assess their community's capacity to promote the healthy development of children. During Hispanic Heritage Month in Washington DC, NLCI hosts the community work groups at roundtable discussions with Congressional representatives, federal officials, Latino experts and youth from around the country to explore policy with national leaders. Staff, working with a team of experts, develops curriculum, materials, and training strategies.
- ***El Día de los Niños Celebrating Young Americans:*** This traditional Latin American holiday will be observed annually beginning April 30, 1999. It is a day for parents, families and communities to value and uplift Latino children and all other children in the United States. Over two dozen cities throughout the United States and Puerto Rico have committed to creating, parades, book festivals, health fairs, and other special events that promote the well-being of children. Mayors and other leaders join in the celebration by passing resolutions and making public commitments to children. This celebration provides a means by which families and the larger society communicate and become aware of the status of children. It also empowers the community to act on behalf of its children throughout the year.
- **Information Services:** Through its web site, newsletter, and telephone support NLCI keeps the community informed about demographics, policy issues, and the work of the *La Promesa Programs*.

LA PROMESA PROGRAMS

The 78 programs that have been selected for recognition by NLCI have made remarkable progress in reversing trends that other organizations have found impossible to change. Through their culturally rich methods, La Promesa Programs have been able to reduce teen pregnancy, increase educational attainment, promote higher education, and improve parenting skills. Their focus ranges from early childhood education to juvenile justice to cultural and artistic expression. *La Promesa Programs* represent 45 cities and 19 states plus Washington, DC and Puerto Rico.

LATINO CHILDREN'S CORPORATE BOARD

The group of 13 corporate executives advises the National Latino Children's Institute in strategies for marketing and outreach. In addition, they provide matching funds for many of NLCI's activities. Among these companies are Scholastic, Inc., Bell Atlantic, McDonald's, United Parcel Service, Kellogg, Bell Atlantic, Sara Lee, Ford Motor Company, Epcot, the Walt Disney Company, Banco Popular, and Univision.

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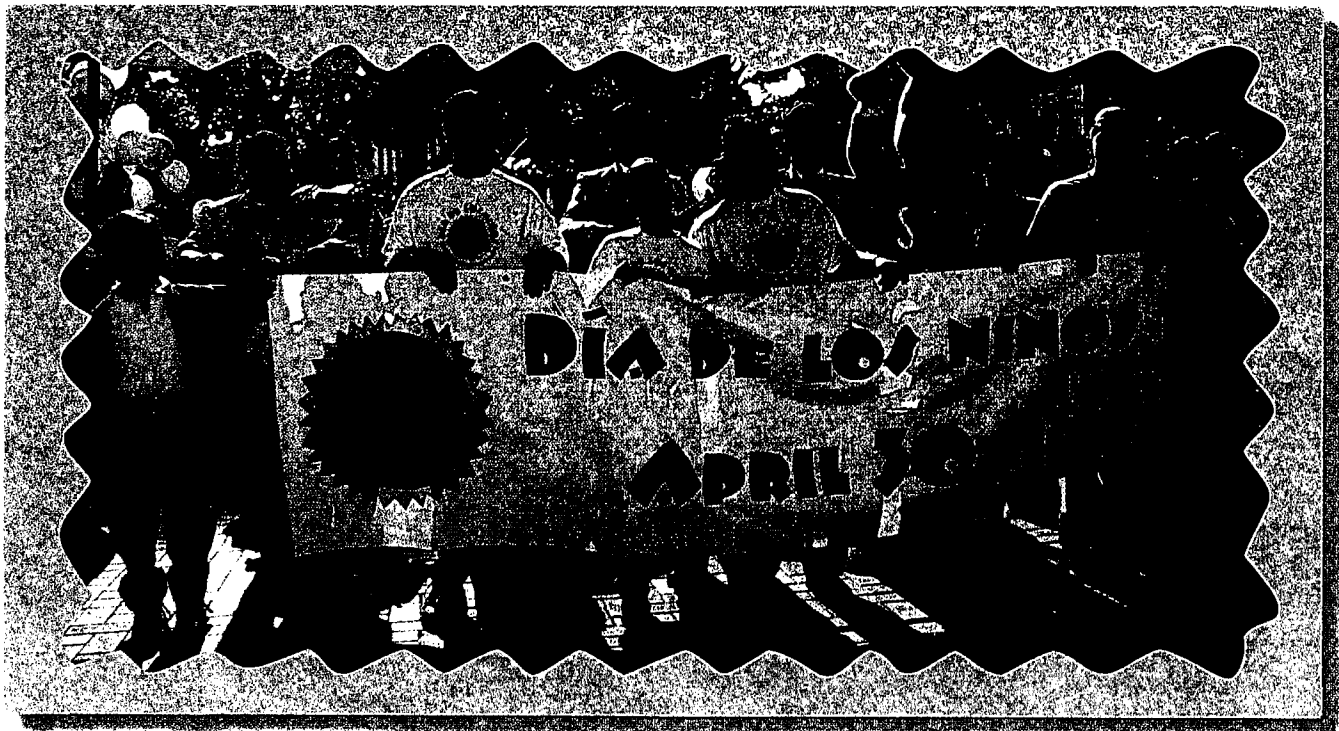
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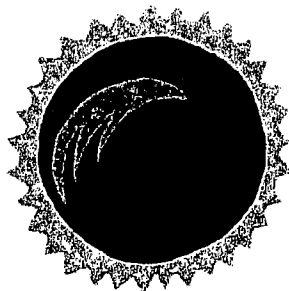
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el Día de los Niños

Celebrating Young Americans



Community Handbook



National Latino Children's Institute

Clinton Presidential Records Digital Records Marker

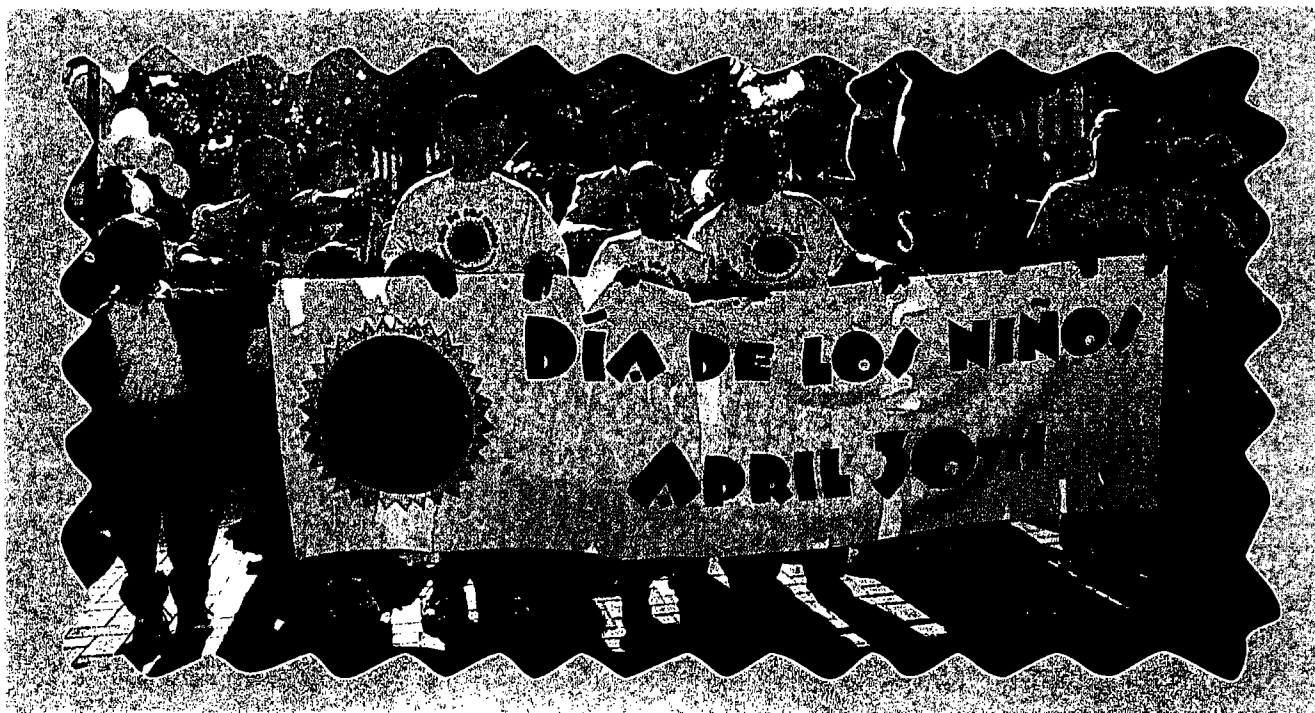
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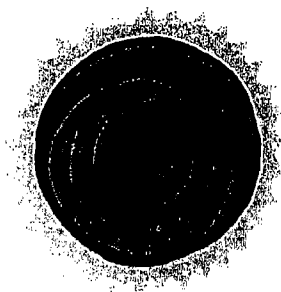
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el Día de los Niños

Celebrando a los jóvenes americanos



Manual para la comunidad



National Latino Children's Institute

July 31, 1999 (2:15PM)

Ms. Ruby Shamir
The White House
1600 Pennsylvania Avenue
West Wing, 2nd Floor
Washington, D.C. 20502

Dear Ms. Shamir:

Enclosed you will find a very much trimmed down version of my remarks. I eliminated some of the numbers and a few other sentences. Please forward to Shirley and Nicole.

Take care,

Hector

Dr. Hector R. Cordero-Guzman
E-mail: hcordero@aol.com

Ruby/Nicole

*Better, but he seems to have cut several
lines that I think HRC wld expect
him to address - esp. suicide + teen
pregnancy.*

Challenges and Opportunities Facing Latino Children and Youth in the United States

Remarks made at the
White House Convening on Hispanic Children and Youth

August 2, 1999

I have been asked by the First Lady to help frame our discussion by making a few brief remarks on the challenges and opportunities facing Latino children and youth in the United States from the perspective of a researcher.

The Latino population is large, growing, relatively young, and materially poor. In 1990 there were 22.4 million Latinos in the United States, or 9% of the population, ~~and a total of 30.6 million [11.1% of the population] are expected by the year 2000.~~ Almost one out of every three Latinos in the country is less than 15 years of age. Latino children and youth are among the fastest growing segments of the United States population. By the year 2000 the number of Hispanics with less than 24 years of age is expected to reach 15 million persons (or 15%) out of a total youth population of 98 million. Unfortunately, the Latino population is also quite poor.

these figures will grow to

The prevalence of high poverty rates in the Hispanic/Latino community presents many challenges to the development of Latino children and youth. But, amidst the challenges, there are also many positive programs and hard-working individuals, some of whom are represented here at this meeting, that are a vital source of knowledge, strength, and support for Latino children and youth.

Some of the main challenges to the development of Latino children and youth include:

(1) The Effects of Family Poverty

Latino youth are among the most disadvantaged with close to 42% of children living below the poverty level. The comparable number for whites is 16.3% and for African-Americans it is 43.3%. Many more Latino children live near poverty. High levels of family poverty mean that Latino children and youth do not have access to the necessary material resources in their families and schools or to the kinds of community-based programs that facilitate, support, and encourage their human development.

*Then what
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Then AFAM
children
or than
Latino
adults?*

(2) Welfare Policy, Labor Markets, and Youth Employment

Changes in welfare policy have impacted many Latino families by reducing their access to social programs and decreasing the level of support provided by these programs. Many Latinos work in the low end of the labor market where layoffs, long hours, and low wages are prevalent and opportunities for mobility are quite limited. The unemployment rate for young Latinos is almost

twice as high as that of whites. Latino youth are entering a challenging labor market where wages and opportunities for mobility are increasingly tied to education and formal credentials. In this increasingly competitive context our challenge is to provide Latino youth, as many programs represented here are doing, with the education, training, job development, and placement supports that they need to succeed.

(3) Health Care

Lack of health insurance among many families [*it is estimated that close to 31% of Latino families do not have health insurance*], and lack of access to preventive clinics and programs have a significant impact on the health of Latino families and children. In many parts of the country Latino children suffer disproportionately from higher rates of infant death and low birth weight. There is also a higher incidence of reports of child abuse and neglect. The prevalence of asthma and other diseases is quite high and, though they are moving in the right direction, teen pregnancy and mortality rates are still high.

*is on the
5-year
year program?*

(4) The Role of Immigration Status

Many Latinos have been in the U.S. for generations. However, the immigration status of some members of the community, and language barriers, mean that the population is often less informed, more vulnerable, and that it has less access to programs that promote the development of children and youth. The problem is not immigration or immigrants ~~but~~ how we deal with ~~them~~.

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potential
in their
community*

(5) Community Issues and Funding for Programs and Activities

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is*

Children live in communities that have an impact on their growth and development. Housing conditions, overcrowding, and homelessness have a significant impact on Latino children and youth. In many communities there is a need for comprehensive community economic development initiatives. Unfortunately, the lack of employment opportunities in some areas of the country help create an environment in which crime and gang related problems continue to be prevalent. Children in the Latino community need more access to opportunities for their social, cultural, educational, and personal development. Many of the good programs that currently exist are full to capacity and the needs in many communities for positive activities, resources to visit other places, and programs in which children and youth can be involved are very large.

In the midst of these serious challenges there are also sources of support and opportunities that need to be recognized and built upon.

The main opportunities for the development of Latino children and youth include:

(1) Talented Children and Strong/Loving Families and Communities

It is important to move away from deficit models and to recognize the talent, strength, creativity, and resiliency of Latino children and youth. The children are not the problem. Latino families and communities are also very strong and resilient. Successful efforts and programs begin by recognizing the talent of Latino children and the strength of the family and work on providing support, resources for the household, and on removing obstacles and barriers to human development and social mobility. Poor does not mean bad or inept.

(2) More Developed Professional Base, More Community-based Groups, Organizations, and Service Providers, More Visibility at the National Level, and Capacity to Build Leadership on Latino Child and Youth Development Issues

In recent years the number and visibility of professionals, groups, organizations, and service providers in the Latino community has increased appreciably. There are many community-based organizations with significant experience in the design, development, management, and evaluation of programs that help build, maintain, and rejuvenate our communities and that provide much needed social services to the population. Each one of them is an asset and it is important to draw on these resources to build leadership around Latino child and youth development issues.

(3) Positive Effects of a Growing Economy

Economic growth during the last few years has increased the number of work opportunities for Latinos in the labor market. However, research shows that the Latino population is the first to feel economic downturns and is more vulnerable to the fluctuations of the economy. Continued economic growth and increasing opportunities in families, schools, and communities are essential to the development of Latino children and youth.

Latino children and youth are there in numbers but they are missing from planning, design, research, reporting, and policy on youth programs. We know a lot about what works: We know that WIC works, that prenatal care works, that childhood immunization works, that preschool education and Head Start work, that compensatory education works, that early intervention for students with disabilities works, that home visits and day care work, that parent training works, that graduation incentives work, that juvenile crime prevention works, that youth employment and training works, and that substance abuse programs work. But, we still need to know much more about how to replicate best practices, how to build and maintain organizational networks, and how to better reach and service the Latino community.

As the President was able to see during his recent visits, and as the honorable first lady knows well, our communities have modest material resources but are rich in culture, knowledge, and in the quality of our people. As we discuss the challenges faced by our children and youth let us also be mindful of the opportunities that are there to invest in our future and let us re-double our commitment and our efforts, as a nation, to develop the full potential of each and every one of our children and youth. Muchas gracias por su atencion.

Challenges and Opportunities Facing Hispanic/Latino Children and Youth in the United States

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2

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I have been asked by the First Lady to help frame our discussion by making a few brief remarks on the challenges and opportunities facing Latino children and youth in the United States from the perspective of a researcher.

The Latino population is large, diverse, growing, and relatively young. In 1990 there were 22.4 million Latinos in the United States, or 9% of the population. By the year 2000 Latinos are expected to be 11.1% of the population or a total of 30.6 million persons. Almost one out of every three Latinos in the country is less than 15 years of age. Latino children and youth are among the fastest growing segments of the United States population. By the year 2000 the number of Hispanics with less than 24 years of age is expected to reach 15 million persons (or 15%) out of a total youth population of 98 million. Unfortunately, the Latino population is also quite poor.

The prevalence of high poverty rates in the Hispanic/Latino community constitutes one of the main challenges to the development of Latino children and youth. But, amidst the challenges, there are also many positive programs and hard-working individuals--some of whom are represented here at this meeting--that are a vital source of knowledge, strength, and support for Latino children and youth.

Some of the main challenges to the development of Latino children and youth include:

- **(1) The Effects of Family Poverty**

Latino youth are among the most disadvantaged ^{of young people} with close to 42% of children living below poverty. The comparable number for whites is 16.3% and for African-Americans it is 43.3%. Many more Latino children live close to the poverty level. In New York City, for example, there are 760,197 poor children under 18 [more than the population of San Francisco] and 394,775 [about the size of Atlanta], or 52%, are Latino. Close to 6 out of every 10 Latino children in New York City live below poverty compared to 1 in 10 non-Hispanic White children. High levels of family poverty mean that Latino children and youth do not have access to the necessary material resources in their families and schools or to the kinds of community-based programs that facilitate, support, and encourage their human development.

- **(2) Health Care**

Lack of health insurance among many families [*it is estimated that close to 31% of Latino families do not have health insurance*] and lack of access to preventive clinics and programs

have a significant impact on the health of Latino families and children. In many parts of the country Latino children suffer disproportionately from higher rates of infant death and low birth weight. There is also a higher incidence of reports of child abuse and neglect. The prevalence of asthma and other diseases is quite high and, though they are moving in the right direction, teen pregnancy and mortality rates [*particularly homicides and suicides*] are still high. At the national level in 1997 the birth rate of Latinas 15-19 years old was double the average and approximately one quarter of births to teens 15 to 19 were to Latinas. (In New York City, 15.9% of Latino children were born to women 14-19 compared to 3.5% for whites and 14.6% for African-Americans. Of the 12,848 births to women 14-19 in 1996, 49.7% were Latino and 38.4% African-American.) Suicide is another problem with 30% of Latino Females and 17.1% of Latino High School students in 1997 reporting that they seriously considered attempting suicide (compared to 26.1% and 14.4% for Whites) while 14.9% of Latino females and 7.2% percent of Latino males said they actually attempted suicide in the previous year (compared to 10.3% and 3.2% for Whites).

(3) Community Issues and Funding for Programs and Activities

Children live in communities that have an impact on their growth and development. Housing conditions, overcrowding, and homelessness affect many Latino children and youth. In numerous communities there is a need for comprehensive community economic development initiatives. Unfortunately, the lack of employment opportunities in some areas of the country contributes to an environment in which crime and gang related problems continue to be prevalent. Children in the Latino community need more access to opportunities for their social, cultural, educational, and personal development. Many of the good programs that currently exist are full to capacity and the needs in many communities for positive activities, resources to visit other places, and programs in which children and youth can be involved are very large.

(4) Welfare Policy, Labor Markets, and Youth Employment

Changes in welfare policy have impacted many Latino families by reducing their access to social programs and decreasing the level of support provided by these programs. Many Latinos work in the low end of the labor market where layoffs, long hours, and low wages are prevalent and opportunities for mobility are quite limited. The unemployment rate for young Latinos is almost twice as high as that of whites. Latino youth are entering a challenging labor market where wages and where opportunities for mobility are tied to education and formal credentials. In this increasingly competitive context our challenge is to provide Latino youth--as many organizations represented here are doing--with the education, training, job development, and placement supports that they need to succeed.

(5) The Role of Immigration Status

Many Latinos have been in the U.S. for generations. However, the immigration status of some members of the community, and language barriers, mean that the population is often less informed, more vulnerable, and that it has less access to programs that promote the development of children and youth. The problem is not immigration or immigrants. They are a source of great strength for the nation. The challenge is to help Latino immigrants achieve their highest potential

in the current policy environment.

In the midst of these serious challenges there are also sources of support and opportunities that need to be recognized and built upon.

The main opportunities for the development of Latino children and youth include:

- **(1) Talented Children and Strong Loving Families and Communities**

It is important to move away from deficit models and to recognize the talent, strength, creativity, and resiliency of Latino children and youth. The children are not the problem. Latino families and communities are also very strong and resilient. Successful efforts and programs begin by recognizing the talent of Latino children and the strength of the family and work on providing support, resources for the household, and on removing obstacles and barriers to human development and social mobility. Poor does not mean bad or inept.

- ***(2) More Developed Professional Base, More Community-based Groups, Organizations, and Service Providers, More Visibility at the National Level, and Capacity to Build Leadership on Latino Child and Youth Development Issues***

In recent years the number and visibility of professionals, groups, organizations, and service providers in the Latino community has increased appreciably. There are many community-based organizations with significant experience in the design, development, management, and evaluation of programs that help build, maintain, and rejuvenate our communities and that provide much needed social services to the population. Each one of them is an asset and it is important to draw on these resources to build leadership around Latino child and youth development issues.

- **(3) Positive Effects of a Growing Economy**

Economic growth during the last few years has increased the number of work opportunities for Latinos in the labor market. However, research shows that the Latino population is the first to feel economic downturns and is more vulnerable to the fluctuations of the economy. Continued economic growth and increasing opportunities in families, schools, and communities are essential to the development of Latino children and youth.

Latino children and youth are there in numbers but they are missing from planning, design, research, reporting, and policy on youth programs. We know a lot about what works: We know that WIC works, that prenatal care works, that childhood immunization works, that preschool education and Head Start work, that compensatory education works, that early intervention for students with disabilities works, that home visits and day care work, that parent training works, that graduation incentives work, that juvenile crime prevention works, that youth employment and training works, and that substance abuse programs work. But, we still need to know much more about how to replicate best practices, how to build and maintain organizational networks, and how to better reach and service the Latino community.

As the President was able to see during his recent visits, and as the honorable first lady knows well, our communities have modest material resources but are rich in culture, knowledge, and in the quality of our people. As we discuss the challenges faced by our children and youth let

us also be mindful of the opportunities that are there to invest in our future and let us re-double our commitment and our efforts, as a nation, to develop the full potential of each and every one of our children and youth. Muchas gracias por su atencion.

Challenges and Opportunities Facing Hispanic\Latino Children and Youth in the United States

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Remarks made at the
White House Convening on Hispanic Children and Youth

August 2, 1999

I have been asked by the First Lady to help frame our discussion by making a few brief remarks on the challenges and opportunities facing Latino children and youth in the United States from the perspective of a researcher.

The Latino population is large, diverse, growing, and relatively young. In 1990 there were 22.4 million Latinos in the United States, or 9% of the population. By the year 2000 Latinos are expected to be 11.1% of the population or a total of 30.6 million persons. Almost one out of every three Latinos in the country is less than 15 years of age. Latino children and youth are among the fastest growing segments of the United States population. By the year 2000 the number of Hispanics with less than 24 years of age is expected to reach 15 million persons (or 15%) out of a total youth population of 98 million. Unfortunately, the Latino population is also quite poor.

The prevalence of high poverty rates in the Hispanic\Latino community constitutes one of the main challenges to the development of Latino children and youth. But, amidst the challenges, there are also many positive programs and hard-working individuals--some of whom are represented here at this meeting--that are a vital source of knowledge, strength, and support for Latino children and youth.

Some of the main challenges to the development of Latino children and youth include:

• (1) The Effects of Family Poverty

of young people
Latino youth are among the most disadvantaged with close to 42% of children living below poverty. The comparable number for whites is 16.3% and for African-Americans it is 43.3%. Many more Latino children live close to the poverty level. In New York City, for example, there are 760,197 poor children under 18 [more than the population of San Francisco] and 394,775 [about the size of Atlanta], or 52%, are Latino. Close to 6 out of every 10 Latino children in New York City live below poverty compared to 1 in 10 non-Hispanic White children. High levels of family poverty mean that Latino children and youth do not have access to the necessary material resources in their families and schools or to the kinds of community-based programs that facilitate, support, and encourage their human development.

• (2) Health Care

Lack of health insurance among many families [*it is estimated that close to 31% of Latino families do not have health insurance*] and lack of access to preventive clinics and programs

have a significant impact on the health of Latino families and children. In many parts of the country Latino children suffer disproportionately from higher rates of infant death and low birth weight. There is also a higher incidence of reports of child abuse and neglect. The prevalence of asthma and other diseases is quite high and, though they are moving in the right direction, teen pregnancy and mortality rates [*particularly homicides and suicides*] are still high. At the national level in 1997 the birth rate of Latinas 15-19 years old was double the average and approximately one quarter of births to teens 15 to 19 were to Latinas. (In New York City, 15.9% of Latino children were born to women 14-19 compared to 3.5% for whites and 14.6% for African-Americans. Of the 12,848 births to women 14-19 in 1996, 49.7% were Latino and 38.4% African-American.) Suicide is another problem with 30% of Latino Females and 17.1% of Latino High School students in 1997 reporting that they seriously considered attempting suicide (compared to 26.1% and 14.4% for Whites) while 14.9% of Latino females and 7.2% percent of Latino males said they actually attempted suicide in the previous year (compared to 10.3% and 3.2% for Whites).

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In recent years the number and visibility of professionals, groups, organizations, and service providers in the Latino community has increased appreciably. There are many community-based organizations with significant experience in the design, development, management, and evaluation of programs that help build, maintain, and rejuvenate our communities and that provide much needed social services to the population. Each one of them is an asset and it is important to draw on these resources to build leadership around Latino child and youth development issues.

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**First Lady Hilary Clinton's White House Convocation on Hispanic
Children and Youth
August 2, 1999
Washington, DC**

Hispanic Educational Attainment

Distinguished First Lady

Honored Guests

Thank you for the opportunity to contribute to this national dialogue today on Hispanic youth.

In responding to First Lady Clinton's request, I will present to you a picture of Hispanic educational attainment. I would like you to put yourself in that picture.

This year, 1999, a little more than 700,000 Hispanic children are being born. See yourself as one of those children. Make yourself that child, that Hispanic American child.

By this date in the year 2015, you are turning 16 years old. An adolescent, a teenager, filled with all the hopes and dreams that a teenager wants. Imagine you are still in school, likely between the 9th and 11th grades.

By 2015, you are one of about 10.5 million Hispanic American children who are your age or younger, and you know there are many more to come. Your peer cohort and the cohorts below you are accounting for about half of all the Hispanic American growth in the U.S. since 1995. In that 20 year period, the Hispanic American population has grown about 20 million - ten million between 1995 and 2005 and another 10 million between 2005 and 2015.

If current patterns and trends of educational attainment for Hispanic youth do not change or change very little, by 2015 you are facing the following challenges:

Challenges

- Many of you (as Dr. Cordero-Guzman reminds us), are poor. In fact, almost half of you are growing up with poor families in poor neighborhoods. You are wondering how possible is it that you will ever escape poverty? You get tired, angry and frustrated that you always have to fight the odds.

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- Because you are poor, you go to resource poor schools. Your schools, even though it is 2015, don't have what other schools have. You have few technological resources at home or in school, and fewer teachers who actually know how to teach you to use them. You have never had enough textbooks to go around. In fact, you do not have enough credentialed teachers to go around. You have had a few teachers who you know really care about you and your future, but not all.
- Poor or not, more than half of you has grown up knowing and speaking Spanish. It is part of your cultural experience with your family and joins you with the majority of the population of the Americas. Yet, most of you have learned that your teachers and your schools do not expect much of you academically, and do not expect you to attain much educationally. You also have learned that if you are bilingual and speak Spanish, you are not expected to succeed academically, if at all. You know that this is what happened to your parents.
- You are beginning to experience that one in every four of your friends are dropping out of school or getting ready to. You know that many of these are getting in trouble with the criminal justice system and some are finding low-end jobs in food services, health care, hospitality and maintenance work. Many of your friends who are girls and dropping out are pregnant. You know you have a one in five chance of getting AIDS whether you are a boy or a girl, but not enough people talk to you about it. You realize that there is about a 1 in 6 chance that you will finish high school or get a GED by the time you are twenty-five. You fight a constant battle to stay engaged with your own learning.
- You know that you have stayed in school so far, your grades are good, but you will not be able to go to the four-year college because you do not have the right credits, especially in mathematics and science courses. Even if you do have the credits, many of you will have counselors tell you to go to community college first. You are wondering if college can really be a hope for you.

Come back to 1999.

Of all Hispanics over the age of 18 in the U.S. (about 18 million), I would like to emphasize these five statistics on educational attainment:

- 20 percent (3.6 million) of us have less than 7 years of elementary schooling,
- Only 27 percent (4.8 million) have graduated from high school,
- Only 6 percent (1.06 million) have earned a Bachelor's degree, and
- Only about 1 percent or less of us has earned master's, professional or doctoral degrees.
- On average, among all the children under 18 and still enrolled in the K-12 system, we continue to lag about two years or more behind mainstream white students in reading,

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mathematics, and science – due not to innate, intrinsic factors, but rather extrinsic, contextual and political factors.

Let me remind you, these rates are current trends. For Hispanic American youth, each of these rates are and will remain less than the attainment rates for Americans of White, African, and Asian origin unless concerted national, state and local efforts reverse deeply rooted historical trends. This trends are occurring even as the Hispanic population becomes the majority minority population within 10 years, and within 50 years, perhaps the largest of any of the four major American ethnic or racial groups.

While certain academic gains can be measured with some groups of Hispanic students, there remains an enormous gap between Hispanic students and other students on specific measures of educational attainment. Over the last few decades, has there been progress? Yes, but it insufficient when considered in relationship to our proportionate growth and presence in K-12 schools, especially.

Unequal educational outcomes weaken our national fabric by under-utilizing all of its human and intellectual capital. Educational attainment is strongly related to economic and democratic prosperity. Due to the unabated and increasing high rates of poverty, unparalleled and rapid demographic expansion, linked to an educational enterprise that compromises and under-serves its fastest growing client, nothing short of excellence in equity and outcomes for Hispanic American youth can be acceptable to any of us.

While we know there are many challenges to Hispanic educational attainment, I would like you to take three primary challenges with you from this convocation:

- ❑ **One, the “against all odds” mentality that poor Hispanic children live with every day of their lives is robbing them of the interest and motivation necessary for educational success.**
- ❑ **Two, the challenge of building and maintaining engagement with learning is central to educational growth. Engagement that results in Hispanic students wanting to learn more, engagement that results in Hispanic students enjoying learning enough to not want to stop. Engagement that results in schools and teachers knowing how to build on the unique gifts of linguistic and cultural diversity.**
- ❑ **Three, accepting the challenge that post-secondary attainment of Hispanics is absolutely essential to ensure the emergence of Hispanic leadership in civic and political life, in business and health, in education, and in all aspects of our American culture for the 21st century.**

Opportunities for Policy and Practice

There are specific opportunities for policy and practice that address the three challenges I

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have posed to you.

1. It is way past the time to acknowledge that bilingualism is not a threat, but an asset to this nation. The natural, national resource of a Spanish speaking bilingual population should be capitalized on for the expansion of democracy and markets throughout the hemispheres, as well as for promoting educational success. Known models of successful bilingual education development programs need wide dissemination and support. It is shortsighted to think we are preparing American children for living, working, competing and enjoying the new century without facility in at least one language in addition to English.
1. Hispanic students get the message early on that their academic success is not an expected norm but rather, an exception. Hispanic students also are generally tracked into non-college preparatory course sequences. Today, Hispanic students are receiving, on average, more vocational course credits than academic credits, and are less likely to take algebra, geometry and science courses – the minimum requirements for college acceptance. (Only 6 states require Algebra 1 for high school graduation and none require Geometry.)
1. Several educational reform efforts based on systemic and partnership approaches are demonstrating success with Hispanic and other minority students. These need support, expansion, and dissemination.
1. Since the majority of Hispanic students who complete high school or its equivalent become engaged with higher education only at the community college level, community colleges are challenged to:
 - offer job training and re-training,
 - develop literacy among critical masses of U.S. and immigrant Hispanics,
 - build Hispanic capacity in technology, and
 - ensure successful transitions to four-year institutions.
1. Graduating unprecedented numbers of Hispanic students from colleges and universities must become a local and national priority. How to do so is well established in the wide range of research on student persistence and retention, but funding, policy and practice remain at the margins of state and institutional priorities. We know how to keep students in college. Healthy democracies and markets depend on educational prosperity. The social and individual rates of return of a higher education translate to high rates of community and public service, as well as benefiting economic progress. Hispanics are a major player in the current and future democratic and economic prosperity of this nation.
6. Our greatest opportunity is to solidify and operationalize the political and cultural will to

dramatically improve Hispanic educational attainment, in all educational sectors, simultaneously.

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Suggestions for the First Lady's Comments:

1. We must recognize that we are already paying the price for under-investing in the education of our Hispanic and other minority young people.
1. A national discourse on Hispanic educational attainment must be re-ignited. It must be characterized by a constant and articulate voice expressing the consensus of our highest and most influential political, business, and educational leaders.
1. To aggressively invest cultural, political and financial resources in the educational success of Hispanics without delay is the right idea at the right time for the right reasons.
1. Generations of Hispanics have been lost due to the cultural and political inertia to move beyond the status quo of expecting and accepting low and mediocre rates of educational attainment among Hispanic youth. We cannot afford to loose any more, not one child.

Live births to Hispanic women are averaging increasingly greater than about 700,000 per year since the early 1990s.

This growth does not include the numbers added by undocumented immigrants. Based on projected birthrates of the US Census Bureau Projections that exclude undocumented immigrants, between 1995 and 2005 the American Hispanic population increases by just under 10 million, and between 2005 and 2015 it increases again by just over 10 million. Taken from the 1997 educational attainment statistics calculated by the National Center for Educational Statistics.

259,000 or 1.4 percent have a Masters degree, 73,000 or .40 percent hold a professional degree, and 54,000 or .29 percent have earned a doctoral degree. There are entire fields in which Hispanics have never obtained a doctoral degree.

WHITE HOUSE CONVENING ON HISPANIC CHILDREN AND YOUTH

August 2, 1999

Draft Script

9:50 AM **HRC Opens Event [Lectern]**
HRC welcomes audience and panelists; gives remarks on her reasons for hosting the convening [Hispanic population is essential to the nation; call to action], announces some of the commitments, and briefly discusses highlights of Federal commitment to Hispanic population.

10:05 AM **HRC is Seated with Panelists**

10:05 AM **HRC introduces Rep. Lucille Roybal-Allard**
Rep. Lucille Roybal-Allard makes remarks about role of the Congressional Hispanic Caucus, talks about CHC follow up.

10:10 AM **HRC Introduces Session**
The reason I asked you all to the White House today is to examine the many challenges and opportunities facing Hispanic children and young people. In today's session we will take a look at some of the strategies that have been working in communities around the country to address three main areas: early childhood development, educational attainment, and issues that arise in adolescence.

First, we will hear from two researchers who will help us frame our discussion with facts and analysis about where Hispanic children stand and then we will hear from some of you in the audience to find out what works in communities around the country.

But first, I would like to introduce our two researchers: Dr. Hector Cordero-Guzman, Assistant Professor at the Milano Graduate School of Management and Urban Policy at the New School for Social Research in New York, will talk about some of the factors that make up the Hispanic community where children grow up. Following him Dr. Carlos Rodriguez, , will talk about some specific factors that comprise the schooling and overall educational experience of Hispanic young people.

10:13 AM **HRC Turns to Dr. Hector Cordero, Assistant Professor at the Milano Graduate School of Management and Urban Policy at the New School for Social Research**
Dr. Hector Cordero gives a brief overview of some of the issues facing Hispanic children and families when children are young [early childhood development, school readiness], and the issues that face young people in their communities as

they get older [teen pregnancy, gangs, drugs, job training].

10:17AM **HRC Turns to Dr. Carlos Rodriguez,**
Dr. Carlos Rodriguez will give a brief overview of some of the challenges facing Hispanic children and young people in schools and generally in the educational system.

10:21 AM **HRC Introduces Moderator Sarita Brown, Executive Director of the White House Initiative on Educational Excellence for Hispanic Americans**

10:22 AM **Sarita Brown Moderates Issue One: First Early Childhood Development**

- **Sarita Brown turns to Dr. Gloria Rodriguez, Executive Director of Avance Parent-Child Education Program, San Antonio, TX**

Dr. Gloria Rodriguez, executive director of Avance in Texas speaks about some of the programs run by Avance and references the parent sitting next to her as a beneficiary of the program. [See background on Avance and Gloria Rodriguez.]

Possible follow up question:

I have been very familiar with your important work at Avance for many years now, can you give us insight about certain elements of your program that can be replicated around the country?

- **Sarita Brown turns to Hisela Peres, Migrant Child Development Center, Gettysburg, PA**

Hisela Peres, [title coming] of the Migrant Child Development Center discusses some of the specific issues that face migrant children and families. [more specifics needed – deb]

Possible follow up question:

What are some of the specific challenges that face migrant children and their families? What are some of the best solutions that work in your community?

- **Sarita Brown turns to Maria Gomez, Mary's Center, Washington, DC**

Maria Gomez submitted a list of issues she would like to discuss including the importance of prenatal care, WIC and nutritional programs, Early Head Start and Head Start, nurturing programs for parents, and others. She could speak to issues that have not been covered by previous speakers.

Possible follow up question:

Others Who Can Speak, Time Permitting

- Pat Montoya, Administrator, Administration for Children Youth and Families, ACF, HHS

10:42 AM **Sarita Brown Moderates Issue Two: Education**

- **Sarita Brown turns to Emily Cole, Project GRAD, TX**

Emily Cole talks about Project GRAD (Graduation Really Achieves Dreams), that it was the basis for GEAR-UP and the support her organization has received/will receive from the Ford Foundation [bringing a youth to the event].

Possible follow up question:

Project GRAD has served as a model for the President's GEAR UP Program, and is currently receiving support from the Ford Foundation. Can you tell us some of your success stories?

- **Sarita Brown turns to Carmen Vega-Rivera, East Harlem Tutorial Program, New York, NY**

Carmen Vega-Rivera speaks about her program and focuses on stories of young people who have gone through it successfully; she is bringing two youths [need to discuss].

Possible follow up question:

- **Sarita Brown turns to Ivalese Estrada, Univision VP for Corporate and Community Affairs and Board Member of the Hispanic Scholarship Fund**

Ivalese Estrada, Univision VP for Corporate and Community Affairs and Board Member of the Hispanic Scholarship Fund speaks about the work of the scholarship fund, the recent Lily Endowment Award of \$40 million.

Possible follow up question:

We are all very excited about Lily's generous contribution to the Hispanic Scholarship Fund, more than doubling (ck?) the Fund's resources. What are some of the educational strategies the Fund is considering supporting?

- **Sarita Brown turns to Stars Hope, America Reads [pending]**

Can talk about America Reads, importance of reading, reading rates in her area.

Possible follow up question:

Others Who Can Speak, Time Permitting
Mike Cohen, US Department of Education

11:12 AM **Sarita Brown Moderate Issue Three: Youth and Communities**

- **Sarita Brown turns to Margarita Rosa, Executive Director of the Grand Street Settlement, New York, NY**

Margarita Rosa, Executive Director of the Grand Street Settlement, NY can speak specifically about her organization's efforts to combat teen pregnancy, but can also speak about Americorps programs that are run out of her organization which is a vast multi-service provider that serves a population in lower NYC that is 80% Hispanic.

Possible follow up question:

I am glad to see that you brought a young woman with you today who has been in your program for ____ years. [To young woman] Will you please stand up and tell us about some of the teen pregnancy prevention strategies that have worked for you?

- **Sarita Brown turns to Ed Rust, CEO State Farm, Bloomington, IL [pending]**

Ed Rust, the CEO of State Farm Insurance Company and Chair of the Business roundtable elaborates on the BRT commitment to form a Hispanic Outreach Task Force.

Possible follow up question:

I'm sure everyone in this room is very excited about the prospects of your plans to develop a task force within the BRT on Hispanic youth, because we all know that the business community has a tremendous role to play in shaping the lives of Hispanic young people. Can you tell us what sort of action corporations like yours can take?

- **Sarita Brown turns to Sister Jennie Lechtenberg, Executive Director of Puente Learning Center, Los Angeles, CA**

Sister Jennie Lechtenberg can discuss a variety of issues including gang intervention, mentoring and the important role her organization has played turning around the lives of troubled youth [?].

Possible follow up question:

When I visited your program in 1996, I was so impressed by ____, how

ANOTHER PROGRAM TBD?

Others Who Can Speak, Time Permitting
Media commitment [Cristina Saralegui or Lisa Quiroz]

DoJ JUMP

11:35 AM **HRC Summary and Closing**
HRC issues a call to action and thanks the Convening participants.

11:40 AM **HRC Departs/Program Ends**

Convening Around Hispanic Youth

Purpose and Themes

The purpose of this convening is to focus attention on Hispanic youth, emphasizing the disparities they face in educational attainment and other social conditions, including teen pregnancy. Throughout the convening, panelists and participants will discuss the pathways to achievement for Latino youth, including the networks of support that promote that achievement, as well as the risk factors that impede that progress.

This event is meant to focus broader attention on these issues as we stress the importance of ensuring the progress of this group of Americans to our future as a nation. In addition, the event will also bring greater attention within the Latino community to some of these issues, such as teen pregnancy. Through this forum, we also hope to highlight promising practices and foster new support for innovative programs.

Logistics

We propose to address educational and social issues chronologically, according to the development of the child. To accomplish this, we would divide this half-day convening into two sessions-- one focused on the needs of children and the other on the challenges of youth.

Each of these sessions would start with a brief series of research-oriented presentations on the issues followed by discussion of promising practices that involves the audience. The panelists would provide the context of the discussion, through a description of the Latino family and community in America, as well as the particular challenges that place these children and youth at risk in these different age ranges. After these presentations, we would move to a broader discussion that highlights promising practices and programs as well as innovative partnerships that involve the media, businesses and foundations to address problems.

First session: The Pathway to Success for Children

Issues to discuss:

- Early Childhood Development
- Head Start
- Parental involvement
- Reading development and bilingual education
- After-school

Second session: Achievement and Risk Factors for Youth

Issues to Discuss:

- Risk Factors and their resulting problems
 - Drop-out rates
 - Disparities in academic achievement
 - Teen Pregnancy
 - Other risk factors, including crime and drugs as well as suicide and depression

Clinton Library Transfer Form

Case #, if applicable	2013-0124-S	Accession #		
Collection/Record Group	Clinton Presidential Records	Series/Staff Name	Shirley Sagawa	
Subgroup/Office of Origin	First Lady's Office	Subseries		
Folder Title	Background - Hispanic Convening	OA Number	23242	Box Number
Description of Item(s)	one oversized edition of HIP [Hispanics in Philantropy] 1998 Annual Report			

Donor Information				
Last Name:	First Name:	Middle Name:	Title:	
Affiliation:	Phone (Wk):	Phone (Hm):		
Street:	City:	State (or Country):	Zip:	

Transferred to:	Other
Other (Specify):	Oversized File Document Processing, drawer 12

Transferred by:	Racheal Carter
Transfer Point	During Processing

Date of Tranfer	12/6/2012
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