



May 2000

BACKGROUNDER

VISION

To provide the most complete and exciting personalized Internet entertainment experience to the Ibero-American market.

MISSION

To create the most technologically sophisticated Internet entertainment site that will deliver the highest quality audio, video, and editorial content together with a state-of-the-art e-commerce platform that will attract and retain a dominant share of the Ibero-American traffic.

MANAGEMENT AND FOUNDERS

aplauso.com is a stellar bicultural team of successful executives, each with over 20 years experience in entertainment, media and finance. They have first hand experience in launching highly successful Internet ventures as well as establishing and operating businesses in Latin America. The founders include icons of the music and entertainment industry and one of the most successful Internet and music industry entrepreneurs.

Larry Rosen is an entrepreneur, visionary, producer, recording engineer, musician and savvy businessman. His knowledge of e-commerce led him to create N2K, Inc., one of the Internet's premier companies, and MusicBoulevard.com, a retail superstore and genre-based community sites. Under his guidance, N2K established an impressive list of exclusive relationships with major media and portal companies such as America Online, AOL Japan, AOL Europe, Netscape, Excite, Infoseek, TNT, CMT, Disney, Star Media, MTV International and many others. He led the company through its Initial Public Offering in 1997, its Secondary Offering in 1998, and its merger with CDNow, Inc. in 1999. Rosen also co-founded the award winning GRP Records, known as "The Digital Master Company", which became Billboard magazine's top contemporary jazz label worldwide.

Julio Jose Iglesias de La Cueva, born in Madrid, Spain, is one of the world's most beloved entertainers. His true ambition was to become a professional athlete, but his life changed when a near-fatal car accident shattered his dreams. Driven to persevere, he wrote his first song thirty years ago, and has gone to earn over 2,600 platinum and gold records having now recorded 76 albums and sold over 250 million copies of his hit records; an achievement recognized by Billboard magazine as being the most by any artist.

Mario Kreutzberger, born in Talca, Chile, Mario Kreutzberger is known throughout the world as Don Francisco, host of the popular "Sabado Gigante" variety show. Mario was mesmerized by television while studying in New York and developed the idea for the show, which features games, prizes, music and interviews. "Sabado Gigante" debuted in 1962 on a Chilean television station, and was first filmed in the United States in 1986 at Univision Studios in Miami, Florida. Today, "Sabado Gigante" reaches over 90 percent of Hispanic households in the U.S., is transmitted to 42 countries worldwide and is one of the most viewed programs on the Univision Network.



BACKGROUND

Sergio Rozenblat began his career in 1977 when he joined Fania Records, eventually managing Fania's busy recording studio in New York and serving as director of publicity. He joined CBS Records International in 1980 as director of A&R and marketing, working with top acts like the Miami Sound Machine, Julio Iglesias, Roberto Carlos, José Luis Rodríguez, Vicente Fernández and Raphael. He completed his law degree, attending classes at night while working at CBS, and then practiced entertainment law in Miami, representing clients such as Gloria and Emilio Estefan. His love of the creative process led to him to join Warner Music International's WEA Latina as vice president and general manager, leading the company from financial distress to a second place market share and expanded roster of international artists.

BUSINESS MODEL

aplauso.com will derive over half of its revenue from online sales which will include CDs, digital downloads, custom compilations, videos, DVDs, artist-related merchandise, tickets and games. The second revenue source will be subscriptions, pay-per-view, advertising and sponsorships.

The site will drive traffic by offering a wide range of entertainment options including music videos, radio both streamed and personalized, concert footage, and artist interviews. Community-building features such as chats, audience polls, contests, and special offers will create retention. The site is being built to deliver both narrow and broad band versions.

Localization is a key business driver. The site will be localized for users in each of the major Latin American countries as well as Spain and the US. Localization will be achieved through market-specific home page content and features. **aplauso.com** will draw upon a network of writers in the region and content syndicators to produce relevant local editorial content for each of the country homepages.

TIMELINE

Version 1.0 of **aplauso.com** is scheduled for launch on August 15, 2000. The timetable for subsequent enhanced versions is currently being developed.



**FOR
IMMEDIATE
RELEASE**

**SUPERSTARS JULIO IGLESIAS AND DON FRANCISCO JOIN WITH MUSIC EXECUTIVES
LARRY ROSEN AND SERGIO ROZENBLAT
TO CREATE LEADING LATIN ENTERTAINMENT INTERNET SITE
aplausos.com**

Miami, FL (February 16, 2000)-International recording artist Julio Iglesias and Latin American TV superstar Don Francisco announced today an agreement with online music pioneer Larry Rosen and Latin music executive Sergio Rozenblat to become the founders of **aplausos.com**, Inc., a new company to create the leading Latin Music and Entertainment Internet Site.

The explosive popularity of Latin music and pop culture combined with Latin America's fast-growing Internet market has spurred the demand for a premier Latin music and entertainment site for the U.S. Hispanic and Latin American markets. Recognizing this opportunity, Julio Iglesias and Don Francisco have joined Larry Rosen and Sergio Rozenblat to build this new enterprise.

The four founders are excited about the potential to deliver Latin entertainment to a new audience of online music and entertainment fans. "I agreed to become a founder and investor in this new company because I believe it will provide a platform to reach and positively influence millions of fans of Latin music throughout the world," said Iglesias.

Thirty-six year TV veteran Don Francisco said, "I've been blessed to have been able to communicate over the years with a diverse number of people in the U.S. and Latin America. The Internet is a revolutionary medium that enhances our daily contact with each other as well as further educates our children."

The trilingual (Spanish, English and Portuguese) site will provide an innovative medium to feature new bands and artists, industry news, information and reviews, artist sites, celebrity chats, and the ability to download music, create custom compilations, and purchase CDs and DVDs online. The site will provide local content tailored to users interested in a variety of music and entertainment options, from rock en Español to tropical, from telenovelas to movies. **aplausos.com** is scheduled to go online August 2000.

Jupiter Communications estimated that there were more than 9 million online users in Latin America at the end of 1999 and that this figure will increase to 38 million in 2003. Jupiter projects that Latin America with its annual growth rate of nearly 50 percent of Internet users makes it the world's fastest-growing Internet market.

- more -



**FOR
IMMEDIATE
RELEASE**

"I have experienced the dynamic growth of music and entertainment on the Internet in the United States over the past five years. Now I see a great opportunity in Latin America to help develop the premier Latin music and entertainment company, utilizing today's technology and laying the groundwork for tomorrow's broadband world," said Rosen.

"aplauso.com will become an innovative medium that will open doors for new artists and bands. We will be offering specialized news, exciting radio, downloadable music and videos along with the availability of online purchasing. We will focus our efforts in creating a distinctive site which will be event-oriented and interactive, with a keen eye directed towards localized content," said Rozenblat.

Born in Madrid, Spain, Latin legend Julio Iglesias has won a worldwide following transcending languages and cultures to become the most famous Latin artist of our time. Originally recording in 1968 in his native Spanish, Iglesias quickly established his stardom becoming the Hispanic world's most important performer. For the next decade, his songwriting and unique romantic ballads led to innumerable concert appearances throughout Europe, Asia, and Latin America. In 1978, CBS International signed a worldwide deal with Iglesias who began recording in French, Italian and Portuguese in addition to Spanish. In 1983, Iglesias received the first and only Diamond Record Award ever given to a performer by the Guinness Book Of World Records for selling more records in more languages than any other musical artist in history.

His first English release in 1984, 1100 Bel Air Place, immediately went multi-platinum and formed an all-important bridge between the European and American markets. In 1985, a star with his name was unveiled on the Hollywood Walk of Fame. After winning over English-speaking fans, Iglesias returned to Spanish compositions in the 1990's, concentrating on the Latin American market. A tireless year-round performer, Iglesias continues to pack venues worldwide. Recipient of over an astonishing 2,600 platinum and gold records, and having recorded more than 76 albums, Iglesias has sold more than 250 million units in his illustrious career.

A native of Chile, Mario Kreutzberger, known as Don Francisco, is the likeable host of "Sabado Gigante" (the longest-running program in the Americas, according to the Guinness Book of World Records). Recognized throughout the world for his charitable contributions, Don Francisco has received innumerable acknowledgments from private and public institutions culminating in being named Ambassador of UNICEF by the United Nations. TV Guide recently named Don Francisco as one of the most influential Hispanics in the entertainment industry.

- more -

**FOR
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Rosen, dubbed an "Internet Icon" by Forbes magazine, is a leader and pioneer in the music and technology industries, having co-founded and operated GRP Records, Inc. and N2K, Inc. As Chairman and CEO of N2K, Rosen built one of the Internet's premier e-commerce, community and content companies. He created exclusive relationships with AOL, Excite, iVillage, Infoseek, Disney, ABC, MTV, WebTV, StarMedia, and many more. Rosen led the company to its IPO in the fall of 1997 and architected the plan to merge N2K, Inc./MusicBlvd.com and CDnow, Inc. in 1999, allying the two top Internet music e-commerce companies to form the #1 music e-commerce site on the Net. Rosen will serve as Chairman of the Board of Directors of **aplauso.com, Inc.**

Rozenblat brings an impressive and well-rounded professional and legal background. He recently directed the Latin Grammy organization, culminating in the announcement of the first ever broadcast of the Latin Grammy Awards on CBS Network Television. Prior to this, Rozenblat served five years as Vice President and General Manager of WEA Latina, a division of giant Warner Music International, where he helped guide the careers of hit Latin artists such as Luis Miguel, Maná, Café Tacuba, and Olga Tañón. He was also Director of A&R and marketing for CBS Records International (later Sony Music), where he began a close musical and business association with Gloria Estefan and Emilio Estefan and their Miami Sound Machine. He has also managed the career of Grammy-winning trumpeter Arturo Sandoval and is an entertainment attorney. Rozenblat will serve as COO of **aplauso.com, Inc.**

aplauso.com, Inc. will have its headquarters in Miami, Florida, with offices in Mexico, Brazil, Spain, Argentina and Chile. The address is: 1221 Brickell Avenue, Suite 1590. Miami, FL 33131.

For more information, contact:

Renee Edelman
PR 21
(212) 352-3430
renee_edelman@pr21.com

Leo Sarmiento
The IAC Group
(305) 856-7474
lsarmiento@iacadgroup.com



LARRY ROSEN BIOGRAPHY

Larry Rosen, entrepreneur, visionary, co-founder, past chairman, CEO of N2K Inc. and past president, CEO of GRP Records. Is the Chairman of the Board of aplauso.com.

Mr. Rosen as co-founder, chairman, CEO of N2K Inc. has built one of the Internet's premier e-commerce and content companies. N2K Inc. consisted of Music Boulevard, the number one music retail superstore and its genre based community sites, Rocktropolis, Jazz Central Station, Classical Insites, and artists' sites for Leonard Bernstein, Miles Davis, David Bowie, The Rolling Stones, and many more as part of its Music Boulevard Network. The Company built an impressive list of exclusive relationships with major portal and media companies such as America Online, AOL Japan, AOL Europe, Netscape, Excite, Infoseek, Disney.com, ABC.com, ABC Radio Network, Microsoft Plaza, iVillage, WebTV, @Home, AT&T Worldnet, StarMedia, iQVC, CBS Cable, TNN, CMT, Country.com, and MTV International sites in Europe, Japan, Asia, and Brazil. Mr. Rosen led the company to its Initial Public Offering in the fall of 1997 and architected the plan to merge N2K Inc. and CDNow Inc., the two top internet music e-commerce companies, completing the merger in March of 1999 valuing the combined entity at over \$500 million.

In recognition of his role as a pioneer in the online entertainment and e-commerce industry, Mr. Rosen has received numerous accolades and awards. Forbes magazine named Rosen an "Internet icon" in a July 1998 cover story entitled "Masters of the New Universe." In June of 1998, Advertising Age dubbed him a "Digital Media Master" and in June of 1997, Rosen received Ernst and Young's prestigious "Entrepreneur of the Year Award" honoring him for his leadership in the new media and entertainment fields.

A well-known entrepreneur, producer, recording engineer, and musician, Rosen co-founded the award-winning contemporary jazz record label, GRP Records with partner and multi-Grammy award-winning producer/composer, Dave Grusin. Rosen recognized the inherent opportunities of digital technology early on at GRP, which became the first label to adopt an "all digital" recording philosophy by releasing all titles on compact disc. Under Rosen's leadership, GRP went on to become Billboard magazine's #1 contemporary jazz label worldwide for five consecutive years and its artists were nominated for over 80 Grammy Awards. GRP's artist roster included Chick Corea, Lee Ritenour, Diane Shuur, Patti Austin, Dr. John, Dave Grusin, Spyra Gyra, The Rippingtons, David Benoit, Tom Scott, Gary Burton, B.B. King, Ramsey Lewis, Sergio Salvatore, Dave Valentin, Arturo Sandoval, Diana Krall, Michael Brecker, Randy Brecker, Yellowjackets, Don Grusin, Kevin Eubanks, GRP All-Star Big Band, and many more.

In 1990, Rosen and Grusin sold GRP Records to MCA Inc. for \$40 million. From 1990 until 1995, Rosen continued as president and CEO of GRP Records. Along with the presidents of Geffen Records and MCA Records, Rosen helped forge MCA's international business strategies.

Rosen began his musical career as a drummer with the Newport Youth Band and met future partner Dave Grusin while working with singer Andy Williams and attending the Manhattan School of Music. In 1972, the duo produced vocalist Jon Lucien for RCA Records and went on to form Grusin/Rosen productions, which discovered and produced new recording artists including Earl Klugh, Noel Pointer, Patti Austin, Lee Ritenour, and others.

In 1978, Grusin/Rosen Productions signed a long-term contract with Arista Records president Clive Davis to develop new talent for the Arista/GRP label, including Dave Valentin, Angela Bofill, Bernard Wright, and Tom Browne. In 1979, Rosen engineered and co-produced the Dave Grusin album "Mountain Dance," the first digitally recorded non-classical album.

LARRY ROSEN
continued

Rosen is a past member of the Board of Governors of the New York Chapter of the National Association of Recording Arts and Sciences (NARAS) and serves on the Grammy Screening Committee. He received the NARAS Governor's Award and was inducted into the A&R/Producers Honor Roll. He is also on the Board of the National Foundation for Advancement in the Arts (NFAA) and is president of the Music for Youth Foundation, which is sponsored by the United Jewish Appeal Federation of New York. Along with Dave Grusin, Rosen is co-founder of the National Foundation for Jazz Education (NFJE), a philanthropic group which helps young jazz musicians. Rosen continues in his role as Chairman of LarryRosen.com, Inc., an Internet consulting firm.

As Holman W. Jenkins Jr. of the Wall Street Journal said in his feature on Mr. Rosen, "Twice now, Larry Rosen has been an agent of creative destruction in the music business...his firm has become an obligatory stop for music industrialists and media moguls looking for a partnership or just looking for ideas to steal...memo to the suspenders and pedigree crowd: Send your resumé's to Larry Rosen..."



JULIO IGLESIAS

BIOGRAPHY

Julio Jose Iglesias de La Cueva was born in Madrid, Spain, on September 23, 1943, to the eminent physician Julio Iglesias Puga and his wife, Maria Del Rosario de la Cueva y Perignat.

Julio's education steered far from music. He studied law in hopes of becoming a career diplomat, even though his first true love and ambition lied on the soccer field. A remarkable athlete, he later landed his dream job as goalkeeper for the professional soccer team Real Madrid. These dreams, however, were soon shattered when a near-fatal car accident left him partially paralyzed and unable to walk for almost two years.

During his recuperation at Madrid's Eloy Gonzalo Hospital, Julio would listen to the radio and write poems, many of which were sad and romantic verses questioning man's mission in life. Strumming away on an old guitar his father's assistant had given him as a therapy to exercise his fingers and pass the time, he began to dress his poems with music and soon discovered a new passion that since has taken over his life.

In 1968, Julio went on to surprise everyone, including himself, by winning the most prestigious song festival in Spain, the Benidorm, with his own composition *La Vida Sigue Igual*, (Life goes on). This event marked the beginning of a serenade to the world that has never ended.

For the next fifteen years, Julio composed his own music and established himself as an international superstar. By 1971 he had sold his first million records and shortly after, in 1973, he broke the mark of winning the most awards among any other music artist in Spain and Latin America. Equated to the award winning record was the number of times his concerts broke box office records. In Chile, more than 100,000 people attended his concert at the National Stadium of Santiago in 1977.

Julio continued to excel in this music career and in 1983 he received the first and only Diamond Record Award ever given to a performer by the Guinness Book of World Records, for selling more records in more languages than any other musical artist in history. His first English release in 1984, *1100 Bel Air Place*, immediately went multi-platinum and formed an all-important bridge between European and American Music. In 1985, a Star with his name was unveiled on the Hollywood Walk of Fame.

In addition to these honors, Julio was appointed Special Representative for the Performing Arts by UNICEF in 1989, a title he holds dearly to this date. "The World has given me so much, it's important to give something back" he says, pointing out that UNICEF supplies an outlet for him to impact the lives of so many he is otherwise unable to reach.

The man who wrote his first hit thirty years ago has gone to earn over 2,600 platinum and gold records, having now recorded 76 albums and sold over 250 million; an achievement recognized by Billboard magazine as being the most by any artist. A perfectionist at heart, he is his own worst critic and is always striving to improve his abilities. A record breaker as well as a record maker, Julio delves deeply into his heart and soul with each new project. Following the success of his 1998 album *My Life: The Greatest Hits*, Julio is expected to release his new studio album *Noche de Cuatro Lunas* during the summer of 2000.

FACT SHEET
MARIO KREUTZBERGER
"DON FRANCISCO"

Born in Talca, Chile on December 28, 1940.
Of German/Jewish decent, his parents migrated to Chile.

Wife, Temmy, three children and nine grandchildren.

Sábado Gigante

Mesmerized by television while studying in New York, he develops the idea of a variety show that includes, prizes, games, music and interviews.

On August 8, 1962 the first airing of the show was transmitted by
Channel 13-Universidad Católica de Chile's station.

Sábado Gigante was first recorded in USA on April 12, 1986 at Univision's
recording studios in Miami, Florida. The program was recorded with the
participation of an audience totaling 300 people and lasted four hours.

"Don Francisco"

Convinced that his name would be hard to recall and pronounce, Mario Kreutzberger adopted the
name of "Don Francisco" which came from one of the characters he had created and impersonated.
Sábado Gigante is the television show that has maintained the same host for a total of 37 years.

Audience

Sábado Gigante reaches over 90% of Hispanic television households in the US and
it is one of the most viewed programs of Univision Network.

Reach

Sábado Gigante is transmitted to 42 countries: USA, Latin America and Europe.
Three different versions are recorded: one in Chile and two in Miami
(one for USA and the other for the rest of the world).

Charity Work

First Latin Ambassador to UNICEF for six years.
Conducts telemarathon "Sociedad Pro-Ayuda del Niño Lisiado" in Chile
that has resulted in donations of millions of dollars to assist with
the rehabilitation programs of these children.

Hosts the telemarathon "Los Hispanos Dan La Mano"
to assist the victims of Hurricane Andrew.

Achievements

Silver Award

ACE Award

Guinness Book of World Records 1993-

Television show with longest continuity in the Americas.

Don Quixote Award presented by the Council of Hispanic Heritage in Miami.

Mario Kreutzberger has visited more than 140 countries and has interviewed more than 50,000
people in throughout the world.

SERGIO ROZENBLAT

BIOGRAPHY

Sergio Rozenblat, entrepreneur, attorney at law, music advocate and a talented artistic director.

Most recently, Rozenblat was the Executive Director of the Latin Academy of Recording Arts and Sciences. This organization for the most part mirrors the National Association of Recording Arts and Sciences in its service orientation. During his tenure there, three new categories were opened for Latin Grammy Awards, membership was increased 200 percent and the first Latin Grammy Award telecast was announced for September 2000, one-year earlier than originally scheduled. Rozenblat's recommendation to book Ricky Martin for the 41st Grammy Award telecast was influential in kicking off the current Latin music craze.

Prior to his involvement with LARAS, Rozenblat was Vice President and General Manager of WEA Latina, a Warner Music International, Time Warner Company. When Rozenblat joined the record label in 1992, the company was in financial distress. When he left, the label had achieved the second position in market share of the multinational companies. Throughout the five years of Rozenblat's leadership, the company's talent roster expanded to include international artists such as Olga Tañón, Maná, Alejandro Sanz, Laura Pausini, Fito Páez, Miguel Bosé and Café Tacuba, just to name a few. Rozenblat played a leading role in the development of Rock En Español movement, which made Latin rock a viable commercial vehicle for the first time ever in the U.S. He was also responsible for achieving the goal of having Luis Miguel become the first recording artist, in Spanish, to be awarded an RIAA Certified Platinum Record for sales exceeding one million units.

From 1980-87, Rozenblat's worked for CBS Records International as Director of A&R and Marketing. He was integrally involved in the initial recordings of Miami Sound Machine. Later he led the marketing transition of establishing Gloria Estefan as a solo artist. During his stay at CBS, Rozenblat was responsible for managing the departmental budget, new artists signings, song selection, producer assignation, repertoire approval and exploitation of international unreleased catalog. He also negotiated the acquisition for distribution of the Fonovisa and Orfeon labels from Mexico, Cara Records from Texas, and Hispavox Records from Spain. While attending law school at night, he kept the department fully operational, including the design and implementation of the crossover of Gloria Estefan and MSM. Other major international artists he guided while at CBS were Julio Iglesias, Roberto Carlos, José Luis Rodríguez, Vicente Fernández and Raphael.

Following CBS, he practiced entertainment law at a prestigious law firm in Miami, representing among others Gloria and Emilio Estefan. But his love of the creative process and the music never left him, enticing him back to the fold of Warner Music International in 1992.

Rozenblat's association with the music industry dates to 1977. While living in New York, Rozenblat was invited to fly to California for a Fania All-Stars' concert by a family friend who was a producer for Fania Records. With some salesmanship and a bit of luck he was instantly hired by Fania's president after Rozenblat proved himself by selling 100 extra tickets to this concert and giving all the earnings to the president. His honesty landed him his first job in the industry.

Soon Rozenblat was responsible for radio promotion in California, introducing tropical music, which at the time was new in the market. Later he managed Fania's recording studio in New York where over 30 acts recorded. When promoted to Director of Publicity, he became responsible for the national exposure of all the acts in the roster, including such artists as Rubén Blades, Celia Cruz, Fania All Stars, and Willie Colón.

Presently, Mr. Rozenblat has expanded his career to include the creation of **aplauso.com**.

CD Project-Draft Implementation Plan

May 22, 2000

- Release the last week in Sept. In conjunction with Commission's DC event (Sept. 25, National Press Club)
- CD will be compilation Latino music and 1 or 2 of performers identified as spokesperson on CD
- CD will have spokespeople addressing the message in audio in addition to the enhanced technology at the beginning and end of the CD
- Liner notes will include 1-800 # and web sites pertinent to staying in school and going to college
- Decide if to add informational brochure
- After DC launch, 5 city "roll-out": NYC, LA, Miami, San Antonio, Chicago

Participation in Launch of CD

Broad/national--Despierta America: Giselle Blondet

Commissioners

CHC members

Cbos: crosswalk with local affiliates (invite national offices out of courtesy-but not asking them to do anything)

Industry leaders and partners (Corporations and talent – Aplauso.com, State Farm, Univision, GM, Time-Warner, Ritmoteca.com)

Federal agencies (ED-OSFA, ED, Pres. Committee on Arts & Humanities)

Timeframe:

Oct – 2-5th: 5 city outreach events take place

September 25th-28th: event to release CD in conjunction with the Commission event

(Have reserved the National Press Club for Sept. 25)

Sept. 1- 24th: CDs to be received by DC and 5 cities for local dissemination (3 weeks)

June 1-12th: Budget finalized for CD project

June 12th: Consolidating leads for specific activities: inventory of concrete commitments to the project

June 12-30th: Completion of Phase I

July-August: Completion of Phase II

Phase I

Determine:

-Scale of product: 500k or 1 million

-Marketing plan: Aplauso/IAC Group/Time-Warner

-Artist selection, including spokesperson: Aplauso

-Liner notes/cd content/message development/resources: WHI

-Dissemination plan: WHI (Art Ruiz, Carole Watson, Andy Finch, Lee Kessler, Sonia Hernandez, Ralph Forsht)

Phase II

CD production

Contact of dissemination plan components: city coordinators, federal government mechanism

Questions to ask:

Who are the corporate partners?

What are we asking partners for?

Decide the first run of production (500k or 1 million?)

Scan to select artists: did they graduate from high school or get GED? Any college?

Responsibilities:

Dissemination: WHI (Volunteers from May 15 meeting-Art Ruiz, Carole Watson, Andy Finch, Lee Kessler, Sonia Hernandez, Ralph Forsht)

Marketing: Aplauso/IAC, Time-Warner

Message/Liner notes: WHI

Artists: Aplauso

CD production: Aplauso

Funding: Aplauso/WHI for federal support and recommendations for private sector partners

Managing commitments: WHI to Aplauso

Funding management: Aplauso

Budget for CD Project:

Educational resource content

CD production

Dissemination

Marketing

Contacts for Five City Roll Out (Week of Oct.2-5)

NYC: Commissioners (Linares, Petrovich, JP Santos, Santiago); CHC (Serrano, Velazquez); cbos (Hispanic Federation, Chancellor's office[superintendent Levy]), Cristina Schwartz-Univision

LA: Commissioners (Hernandez, Castro, Pachon, Burciaga, Zacarias); CHC (Roybal-Allard, Becerra, Napolitano, Sanchez, Baca); cbos (LAAMP, Puente, MALDEF, superintendent Cortines), Ivelisse Estrada-Univision

Miami: Commissioners (Padron, Wasserman); CHC (Ros-Lehtinen, Diaz-Balart); cbos (Superintendent Cuevas--Miami-Dade, Manty-Sabates Morse—School Board, CANC (Guarione Diaz), ASPIRA (Raul Martinez), Univision (Angela Ramos)

Chicago: Commissioners (Cruz), CHC (Gutierrez), cbos (CPS Board President Gary Chico), UNO (Juan Rangel), Mayor Daley's office) Univision (Affiliate's name?)

San Antonio: Commissioners (Rodriguez, Muñoz, Garcia, Rojas), CHC (C. Rodriguez, C. Gonzales), cbos (AVANCE, COPS, MALDEF, S.A. public school board, UTSA-Downtown campus), Univision

Target population remains:

- Hispanic 7-12 graders
- Bilingual/English Language Learners
- Many first-generation in U.S. educational system

**A Public-Private Partnership to Increase Educational Success for
Hispanic Students**

May 15, 200 10:00am -12:00pm
Room 100, Old Executive Office Building

10:00a.m.

Welcome

Shirley Sagawa, Deputy Chief of Staff
Office of the First Lady

Guillermo Linares
Chair, President's Advisory Commission on Educational
Excellence for Hispanic Americans

Introductions

10:15

Proposed Project

Context: Sarita Brown, Executive Director, White House Initiative

Project Concept and Private Sector Leadership:
Larry Rosen and Sergio Rozenblat, Aplauso.com

10:45

Discussion on how to "Make It Happen"

Role of Private Sector
Role of Public Sector
Dissemination
Management and Next Steps

Excelencia



The White House
Initiative on Educational
Excellence for Hispanic
Americans

January-May 2000

New Commission Chair

Guillermo Linares was appointed the new chair of the President's Advisory Commission in January 2000. Mr. Linares replaces Ana "Cha" Guzman who now serves as a senior advisor in the Department of Education.

Mr. Linares has been a member of the Commission since its inception in 1994. He co-chairs the Commission's Committee on Children, Families, and Communities. Mr. Linares is a member of the New York City Council and the first Dominican American elected to office in the United States.

President's Advisory Commission

The President's Advisory Commission met on March 9-10, in Washington, DC at the U.S. Department of Labor. During the meeting, the Commission focused on the impact of educational assessment practices, Latinos in higher education, federal agency support to increase the educational attainment of Latinos, national strategy sessions on educational excellence for Latinos, and the Commission's final report.

Latinos in Higher Education

The Higher Education Committee of the President's Advisory Commission held a media briefing on Latinos in Higher Education, March 9, from 10:00am-12:00pm at the National Press Club. Commissioner Juliet Garcia, President, University of Texas at Brownsville, and Commission Chair, Guillermo Linares, New York City Councilman, focused on the strengths and needs of Latinos in higher education and addressed topics such as academic preparation, enrollment growth, and financial aid. A policy briefing summarizing their recommendations will be published this summer. For more information, please call Deborah Santiago, at (202) 401-7479.

Showcase of Federal Programs on Executive Order 12900

Federal agency officials gathered on February 8, in the Truman Room of the

White House Conference Center, to focus on model federal agency programs that are working to fulfill Executive Order 12900. Federal agencies featured at the meeting were:

- HHS, Kevin Thurm, Deputy Secretary
- ED, Mario Moreno, Assistant Secretary
- USDA, Miley Gonzalez, UnderSecretary
- DOE, Peter Faletta and Cindy Musick, Program Analysts

Each official highlighted the strategies their agency developed to help them provide effective education and employment services to the Latino community.

The agencies and the programs featured at the meeting are representative of a growing effort within federal agencies to better serve America's diverse constituents while fulfilling the mission of their agencies.

For more information about federal agency efforts to assist the Latino community, please call Richard Toscano, Special Assistant for Interagency Affairs, at (202) 401-2147.

Inter-Departmental Council on Hispanic Educational Improvement (IDC)

The IDC met on February 15, in the Truman Room of the White House Conference Center. Raul Yzaguirre, President of the National Council of La Raza and former chair of the President's Advisory Commission, addressed the IDC on the role the federal government must play in meeting the needs of the Latino community. Mr. Yzaguirre commented on the educational crisis that currently exists in the Latino community and stressed the importance of holding the federal government accountable for efforts, or lack thereof, in meeting the educational needs of this growing constituency.

The meeting agenda also included an update by Sarita E. Brown and Barbara Chow, IDC Co-Chairs, on the data

collection and analysis for the FY99/00 Annual Performance Report on implementing Executive Order 12900.

New Publications

The White House Initiative staff has developed one page fact sheets that provide data on the conditions of Latinos in the educational pipeline from early childhood through graduate and professional education. To obtain free facts sheets, please call the White House Initiative at (202) 401-1411 or access them on our website at www.ed.gov/offices/OIIA/Hispanic.

Spring Policy Seminar Series

On April 27, The White House Initiative held the first of three policy seminars that will take place this Spring. The seminar entitled *K-16 Strategies for a Bilingual Workforce* focused on examples at the K-12 and post-secondary level of educational strategies to produce bilingual employees.

The second policy seminar, **Beyond Affirmative Action: Latinos in Graduate Education** will be held on Thursday, May 11, from Noon - 1:30p.m. in the Barnard Auditorium of the U.S. Department of Education, 400 Maryland Ave, SW Washington, DC.

The seminar will examine current Latino enrollment trends in graduate education. Panelists will discuss efforts to ensure diversity at the graduate level and within the faculty ranks particularly now after the Hopwood Decision and Proposition 209.

Please join us and mark your calendar to attend the final seminar:

June 16: *Starting Smart: Latinos in Early Childhood Education*

For further information about the seminars, please call (202) 401-1411.

The White House Initiative

400 Maryland Ave., SW, Room 5E110
Washington, DC 20202-3601

Phone: 202/401-1411

Fax: 202/401-8377

Website: www.ed.gov/offices/OIIA/Hispanic

E-mail: white_house_init_hispanic_ed@ed.gov



LATINOS IN EARLY CHILDHOOD EDUCATION

Early childhood education, or preschool, encompasses education programs for children up to 5 years of age, and may provide related services to meet children's psychological and health needs. Preschool prepares children for a solid education by teaching learning and socialization skills. Given the importance of these efforts and services, both the federal government and the states make significant investments in early childhood programs, totaling about \$10 billion annually.

Population

- The Hispanic population in the United States is very young. Today, 10% of Hispanics are under age 5 and make up over 15% of their age group in the U.S. population. By the year 2030, they will make up 25% of the total school-age population. The projected increase in the number of Hispanic children in preschool brings with it critical strengths and challenges to the nation's educational system. [Bureau of the Census, *CPS Report*, No. P25-1130, 1996]

Enrollment

- Hispanic children under age 5 are less likely to be enrolled in early childhood education programs. In 1998, only 20% of Hispanic 3-year-olds were enrolled in early childhood programs, compared to 42% of whites and 44% of blacks. Of 4-year-olds, less than 60% of Hispanics were enrolled in early childhood programs, compared to 67% of whites and 73% of blacks. [Bureau of the Census, *CPS Report*, No. P20-521, Table-2]
- In 1998, differences in the enrollment of 5-year-olds largely disappeared between Hispanics (90%), whites (94%) and blacks (95%). However, while the enrollment gap closes at kindergarten, Latino children still remain less prepared for school because of lower enrollment rates at the younger ages. [Bureau of the Census, *CPS Report*, No. P20-521, Table-2]
- In 1998, the early childhood education enrollment rate for Hispanics was similar in both urban (48%) and suburban (42%) locations. By comparison, the enrollment rate for blacks was higher in urban areas (55%) than in suburban areas (32%), while the rate for whites was much higher in suburban areas (62%) than in urban areas (19%). [Bureau of the Census, *CPS Report*, No. P20-521, Table-5]
- As parents' educational attainment increases, so does the early childhood enrollment rate of their children. However, in 1997, fewer Hispanics age 25 and older had completed high school than their black and white counterparts—55% of Hispanics, 75% of blacks, and 86% of whites had completed high school. [NCES, *Digest of Education Statistics*, 1998, Table 8]

Income and Enrollment

- In 1998, the median family income for Hispanics was about \$28,000 while the overall median income was \$39,000. Research shows that families with higher incomes are more likely to enroll their 3- and 4-year-olds in early childhood education than those with lower incomes. [NCES, *The Condition of Education*, 1999, Indicator 44] [Bureau of the Census, *CPS Report*, No. P60-206, 1998]
- While Latinos children are over-represented in families living in poverty, they are under-represented in Head Start programs designed to remedy the effect of poverty on educational achievement. In 1998 the child poverty rate for children under 6 years of age was 36% for Hispanics, 40% for blacks, and 15% for whites. In Fiscal Year 1998, Head Start served 822,316 children. Of these, 36% were black; 32% white; 26% Hispanic; and 3% American Indian and Asian. [1999 *Head Start Fact Sheet*, Administration for Children, Youth and Families]

School Readiness

- Hispanics are more likely to tell their child a story than read to them. Three to 5-year-olds may start school better prepared to learn if they are read to or told a story once a week. In 1996, of 3- to 5-year olds, 80% of Hispanics were told a story--consistent with blacks (77%) and whites (84%). Hispanic children were less likely to be read to--65% of Hispanics were read to in the last week, compared to about 75% of blacks and nearly 90% of whites. [NCES, *The Condition of Education*, 1999, Indicator 34]
- Approximately 70% of teachers said they felt only moderately, somewhat, or not at all prepared to address the needs of students with limited english proficiency or from diverse cultural backgrounds. This lack of preparation has profound implications for the large population of Hispanic students in early childhood today. [NCES, *The Condition of Education*, 1999, Indicator 23]



LATINOS IN ELEMENTARY EDUCATION (K-8)

The elementary school years are a period of significant development for the child in all areas of learning, providing the foundation for a successful high school experience. Elementary education generally includes kindergarten through grade eight, referred to in various grade groupings as primary, elementary, and middle school.

Enrollment

- Today, Hispanics comprise 15% of the elementary school-age population (5-13). By the year 2025, Latinos in this age group will make up nearly 25% of the total school-age population. [Bureau of the Census, *CPS Report*, No. P25-1130, 1996]
- Between 1978 and 1998, the enrollment of Hispanics in public elementary schools increased 157% compared to 20% for black students and 10% for white students. [Bureau of the Census, *CPS Report*, Table A-1, 1999]

Urbanicity and Poverty

- Latino students now experience more isolation from whites and more concentration in high-poverty schools than any other group of students. In 1998, close to 50% of Hispanics in public education attended urban schools. In comparison, just over 50% of blacks and only 18% of whites in public schools were enrolled in urban schools. Further, the nation's 10 largest central city school districts enrolled close to 25% of Latino students, 18% of black students and only 2% of white students. [Bureau of the Census, *CPS Report*, P20-521, 1998] [Resegregation in American Schools, The Civil Rights Project, Harvard University, 1999]
- In 1996, about one out of every four students who lived in a central city and who attended public schools was Hispanic, up from about one out of every 10 students in 1972. [NCES, *The Condition of Education*, 1999, Indicator 46]
- Latino students, on average, attend schools with more than twice as many poor classmates as in those attended by white students (46% vs. 19%). In addition, just over one-third of Hispanics (34%) and blacks (37%) under age 14 lived in poverty, compared to 14% of whites. [Bureau of the Census, *CPS Report*, P60-206, 1998] [Resegregation in American Schools, The Civil Rights Project, Harvard University, 1999]

Educational Achievement

- Overall, Hispanic students consistently perform below the national average in the National Assessment of Educational Progress (NAEP). Disparities begin as early as kindergarten and remain through age 17. By age nine, Hispanic students lag behind their non-Hispanic peers in reading, mathematics and science proficiency. [NCES, *The Condition of Education*, 1999, Indicator 1, 2, 4 - 6]
- While not all Hispanic students are limited english proficient (LEP), Hispanics constitute about 75% of all students enrolled in LEP programs, including bilingual education and English as a Second Language (ESL) programs. [Elementary and Secondary School Civil Rights Compliance Report, 1988-1994]
- Computers have become an essential tool in our society and early exposure to computers can help prepare students for future success in the workplace. However, Hispanic students are less likely than their white peers to use a computer at school or at home. In 1997, 68% of Hispanic children used a computer at school, compared to 70% of blacks and 84% of whites. Further, only 18% of Hispanic students used a computer at home, compared to 19% of black students and 52% of white students. [NCES, *The Condition of Education*, 1999, Indicator 18]

Teachers

- The number of Hispanic teachers lags far behind the number of Hispanic students. While Hispanic students comprise about 15% of public school students, only about 4% of public school teachers are Hispanic. [NCES, *Digest of Education Statistics*, 1998, Table 68]

White House Initiative on Educational Excellence for Hispanic Americans

(<http://www.ed.gov/offices/OIIA/Hispanic>)



LATINOS IN SECONDARY EDUCATION (9-12)

Secondary education is a critical means of achieving upward mobility and helps individuals negotiate the path to achievement and economic success. Secondary education, or high school, generally includes grades nine through twelve.

Enrollment

- Hispanic students in secondary education represent 13% of the current school population in grades 9-12. By the year 2030, Latinos in grades 9-12 will make up 23% of the school population for these grades. [Bureau of the Census, *CPS Report*, No. P25-1130, 1996]
- Among 15-17 year olds, 34% of Hispanic students were enrolled below grade level. Enrollment below grade level is a significant variable because it is the highest predictor of school dropout rates. [Bureau of the Census, *CPS Report*, Number P20-513, Table A-2, 1998]

Educational Achievement

- The dropout rate for Hispanics is much higher than for other ethnic groups. In 1998, 30% of all Latino 16- through 24-year-olds were dropouts (1.5 million), more than double the dropout rate for blacks (14%) and more than three times the rate for whites (8%). [NCES, *Dropout Rates in the United States: 1998*]
- High Hispanic dropout rates are partly attributable to relatively greater dropout rates among Hispanic immigrants. The dropout rate for Hispanic 16- to 24-year-olds born outside the United States (44%) was double the rate for Hispanics born in the U.S. (21%). [NCES, *Dropout Rates in the United States: 1998*]
- In 1996, the average National Assessment Educational Progress (NAEP) scores of Hispanic students age 17 were well below that of their white peers in math, reading and science. [NCES, *The Condition of Education 1998*, Indicator 16]
- Hispanic students have earned more credits in computer science, foreign languages, and English than other groups. Despite increases in upper-level course selection among Hispanic high school students, Hispanic students still earn fewer credits than other groups in history, science, and mathematics. [NCES, *The Educational Progress of Hispanic Students, The Condition of Education, 1995*]

Educational Attainment

- The low high school completion rate for Latinos has not changed substantially in several years. High school completion rates for white and black students in 1998 were 90% and 81%, respectively. However, the high school completion rate for Hispanics is only 63%. [NCES, *Dropout Rates in the United States: 1998*]
- While Latino parents are increasing their educational attainment rates, these rates are still below those of other ethnic groups. Higher levels of parental educational attainment are generally associated with positive educational outcomes and experiences, such as high school completion, for their children. The percentage of Hispanic parents earning a high school diploma has improved, from 23% in 1972 to 45% in 1997. By comparison, in 1997, over 90% of white parents had earned a high school diploma. [NCES, *The Condition of Education 1998*, Supplemental Table 44-4]

College Preparation

- Hispanic students are more often than not tracked into general courses that satisfy only the basic requirements and not those that provide access to four-year colleges or to rigorous technical schools. More Hispanic students (50%) are enrolled in general programs of study than either whites (39%) or blacks (40%). Only 35% of Latino students are enrolled in college preparatory or academic programs, compared to 50% of whites and 43% of blacks. [NCES, *Trends Among High School Seniors, NELS-88, 1972-1992, 1995*]
- In 1997, Hispanics were at least three times as likely to take a foreign language Advanced Placement (AP) examination as whites. Hispanic students were also five times as likely as whites to be eligible for college credit from these tests (with a grade 3 or higher). White students were more likely than blacks or Hispanics to take AP examinations in all other subject areas. [NCES, *The Condition of Education, 1999*, Indicator 14]
- The percentage of Hispanic seniors who planned to continue their education at a four-year college doubled from 24% in 1972, to 50% in 1992. The percentage who planned to attend a two-year program increased from 12% to 20%. [NCES, *Trends Among High School Seniors, NELS-88, Second Follow-up, 1992*]



LATINOS IN UNDERGRADUATE EDUCATION

Undergraduate education is considered today to be an important path to ensure a better future in our economy. Undergraduate education is study beyond secondary school at an institution offering programs terminating in an associate's or bachelor's degree.

Population

- Hispanics currently represent 14.5% (3.6 million) of the total traditional college-age population (18-24 years). By the year 2025, Hispanics will comprise 22% of the total traditional college-age population.

[Bureau of the Census, *CPS Report*, No. P20-516, 1997]

Enrollment

- The representation of Hispanics in higher education continues to grow. In 1996, Hispanic students represented almost 10% of the total student enrollment in higher education. [NCES, *Digest of Education Statistics*, 1998, Table 207]
- Between 1976 and 1996, the number of Hispanics enrolled in undergraduate education increased 202%, compared with only 13% for whites and 44% for blacks. In one year alone (1995-96), Hispanic enrollment increased 5%, the largest one year increase of any ethnic group. [NCES, *Digest of Education Statistics*, 1998, Table 207]
- Hispanic students enroll in college immediately upon graduation from high school at a rate similar to that of other groups--66%, compared to 68% for whites and about 60% for blacks. However, Hispanic 18-to-24-year old high school completers enroll in college at lower rates--(36%) than whites (46%) and blacks (40%). [NCES, *The Condition of Education*, 1999, Indicator 53 and 54]
- The majority of Hispanic undergraduates are enrolled in two-year institutions (53%). In comparison, the majority of white and black undergraduates are enrolled in four-year institutions (56% and 51%, respectively). [NCES, IPEDS, 1997 Fall Enrollment]
- Latino enrollment in undergraduate education is concentrated in a small number of institutions. About 40% of Hispanic undergraduate students are enrolled in fewer than 200 institutions of higher education known as Hispanic-Serving Institutions (HSIs). HSIs are accredited degree-granting public or private nonprofit institutions of higher education with at least 25 percent total undergraduate Hispanic full-time equivalent student enrollment. [NCES, IPEDS, 1997 Fall Enrollment] [Higher Education Amendments of 1965, as amended, 1998]
- Latino undergraduate students are concentrated in several key states. Just over 50% of all Hispanics enrolled in higher education are in two states: California and Texas. Almost 75% of Latinos enrolled in higher education are in five states: California, Texas, New York, Florida, and Illinois. [NCES, IPEDS, 1997 Fall Enrollment]
- A higher percentage of Hispanic students (45%) are enrolled part-time than either white or black students (39% and 40%, respectively). Hispanics (35%) are also more likely than white or black students (25% and 32%, respectively) to take more than six years to receive a bachelor's degree. [NCES, IPEDS, 1997 Fall Enrollment] [NCES, *The Condition of Education*, 1996, Supplemental Table 11-1]

Financial Aid

- Hispanic students tend to borrow less to pay for their education. As first-year students, close to 50% of Hispanics received grants while less than 30% received loans to pay for their education. In comparison, close to 60% of blacks received grants and 42% received loans, and 46% of whites received grants and 31% received loans. [NCES, *Descriptive Summary of 1989-90 Beginning Postsecondary Students, 5 Years Later*, Table 15.1, May 1996]

Educational Attainment

- Hispanics have increased their undergraduate degree attainment. In 1996, Hispanic students earned 7% of all associate's and 5% of all bachelor's degrees. In total, Hispanics doubled their undergraduate degree attainment from 1976. [NCES, *Digest of Education Statistics*, 1998, Table 262]
- The top three disciplines for bachelor's degrees awarded to Hispanic students in 1996 were business, social sciences and education. The top three disciplines for associate's degrees awarded to Hispanics were liberal arts, business, and the health professions. [NCES, *Digest of Education Statistics*, 1998, Table 265]

White House Initiative on Educational Excellence for Hispanic Americans



LATINOS IN GRADUATE EDUCATION

Graduate education provides the opportunity to rise to the professional level of a discipline and to become an expert in a field of study. A graduate education program generally requires study beyond the bachelor's degree, resulting in a master's, first-professional or doctoral degree.

Enrollment

- While Hispanics have increased their enrollment in graduate education, they are still less represented than other groups. In 1996, Hispanics represented 4% of graduate students, while whites represented 73%, and blacks represented 6%. In 1976, Hispanics represented only 2% of graduate students. [NCES, *Digest of Education Statistics 1998*, Table 207]
- In the past 20 years, Hispanic women have surpassed Hispanic men in graduate enrollment. In 1976, 45% of Hispanics enrolled were women compared to 55% of men. In 1996, 60% of Latinos enrolled in graduate education were women compared to 40% of men. [NCES, *Digest of Education Statistics, 1998*, Table 207]
- Although their enrollment rates are small, Hispanics in graduate education are more likely to enroll full-time than either white or black students. Of Hispanics in graduate education, 42% are enrolled full-time, compared with 37% of whites and 39% of blacks. [NCES, *Digest of Education Statistics, 1998*, Table 208]
- In 1995-96, 7% of Hispanics in graduate education were enrolled in a first-professional program (medicine, law, etc.) compared with 76% of whites and 6% of blacks. Although the percentage of whites in law programs is higher (75%) than for any other race-ethnic group, Hispanics enroll at a higher rate (11%) in law programs than any other minority group. [NCES, *Graduate and First-Professional Students, National Postsecondary Education Student Aid Study, 1996*]

Financial Aid

- Hispanics studying for master's degrees receive less grant aid and work more than either white or black students. In 1995-96, only about 20% of Hispanic students received grants, compared to over 30% of both white and black students. In tandem, 20% of Hispanics received assistantships, compared to 10% for blacks and 9% for whites. Among full-time master's students, Hispanics received even less aid. Only 65% of Hispanic students received any aid, compared to 76% of whites and 90% of blacks. [NCES, *Student Financing of Graduate and First-Professional Education, 1995-96*, May, 1998 Table 2.3a]
- Hispanic full-time master's and first-professional degree students receive less aid than any other ethnic group. The average aid for Hispanic master's degree students is only \$8,729, compared to \$13,875 for blacks and \$12,566 for whites. For first-professional degree students, the average aid for Hispanics is only \$16,766, compared to \$21,440 for blacks, \$18,182 for whites, and \$18,416 for Asian/Pacific Islanders. [NCES, *Student Financing of Graduate and First-Professional Education, 1995-96*, May, 1998 Table 2.4]
- Of first-professional degree students, a higher percentage of Hispanics borrow or work than either blacks or whites. In 1995-96, 73% of Hispanics had loans and 6% participated in work-study, compared to 70% of whites had loans and 5% were in work-study and 71% of blacks had loans and 4% were in work-study. [NCES, *Student Financing of Graduate and First-Professional Education, 1995-96*, May, 1998, Table 2.3a]

Educational Attainment

- In 1996, Latinos earned about 4% of all master's degrees. The four disciplines in which the most master's degrees were earned by Hispanics were education, business, public administration and the health professions. [NCES, *Digest of Education Statistics, 1998*, Table 268]
- Latinos earned 2% of all doctoral degrees in 1996. The four disciplines in which the most doctoral degrees were earned by Hispanics were education, psychology, biological/life sciences and social sciences/history. [NCES, *Digest of Education Statistics, 1998*, Table 268]

Faculty

- In 1992, Latinos represented less than 3 percent of full-time instructional faculty and staff in higher education. [NCES, *Instructional Faculty and Staff in Higher Education Institution, Fall 1987 and Fall 1992, 1997*]

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(<http://www.ed.gov/offices/OIIA/Hispanic>)



WHITE HOUSE INITIATIVE ON EDUCATIONAL EXCELLENCE FOR HISPANIC AMERICANS

It is essential to understand that each step in the education system is a building block... Research shows that children succeed when schools recognize and support parents as the child's primary teacher; when parents are welcomed and involved in all aspects of school life... These conditions routinely exist in middle-class, white schools... Such routine conditions often do not exist in low-income and Latino schools.

Our Nation on the Fault Line: Hispanic American Education
President's Advisory Commission on Educational Excellence for Hispanic Americans

The Creation of *Excelencia en Educación*

Excelencia en Educación: The Role of Parents in the Education of Their Children, is a series of conferences sponsored by the White House Initiative on Educational Excellence for Hispanic Americans. The decision to focus on the role of parents was based on the conviction that the heart of the Latino community is the family. Latino parents know that a quality education provides their children with the skills to achieve the best this country has to offer. America needs the talents of all its citizens to face the challenges of the 21st century. As the fastest growing community in the country, Latinos still have lower educational attainment rates than other groups--a cause for great national concern.

First, a little more background: The White House Initiative supports a Commission appointed by President Clinton in 1994 comprised of national educational leaders from all segments of the educational pipeline. In 1996, the Commission submitted to the President their report, **Our Nation on the Fault Line: Hispanic American Education**. This comprehensive report lays out issues in Latino educational attainment from pre-K through graduate and professional education. Equally important, the report includes an action plan for federal, state and local levels.

The Administration used the report as they developed their Hispanic Education Action Plan announced by Vice-President Gore in February 1998. The President's plan provided over \$520 million in new educational investments for programs that can make a difference in the quality of education for hundreds of thousands of bright, capable, Latino students. Responding to the Administration's achievement, the White House Initiative and the President's Advisory Commission on Educational Excellence for Hispanic Americans developed a strategy to more directly engage the Latino community in the pursuit of a quality education. The stage was set for the *Excelencia* conference series.

In developing a workplan for 1998-2000, Commissioners Gloria Rodriguez and Guillermo Linares encouraged a focus on *nuestros padres*, our parents--a strength within the Latino community. *Excelencia en Educación* is the resulting series of conferences and facilitates interactions among the federal government, Latino advocacy organizations, parents, teachers and other educational stakeholders. The strategy for the conference series was to have Commissioners from each of the five cities selected to anchor the conference.

The academic emphasis of the conference series is mathematics, reading and college readiness. The focus is on powerful strategies for parents to more fully engage in supporting their children's education. The conferences cover how schools, teachers, civic leaders, community-based organizations, business and federal agencies can reach out to parents and more fully engage them in their children's education. By sharing "promising practices" and educational information, conference participants should have even better ideas for brightening the future of young Hispanics and prepared to serve as catalysts for enhancing parental involvement throughout the nation.

The first *Excelencia en Educación* was launched in October 1998 with AVANCE in San Antonio, Texas. AVANCE's founder and CEO is Commissioner Gloria Rodriguez. For the inaugural conference, the White House Initiative brought together five federal agencies--Education, Health and Human Services, Labor, Interior, and the Small Business Administration—as well as over four hundred parents, educators, Latino advocacy organizations and leaders from the private sector. At each conference, members of the Clinton/Gore Administration and members of the Congressional Hispanic Caucus have spoken. Small Business Administrator Aida Alvarez and Representative Ruben Hinojosa and Representative Ciro Rodriguez participated. Univision, the largest Spanish-speaking television network, also plays a significant role in the conference series. In San Antonio, Univision president Henry Cisneros announced their plan to develop a multi-year education campaign. Our corporate allies, Univision, State Farm, and AT&T were also in attendance and described their commitment to addressing the strengths and needs of the Latino community and pledged to be with us for the entire national conference series.

In Los Angeles, in March 1999, the White House Initiative restaged the *Excelencia en Educación* conference in collaboration with the following five organizations: the Mexican American Legal Defense and Educational Fund (MALDEF), the Annenberg project in Los Angeles (LAAMP), University of California at Los Angeles (UCLA), Los Angeles Unified School District (LAUSD), and PUENTE Learning Center. Over 800 participants, primarily parents of students enrolled in schools in East Los Angeles, heard from speakers including California Governor Gray Davis, Univision President Henry Cisneros, current chair of the Congressional Hispanic Caucus (CHC) Lucille Roybal-Allard, and the former chair of the CHC Xavier Becerra. Commissioner Ruben Zacarias, Superintendent of Los Angeles Unified School District, and Commissioner Sonia Hernandez, Deputy Superintendent for the California Department of Education, facilitated the conference.

On June 4-5, 1999, the conference was restaged in New York City at CUNY-City College with Commissioner Guillermo Linares, New York City Councilman facilitating the conference. Partnering with the White House Initiative were the Hispanic Federation, Community Association of Progressive Dominicans (ACDP), United Way of New York City, New York Board of Education, CUNY-City College, and ASPIRA of New Jersey. Secretary of Education Richard Riley opened the conference and Congress member Robert Menendez sent a message on behalf of the Congressional Hispanic Caucus. Janet Murgia, Associate Director for Legislative Affairs spoke to the participants about the Administration's activities and commitment and both Vice President Gore and First Lady Hillary Clinton provided messages on behalf of the Administration. Univision continued its support for the conference by having two of its personalities, Rafael Pineda of their local station, and Giselle Blondet of *Despierta America*, participate in the program.

On November 5-6, 1999, the conference was restaged in Chicago, Illinois with the leadership of Commissioner Miriam Cruz. Partnering in the Chicago event were the Chicago Public School system and Mayor Daley's office. Activities began on November 5 at the University of Illinois-Chicago with Gery Chico, President of the Chicago School Board opening the conference. On November 6 the conference moved to Saucedo Scholastic Academy. Conference highlights included a call from Vice President Gore describing the Administration's efforts to increase educational opportunities for all Americans; Mickey Ibarra, White House Director of Intergovernmental Affairs and Assistant to the President, addressing, "Keeping the American Dream Alive", and Congressman Luis Gutierrez, Congressional Hispanic Caucus member from the 4th District in Illinois, sharing his commitment that all children deserve the best this country has to offer. Rafael Romo, a local Univision news reporter, closed the conference by moderating the final panel session.

The final conference in the series was held at Miami High School in Miami, Florida on December 4, 1999. Partnering in the Miami event were Miami-Dade Community College/InterAmerican Campus, Miami-Dade County Public Schools, Broward County Schools, Abriendo Puertas, ASPIRA of Florida, and the Cuban American National Council. Conference highlights included an address entitled *Making*

Excelencia Para Todos a Reality, by Ray Martinez, Deputy Assistant to the President for Intergovernmental Affairs and a video message from First Lady Hillary Rodham Clinton sharing her perspectives on educational excellence. There was also active involvement from local educational leaders and Univision personalities. Alina Mayo Azze, Guillermo Benites, and Giselle Blondet, all supported the conference by moderating sessions and summarizing Univision's national and local commitment to education through their community efforts. Commissioner Eduardo Padron, President of Miami-Dade Community College, and Commissioner Diana Wasserman, member of the Broward County School Board, served as facilitators on behalf of the President's Advisory Commission. Miami also included a pre-conference workshop where federal agency representatives met with educational leaders and community-based organizations to discuss ways to share information on federal programs and services that can assist Latino students and parents. This special pre-conference workshop generated new ideas and strategies that can facilitate partnership building between federal agencies and local communities.

These conferences are part of the larger national effort to support Latino parents as they pursue *excelencia en educación* for their children. For more information, please call the White House Initiative at 202-401-1411.



White House Initiative on Educational Excellence for Hispanic Americans

Visit our website
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Who We Are



**Calendar of
Events**



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**Hispanic-
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**President's
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Commission**



**President's
Commitment**



**Research and
Resources**

Hispanic Americans are the nation's fastest growing population. Today's Latino youth represents one quarter of the future workforce of America. Yet Latino students lag behind other Americans in academic achievement. The federal government has a powerful role to play in closing this performance gap and ensuring that quality education for Hispanic Americans is part of the national agenda.

The White House Initiative on Educational Excellence for Hispanic Americans is helping the nation both to make policy changes and to take dynamic action for change. This website can help you learn about what is happening and how you can get involved.

".....We need to hold our leaders at all levels—federal, state, and local—accountable for the results they achieve, or fail to achieve, in student learning."

*Sarita E. Brown, Executive Director
White House Initiative on Educational
Excellence for Hispanic Americans*

400 Maryland Avenue,
S.W. Room 5E110
Washington, D.C.
(202) 401-1411

White House Initiative URL:
<http://www.ed.gov/offices/OIIA/Hispanic>

UNITED STATES
DEPARTMENT OF EDUCATION



NEWS

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Wednesday, March 15, 2000

Contact: Melinda Ulloa
202-205-8811

Remarks as prepared for delivery
by U.S. Secretary of Education Richard W. Riley

Excelencia Para Todos—Excellence for All
**The State of Education for Hispanic Americans
and the Challenges of a New Century**

**Bell Multicultural High School
Washington, D.C.**

Good morning. Thank you, Mariella Arias. Secretary Caldera, I want to thank you for those kind words and for putting forward such an innovative programs as GED Plus and College First. Anything we can do to bring motivated young men and women back into the world of learning is positive.

I especially want to thank Principal Maria Tukeva for hosting us here at Bell Multicultural High School—a dynamic center of learning and creativity in the heart of the nation's capital. In living up to its motto —"Excellence Through Diversity"—this school serves as a model for communities across the nation.

I also want to acknowledge Chairman Guillermo Linares and Miriam Cruz of the President's Advisory Commission on Educational Excellence for Hispanic Americans, Mario Moreno, Norma Cantú, Sarita Brown, Cha Guzman, and distinguished education, business and community leaders.

In my remarks today, I want to focus on the importance of education for this country's Latino community as we begin this new century—this education era. And I want to explore with you why I believe the state of Latino education for this century can be so promising.

You know, when we talk about Hispanic-Americans we are speaking about individuals from more than 20 different nations, with countless dialects, different skin colors, and varying tastes in food and music. Some are descended from immigrants who have been in this nation hundreds of years, even before it became a nation; others are new arrivals, having been here only a week or a year, seeking to achieve the American Dream.

Regardless of these differences, there is one unifying factor in their lives, education, the primary and shared source of hope, opportunity and success. It is our duty as a nation to ensure that the Hispanic community has every opportunity to achieve a quality education and the success that can accompany it—just as we have done for generations of Americans before them.

I am confident that we can address this challenge with innovation, that we can shed misperceptions and stereotypes, eliminate low expectations, and embrace the unique strengths that Latinos bring to education and our national community.

Last week, Juliet Garcia, the president of the University of Texas at Brownsville, and a member of the President's Advisory Commission, related to me a story that I think captures the essence of what we mean when we say "have high expectations and shatter false perceptions."

She told me about Morningside Elementary School, a small school in a low-income section of Brownsville, one of the poorest regions in the nation. Some years ago, a teacher began teaching chess to kindergartners through fifth-graders in that community. The students got up early to practice and gave up their weekends to play in chess tournaments. It paid off. Last year, this small school made it all the way to the national championships, and took second place.

Who would have thought—in a state where high school football is sometimes king and English is for many a second language—that these students would go head to head with the best minds in the country in one of the most challenging and intellectual games? They did and so did their teachers, parents, and principals—and that made all the difference.

The triumph of the Morningside chess team is the most recent chapter in the rich legacy of a people connected to history in a very positive way.

It is a legacy of accomplishment and courage. And it is a legacy of battles fought to overcome discrimination and oppression—in education as well as in other areas.

Many Americans may not realize that during the 1920s and '30s in Texas and California, courageous Mexican-American parents put their safety on the line to challenge state laws that segregated students by race in public schools.

On January 5, 1931, for instance, the principal of Lemon Grove Grammar School near San Diego, acting under instructions from the school's trustees and the Chamber of Commerce, stood at the schoolhouse door and admitted everyone except the Latino students, who were instructed to attend school in an old two-room building nearby.

The parents would not let their children go to the other school, because it was run down. They organized and beat the segregationist policies. The children returned to the public school—where they belonged.

This action set the stage for the Mendez case in 1946, the first time a federal court would hold the “separate but equal” standard unconstitutional. That decision, in turn, helped lay the groundwork for the Supreme Court’s holding in *Brown v. Board of Education* nearly a decade later.

We have seen this same powerful force for equality and quality here in Washington. Facing a crisis in meeting the educational needs of Hispanic, immigrant, and other minority youths, members of the community created this school in 1979. With enthusiastic support, it has grown from 40 students and five teachers, to nearly 700 students from 40 different countries.

A TRANSFORMATION OF HISTORIC PROPORTIONS

But there are still challenges, here and across the nation—not the least of which is an extraordinarily significant demographic trend, the growth of the Hispanic-American population.

In just five years, Hispanics will be the largest U.S. minority. By 2050, nearly one-quarter of our population will be Hispanic. Even more significantly, the greatest growth will come among young people. One in three members of the Latino population is under age 15—a number that only highlights the importance of education in the coming century.

We are already the most diverse nation in the world—and we have never been static in our diversity. But these kinds of demographic changes will involve almost every aspect of our society and require us to think still more creatively about the future.

Communities across the nation, from Boise, Idaho, to Georgetown, Delaware, are being transformed by the changing population. Dealing with this kind of change requires creative thinking and an eagerness to adapt and to incorporate cultural and linguistic differences into the learning process.

There are no simple solutions. It will require a comprehensive focus on education from pre-K to postgraduate levels; from childhood to adulthood; in school, after school, and at home; and all the time with the support of the community.

The good news is that understanding of what is required is growing. A new enthusiasm for getting things done is palpable. And a new paradigm for how to achieve this goal is on the horizon—a model focused on the assets of this community, rather than on the deficits.

Today, I will outline a series of challenges for the 21st century that build on this enthusiasm and success.

THE PROMISE OF LANGUAGE

First, I want to address the promise of language. For many, language is at the core of the Latino experience in this country, and it must be at the center of future opportunities for this community and for this nation. Parents and educators want all children to learn English because it is essential for success. And we also know how valuable two languages can be. It is high time we begin to treat language skills as the asset they are, particularly in this global economy. Anything that encourages a person to know more than one language is positive—and should be treated as such. Perhaps we should begin to call the learning of a second language what it truly is—“bi-literacy.”

Unfortunately, some have viewed those who use a foreign language with suspicion and their language itself as a barrier to success. In some places, even the idea of “bilingual education” is controversial. It shouldn’t be.

There are many different and effective strategies for teaching English, from bilingual to sheltered English to ESL. Today, I want to spotlight the dual language approach, which is also sometimes referred to as two-way bilingual or dual immersion education.

Bilingual and ESL programs are working well in many states toward this goal of bi-literacy, and they will continue to work well if we set clear performance measures and provide the resources needed to meet the rising demand with quality teachers.

Good, solid bilingual programs can make a difference in helping students learn English and achieve academically. I am pleased that the budget plan that the president recently submitted to Congress for FY 2001 increases funding for Bilingual Education to \$296 million and nearly doubles investment in foreign language education.

I also want to draw your attention to a very important and helpful publication just released by our Office for Civil Rights, entitled *Programs for English Language Learners*. This valuable resource, developed by our Seattle office in response to requests from school districts, offers materials for planning and self-assessment that are consistent with the district’s individual needs and circumstances.

But, whatever the approach to teaching English, it cannot be simply a defensive or reactive one. If we see to it that immigrants and their children can speak only English and nothing more—then we will have missed one of the greatest opportunities of this new century, namely, to take advantage of the invaluable asset that helps define a culture.

Proficiency in English and one other language is something that we need to encourage among all young people. That is why I am delighted to see and highlight the growth and promise of so many dual-language bilingual programs across the country. They are challenging young people with high standards, high expectations, and curriculum in two languages. They are the wave of the future.

In Salem, Oregon, for instance, Grant Elementary School has instituted a high-achieving Spanish-English dual-language program to help both Spanish- and English-speaking students develop language skills in the other language.

Our nation needs to encourage more of these kinds of learning opportunities, in many different languages. That is why I am challenging our nation to increase the number of dual-language schools to at least 1,000 over the next five years, and with strong federal, state and local support we can have many more.

Right now, we have about 260 dual-immersion schools and that is only a start. We need to invest in these kinds of programs and make sure they are in communities that can most benefit from them. In an international economy, knowledge—and knowledge of language — is power.

Our nation can only grow stronger if all our children grow up learning two languages. The early school years are the best and easiest time for children to learn language.

Unfortunately, too many teachers and administrators today treat a child's native language as a weakness if it is not English.

I can assure you that when they enter the workforce in several years we will regret the inability of our children to speak two languages. Our global economy demands it; our children deserve it.

It is time to move beyond the stereotype of a child who is not fluent in English as one who is not intelligent or cannot learn. Occasionally, children are separated from their peers, and even inappropriately identified for special education services simply because English is not their native language. No one is willing or able to make the appropriate evaluation and spend the necessary time to help them learn to speak English well.

Unfortunately, the lack of understanding about language issues can lead to the opposite situation as well—young people who are not diagnosed as needing special education instruction when in fact they do need it.

We must make sure that all children are served appropriately, that the programs that serve these children are held accountable, and that the students in them are held to high standards. Anything less is counterproductive.

I am very pleased that over thirty percent of Title I funds are serving Hispanic students. This administration initiated the Title I testing requirement that is helping to ensure the inclusion of all students in Title I assessments and school district accountability systems.

A DEMAND FOR TEACHERS AND NEW WAYS OF TEACHING

The second challenge we must meet is a demand for teachers and new ways of teaching. Teaching is at the heart of our efforts to transform how we view language and support student learning.

Over the next 10 years we face a demand for more than two million teachers, with acute needs in fields like math and science, special education, and bilingual education. The changing demographics and the advent of new learning technologies and ways of teaching will require a more diverse and more adaptable teaching force.

Let me highlight just one shortcoming in the teaching force: 54 percent of all teachers have limited English proficient (LEP) students in their classrooms, yet only one-fifth of teachers feel very prepared to serve them. As I called for in my State of American Education speech last month, we need to examine making teaching a year-round and better paid profession. We need teachers who are ready to take on this challenge, and we need to give them more time to prepare for it.

We need teachers who not only know more than one language but also have the background and training to maximize the learning potential of students with diverse backgrounds. We need teachers who, when they see a Latino child—or any minority student—have high expectations and visualize great achievements for that child.

And we need teachers who know how to make a connection with a student and to build on that connection, using creativity when necessary. One fifth-grade teacher in Texas would tell her largely Hispanic class about the importance of graduating from high school and going to college.

A young student to whom she was providing tutoring, commented proudly that her mother was also studying to graduate from high school, by taking the GED. The teacher offered to help, and ended up working with both mother and daughter after school.

Not only did both “students”—mother and daughter—improve academically, but also there were more far-reaching benefits. The daughter saw how important it was to learn *and* how important it was for her mother to learn.

Her mother shared in the joy and pride that comes from learning *and* serving as a strong role model. And the teacher’s willingness to reach out to the community and think beyond the classroom paradigm made her a more effective teacher.

This is what I mean when I say we must think in creative ways about how we can best educate all students—and even what we mean when we say the word “student.” The Even Start program, for one, supports local projects that encourage this creativity by blending early childhood education, parenting instruction and adult education.

Many teachers across the country pursue their profession with exactly this kind of dedication and with great results. We need to support them and reward their innovation, commitment, and professionalism—and we must make sure more children experience such teachers.

To help bring the best and most innovative teachers into our classrooms, the administration has sent Congress a \$1 billion proposal. The goal of this funding is to raise teaching quality, recruit new teachers, reduce out-of-field teaching, and attract more certified teachers into our poorest schools.

But this federal investment needs to be supported by a change in the way that our schools of education go about their mission and the time and resources they devote to meeting this challenge.

The Latino and Language Minority Teacher Project in California is one example of how these institutions can respond. The collaborative project, which links several universities and the Los Angeles Unified School District, is designed to respond to the increasing shortage of teachers prepared to teach limited English proficient students.

RAISING ACHIEVEMENT—LOWERING THE DROP-OUT RATE

The third challenge I want to address today is raising achievement and lowering the dropout rate for Hispanic students. While the achievement gap between Hispanic and white children remains high, progress is evident.

Hispanics have made significant gains on NAEP math assessments at all levels and greater gains in science than their white peers. And Hispanic-Americans have more than quadrupled their enrollment in higher education over the last two decades, although they are still vastly underrepresented.

Many schools are doing much of what has to be done to raise achievement levels. Here at Bell Multicultural, for instance, where 98 percent of students are below the poverty line, you have achieved a 95 percent attendance rate and a drop-out rate of only 10 percent, far below the national average. And 70 percent of the students go to college.

We can turn schools around and return these young people back to the world of learning. Indeed, in many places we already are.

How are Bell and other schools making this kind of progress? Not through any “magic bullet” solution, but through hard work, with well-prepared teachers and strong principals, with challenging and engaging classes, the support of parents and the entire community, and an overarching commitment to ensure that all children learn.

They do it by being schools that offer more than just a 9-to-3 classroom. They are safe centers of the community, providing programs and classes on drop-out prevention, vocational-technical training, career development, parenting skills and adult literacy.

ADDRESSING THE CHALLENGES EARLY

These strategies can work for all students and their parents—and Latinos must be included. Many of these strategies are described in a report funded by my Department. This report identifies a number of exemplary practices, programs, and individual schools that are helping to transform education for Hispanic youth. I hope that schools, teachers, and administrators across the nation review it.

One observation the report makes is that we can't wait until junior high school to raise achievement levels and lower the drop-out rate. Indeed, a recent groundbreaking study of kindergartners by my Department demonstrated that many of the differences between groups of students in elementary and secondary school already exist when children enter kindergarten.

In other words, the seed for high achievement and drop-out prevention is planted long before high school, and we need to start much earlier to make sure that the seed germinates. The better and earlier the start, the stronger the finish.

We can make a significant and immediate impact on improving the school readiness and subsequent educational achievement of young children through a few sensible actions.

I urge school officials to help make sure that every child who can be covered is covered under CHIP health insurance programs and also to make this year's national Census a success. Our children are a blessing so let's make sure that we count all of our blessings. Millions of dollars in federal and other aid depend on an accurate count.

We also know that enrollment in quality child care, particularly when focused on early literacy makes a powerful difference. Our 1996 study found that only 28 percent of Hispanic 3-year-olds enrolled in early child care programs compared with 45 percent of their white counterparts. The administration's 2001 budget proposal would increase funding for Head Start by one billion dollars, which would help address this. We must do more.

It is so important, particularly in the early years, to have small classes so teachers can provide individual attention to students.

We also need to increase the amount of time we read to children and talk to them about what is read. Reading is an integral part of the learning and life experience, particularly for students who come from homes where a language other than English is spoken.

With a strong foundation in reading, schools can put in place another important part of building an engaging learning environment and raising achievement levels—challenging classes.

For instance, a recent study by my Department showed that Latino students were more than three times more likely to go to college if they took two or more Advanced Placement courses than those who took none.

One reason for the success of Bell and other schools like it, is that they have a broad curriculum that includes challenging classes, including a wide variety of Advanced Placement classes.

I would like to recognize a few of Bell's AP students who are here today, and who I believe have already been awarded full scholarships to attend Bowdoin College in Maine next year.

Still another way to turn around schools, ensure safe and disciplined learning environments, and raise achievement levels is through the creation of smaller schools that build supportive learning environments and give students a sense of connection to each other, to teachers, and to learning.

In Grand Prairie, Texas, the South Grand Prairie High School has a student body of nearly 2,500. That's a lot of students for one building. Four years ago, Grand Prairie became a New American High School and undertook an extensive reform program to raise academic expectations and achievement. The school created five academies, in which students and teachers work in an academic area that best suits them and in which more individual attention is provided.

The changes made a real difference. The pass rate for the Texas state exam at Grand Prairie has risen nearly 20 percent in three years. And the pass rate for reading is at 91 percent, compared with the state average of 67 percent. The drop-out rate is under 2 percent and nearly two-thirds of the students enroll in college.

One way to increase the college going rate is for higher education institutions to join forces with the K-12 system to create a pathway for student achievement. They must be ready to adjust to the growth in the number of Hispanic students and to meet their needs, and they must develop new and creative ways to enlarge the pool of eligible minority applicants to colleges and universities. As the President's Commission said last week, colleges and universities need to think creatively and to adopt a K-16 approach. TRIO and GEAR-UP support this goal.

THE IMPORTANCE OF COMMUNITY

The fourth challenge concerns the importance of community. The best schools are those that operate as centers of the community for both children and adults. They are schools that are supported by community centers, and after-school programs that enhance educational opportunities.

The heart of the Latino community is the family. Parents must be supported in guiding their children to take challenging courses and in providing them the support to stay in school and go on to college.

In addition, increasing the literacy of Hispanic parents and guaranteeing high-quality educational assistance to these parents are critical to raising the achievement levels of Hispanic children. That is why we strongly support family literacy and learning centers and after-school programs.

A few months ago I had the opportunity to visit one such enriching center right down the street from here—the Latin American Youth Center. I had a wonderful discussion with some of the students and counselors there. The pictures you see here around you are of young people who attend that center.

In addition to housing a creative public charter school, the center offers a wealth of support services to young people in the community, including some who have left school and want to return to the world of learning. We need more places like it.

The U.S. Department of Education supports community involvement in education with a wealth of helpful publications in Spanish and English for parents and their children, including *Building Your Baby's Brain*, *Questions Parents Ask About School*, and *Getting Ready for College Early*. They are all listed in a comprehensive catalogue that is available free through our toll-free number, 1-800-USA-LEARN.

We also operate a bilingual call center for Spanish-speaking parents through this phone number, and our Web site, www.ed.gov, now has a Spanish-language option. In addition, we provide grants to support captioning in Spanish for a number of news and public information television shows.

Today, I am very pleased to announce the release of a new resource—a videotape and accompanying materials that will support Spanish-speaking families and the schools and organizations that serve them.

Entitled *Vamos Juntos a la Escuela (Let's Go to School Together)*, the video looks at four areas—parent involvement, readiness to learn, reading and mathematics, and preparing young children for college. It is intended as a tool for presentations to groups of Spanish-speaking families and could be provided by schools, colleges, community and faith-based organizations, and others.

Procter and Gamble has made a significant financial commitment to ensure that this video will be widely distributed. This is the first part of their new *Avanzando* campaign to invest in the Hispanic community.

I applaud their efforts and I encourage others to follow their lead. My Department is committed to building partnerships with corporations like Procter and Gamble.

We have also worked with Univision on a broad-based television campaign entitled "Education Matters." I was with my friend Henry Cisneros last summer in Los Angeles to launch this campaign. Just this week, following a half-hour broadcast about college financial aid, my office received more than a thousand requests for information. The Mott Foundation has also made an extraordinary investment in after-school programs for Latinos.

CONSTRUCTING A NEW FUTURE

My fifth challenge today concerns the importance of having modern schools. No amount of hard work, challenging curricula, and academic restructuring can completely overcome the burden of a severely aging or overcrowded school, as so many of our nation's schools are today. That is why President Clinton and Vice President Gore have been urging Congress for several years to pass school modernization legislation.

Passage of school modernization legislation would help schools like Bell meet the growing challenges of the new century. Looking at everything that Maria Tukeva and the staff and students here have been able to achieve—with all of the physical challenges—it makes you appreciate how much more they could have accomplished if the school had everything that a school should have.

Of course, Bell is not waiting around. I am very impressed by their plan to create a new educational campus with Lincoln Middle School. Among its many features, the plan includes a strong focus on the use of technology.

To be fully engaged in learning in the 21st century, all students need access to the most modern learning tools—the computer and the Internet—and every teacher needs to be well trained to use and teach them effectively.

Technology is not a substitute for solid teaching and learning—for the basics like reading and writing, science and math. But it does offer a way to enhance traditional learning; to open the doors to the best libraries and museums, particularly for students in disadvantaged schools, and to raise achievement levels.

The Hartford Public School system has been the poorest-performing district in Connecticut for the last 10 years. More than half of the majority Hispanic student body drop out after the ninth grade.

In 1996, the new superintendent began a number of reforms, including a massive effort to get technology into the classrooms and, with a lap-top program, into children's homes.

The program is already transforming the individual lives of students and their families—and strengthening the schools. Achievement scores are up, and the district's improvement in math and reading last year was more than the previous four years combined.

These are gains worth studying and emulating. A school can't use technology to improve if all of its students don't have access to the resources.

A secondary impact of technology in education is on the parents of students, an issue of particular importance to Latinos. Crossroads Café in New York, for instance, has used distance learning to help adults improve their reading and English language skills to advance at work. The students themselves played a major role in helping their parents learn English.

Providing these kinds of opportunities is why the administration has called for a threefold increase—to \$100 million—in funding for Community Technology Centers. This funding will make educational technology available to residents of low-income urban and rural communities.

CHALLENGES FOR THE FUTURE

The Hispanic community, like all communities, wants its children to achieve to high standards and its schools to be held accountable for that achievement. We are making progress. But we need to increase the pace of that progress. Parents want to be part of the system. But they need support.

In looking toward the future, we must think comprehensively -- no single solution will work. I have outlined five challenges to provide this support because it is something that affects the well-being of all citizens, not just Hispanic Americans: the promise of language and learning two languages; new ways of teaching (including quality teachers, small classes and small schools); lowering the drop-out rate through early intervention—remember, the better the start, the stronger the finish; the importance of community and family; and constructing a future with modern buildings and technology in every classroom.

In closing, I would like to mention a recent comment by a Latino educator who noted that “young children learn from the very beginning that they have the power to influence their world.” I suspect it is education that gives them this power.

With this in mind, the first lady initiated a national conversation on Hispanic Children and Youth. This year, the administration committed more than \$8 billion to programs that support the Hispanic Education Action Plan (\$800 million in new dollars), and soon the president will host a White House meeting to further discuss these issues and commit the nation to action.

It is time for us to empower Hispanic youth by giving them educational opportunities, teaching them to succeed, expecting more, and holding schools and communities accountable for their success.

We must forge solutions and create opportunities for Hispanic Americans for the new century, just as we have done for so many other groups pursuing the American Dream throughout our history.

When we achieve this, when we transcend stereotypes and overcome the tyranny of low expectations, and when we treat the language and culture of young Americans as an asset, and not a perceived deficit, then we will be able to guarantee everyone the key civil right for the 21st century—a quality education.

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"Brown, Sarita" <Sarita_Brown@ed.gov>

05/30/2000 01:44:14 PM

Record Type: Record

To: Shirley S. Sagawa/WHO/EOP

cc:

Subject: Names for June 15

Shirley,

From the CD Project I'd invite Larry Rosen, who is the senior person at Aplauso and Ana Maria Fernandez Haar, President, IAC Group and a key person in Association of Hispanic Advertising Agencies and the New America Alliance...Aplauso is working with her to develop their marketing. Let me know if you need contact info.

Since I haven't seen the list I don't know if Ingrid Rivera from Proctor and Gamble is on it but she's the person who is funding the development of our Excelencia kit (from the our conference series. She's also supporting the printing of a commemorative issue of Sec. Riley's March 15 speech, Excelencia Para Todos (which I think should be distributed at the event!). I'd really like her there as well.

I'll need to think a little more about who from last August...I'll get back to you.

Also, as soon as I finish a memo that's on my screen I'll call to talk with you the President's perspective on Hispanic drop outs and to figure out when we can talk about the CD project.

Sarita

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

From: Shirley_S._Sagawa@who.eop.gov
[mailto:Shirley_S._Sagawa@who.eop.gov
<mailto:Shirley_S._Sagawa@who.eop.gov>]
Sent: Tuesday, May 30, 2000 1:32 PM
To: Brown, Sarita
Subject: Re: In Preparation for Monday

Hi Sarita. Who from the CD meeting should be invited to the June 15th session? How about people who attended the First Lady's convening in August? The list I have seen doesn't seem to have a lot of those folks. The good news is that it is heavy on corporate, while the August meeting had more grassroots, but there should be some overlap, eh?



"Brown, Sarita" <Sarita_Brown@ed.gov>

05/11/2000 06:38:53 PM

Record Type: Record

To: Shirley S. Sagawa/WHO/EOP, 'Guillermo Linares' <linares@council.nyc.ny.us>

cc: "Montoya, Debbie" <Debbie_Montoya@ed.gov>

Subject: In Preparation for Monday

Shirley and Guillermo,

Here is the proposed agenda. We have quite a positive response. Will room 100 be big enough? Do we have any other options?

Shirley, Debbie is working with Eric on the security clearance. Please let me know when you are available to talk by phone.

Looks exciting!

Sarita

> <<CDAgenda.doc>>

>

> The following is a list of the participants in the May 15th Meeting

> concerning the CD Project:

>

> Name Organization

>

> 1. Ricardo Dopico Recording Industry

> Association of America

> attending for Hilary Rosen

> 2. Harriet Fulbright President's Committee on the

> Arts and Humanities

> 3. Carole Watson President's Committee on the

> Arts and Humanities

> 4. Rosalie (Lee) Kessler NEA

> 5. Roberta Heine NEA

> 6. Frank Shaw NEA

> attending for John Roberts

> 7. Art Ruiz State Farm

> 8. Scott Shanklin Peterson NEA

> 9. Maribel Schumacher Warner Music Latin

> America

> 10. Larry Rosen Aplauso.com

> 11. Hazel Rosen Aplauso.com

> 12. Serigo Rozenblat Aplauso.com

> 13. Ana Maria Fernandez Harr The IAC Group

- > 14. Adriana de Kanter
- > 15. Ralph Forsht
- > 16. John Mahlmann
- >
- > attending for Willie Hill
- > 16. Andrew Finch
- > attending for Wilson Goode
- > 17. Mario Moreno
- > 18. Henry Cisneros
- > 19. Shirley Sagawa
- > 20. Guillermo Linares
- > Commission Chair
- > 21. Sonia Hernandez
- > Commission
- > 22 . Tony Waller
- > 23 . Sarita Brown
- > 24 . Deborah Santiago
- > 25 . Debbie Montoya

Dept. of Ed.
America's Promise
University of Massachusetts

Dept. of Ed.

Dept. of Ed.
Univision
First Lady's Office
President's Advisory

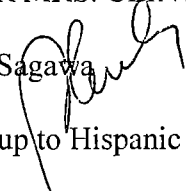
President's Advisory

State Farm
White House Initiative
White House Initiative
White House Initiative



- CDAgenda.doc

MEMORANDUM FOR MRS. CLINTON

FROM: Shirley Sagawa 
RE: Follow-up to Hispanic Convening
DATE: May 30, 2000

The White House Initiative on Educational Excellence for Hispanic Americans prepared a memo for you outlining developments that grew out of your Hispanic convening last August. The highlights are:

- A sustained collaboration among a group of attendees, including the President's Commission, the National Association of Legislative and Elected Officials, State Farm, At&T, Univision, Ford, and Kellogg.
- Expansion of the "What Works for Latino Youth" directory prepared for our convening (a revised version will be distributed at the June 15 event).
- Plans to develop and distribute an information kit for parents, teachers, and community organizers.
- A multi-year ad campaign on education by the Association of Hispanic Advertising Agencies.
- The development of a music CD featuring popular Latino artists promoting the "stay in school" message in the music and on the printed materials. Plans are to print 1 million copies to be distributed for free through schools and community groups.

As you know, Maria Echeveste is heading up the planning for a strategy session on Hispanic Education at the White House, scheduled for June 15. This session will be described as a follow-up to your August 1999 convening. Ann O'Leary has an update on this event for you in a separate memo.



WHITE HOUSE INITIATIVE ON EDUCATIONAL EXCELLENCE FOR HISPANIC AMERICANS

May 3, 2000

Hillary Rodham Clinton
First Lady
White House
1600 Pennsylvania Ave
Washington, DC

Dear Mrs. Clinton:

I am writing at the suggestion of Shirley Sagawa to update you on several exciting partnerships inspired by last August's White House Convening on Latino Youth. The convening made a significant impact on the on-going work of the White House Initiative on Educational Excellence for Hispanic Americans. By modeling the kind of effort that you want to see proliferate across the country, the convening catalyzed the development of a collaborative process designed to address today's crisis in educational achievement for Latinos.

As you may remember, a group of individuals from foundations and the private sector met for lunch directly following the convening to continue the discussion begun at the White House. The discussion was led by Steven Zwerling from the Ford Foundation and Hector Garza from the American Council on Education. The group committed to developing partnerships to support activities that improve educational opportunities for Latino youth.

The convening also started the momentum for a sustained collaboration among a group of stakeholders to work across sectors to improve the lives of Latino young people. A plan was developed by several attendees to hold a national meeting on Latino educational excellence in 2000. This group included key leadership from the President's Advisory Commission on Educational Excellence for Hispanic Americans; the Executive Directors of the National Association of Legislative and Elected Officials (NALEO), the National Association of Bilingual Education (NABE), and National Council for Community and Educational Partnerships (NCCEP); and, representatives from State Farm Insurance, AT&T, Univision, and the Ford and Kellogg Foundations.

Learning in November that the White House intended to hold a meeting to address Latino educational excellence, these stakeholders offered to collaborate with the White House taskforce to inform the White House event scheduled for June 15th.

Simultaneously, our office has continued to expand *What Works for Latino Youth*, the directory of promising programs initially created for the convening. The original 3,000 copies have been disseminated at conferences across the nation, including the National School Board Association, the National Hispanic Corporate Council, and the New America Alliance –An American Latino Business Initiative. We are now at work on the second edition that will double the number of programs included, expand the introduction to include common threads, and a methodology for program evaluation. One of the researchers from the convening, Hector Cordero-Guzman and my

Deputy, Deborah Santiago, are enhancing the program descriptions and evaluation data by interviewing program directors. We expect to have the second edition ready for distribution at the White House event on Latino educational excellence June 15th.

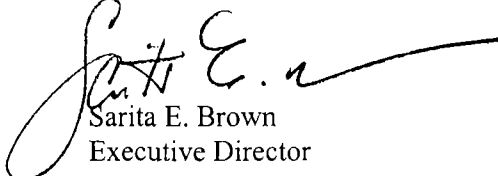
The other effort that has flourished since the convening is the White House Initiative's work with private sector partners. As you may remember, last year the White House Initiative concluded a five-part conference series entitled, *Excelencia en Educación: The Role of Parents in the Education of Their Children*. Private sector partners were with us in San Antonio, Los Angeles, New York, Chicago and Miami. Enclosed is a description of the series. Now Proctor and Gamble has stepped forward to collaborate with the President's Advisory Commission to develop and distribute an information kit supporting parents, teachers and community organizers as they pursue *excelencia en educación*.

The second exciting development I wanted to share is the decision by the Association of Hispanic Advertising Agencies (Ahaa) to develop a multi-year campaign on education. Their intention is to replicate the success of this year's campaign, *Su voto es su voz* ("Your vote is your voice"). The Ahaa Executive Committee is consulting with the President's Advisory Commission and the staff of the White House Initiative as they develop this new campaign. Another comparable effort involves the Univision morning talk show, *Despierta America* ("Wake Up America"). Giselle Blondet, one of the co-hosts, has agreed to develop a regular education segment that will feature programs from our *What Works for Latino Youth* directory.

Finally, a new promising private-public partnership on the horizon is the proposed development of a music CD featuring popular Latino performers. The CD will include--in song and in printed materials--a "stay in school" message and feature web sites and toll free numbers for more information on going to college. We hope the enhanced CD will also lead young people to the internet. Enclosed is the preliminary project proposal. Shirley and I have met about this project and I am pleased to report that the staff of the President's Committee for the Arts and Humanities is interested in the project as well. To make progress with this project, we want to hold a meeting in the next few weeks here in Washington, hopefully at the White House, with likely partners from the music and computer industries. Phase One of the project will produce one million CDs for distribution this fall to Latino high school students. We hope to "release" the CD as the Commission's final event planned for late September or early October.

As our Commission Chair, Guillermo Linares remarked at our last meeting, a lot has been accomplished and there is still a lot to do. As we continue our work I wanted you to know about the many good things that have developed since the convening. Our continued collaboration will maintain and expand the terrific momentum we have achieved.

Sincerely yours,



Sarita E. Brown
Executive Director

enclosures



WHITE HOUSE INITIATIVE ON EDUCATIONAL EXCELLENCE FOR HISPANIC AMERICANS

It is essential to understand that each step in the education system is a building block... Research shows that children succeed when schools recognize and support parents as the child's primary teacher; when parents are welcomed and involved in all aspects of school life... These conditions routinely exist in middle-class, white schools... Such routine conditions often do not exist in low-income and Latino schools.

Our Nation on the Fault Line: Hispanic American Education
President's Advisory Commission on Educational Excellence for Hispanic Americans

The Creation of *Excelencia en Educación*

Excelencia en Educación: The Role of Parents in the Education of Their Children, is a series of conferences sponsored by the White House Initiative on Educational Excellence for Hispanic Americans. The decision to focus on the role of parents was based on the conviction that the heart of the Latino community is the family. Latino parents know that a quality education provides their children with the skills to achieve the best this country has to offer. America needs the talents of all its citizens to face the challenges of the 21st century. As the fastest growing community in the country, Latinos still have lower educational attainment rates than other groups--a cause for great national concern.

First, a little more background: The White House Initiative supports a Commission appointed by President Clinton in 1994 comprised of national educational leaders from all segments of the educational pipeline. In 1996, the Commission submitted to the President their report, **Our Nation on the Fault Line: Hispanic American Education**. This comprehensive report lays out issues in Latino educational attainment from pre-K through graduate and professional education. Equally important, the report includes an action plan for federal, state and local levels.

The Administration used the report as they developed their Hispanic Education Action Plan announced by Vice-President Gore in February 1998. The President's plan provided over \$520 million in new educational investments for programs that can make a difference in the quality of education for hundreds of thousands of bright, capable, Latino students. Responding to the Administration's achievement, the White House Initiative and the President's Advisory Commission on Educational Excellence for Hispanic Americans developed a strategy to more directly engage the Latino community in the pursuit of a quality education. The stage was set for the *Excelencia* conference series.

In developing a workplan for 1998-2000, Commissioners Gloria Rodriguez and Guillermo Linares encouraged a focus on *nuestros padres*, our parents--a strength within the Latino community. *Excelencia en Educación* is the resulting series of conferences and facilitates interactions among the federal government, Latino advocacy organizations, parents, teachers and other educational stakeholders. The strategy for the conference series was to have Commissioners from each of the five cities selected to anchor the conference.

The academic emphasis of the conference series is mathematics, reading and college readiness. The focus is on powerful strategies for parents to more fully engage in supporting their children's education. The conferences cover how schools, teachers, civic leaders, community-based organizations, business and federal agencies can reach out to parents and more fully engage them in their children's education. By sharing "promising practices" and educational information, conference participants should have even better ideas for brightening the future of young Hispanics and prepared to serve as catalysts for enhancing parental involvement throughout the nation.

The first *Excelencia en Educación* was launched in October 1998 with AVANCE in San Antonio, Texas. AVANCE's founder and CEO is Commissioner Gloria Rodriguez. For the inaugural conference, the White House Initiative brought together five federal agencies--Education, Health and Human Services, Labor, Interior, and the Small Business Administration—as well as over four hundred parents, educators, Latino advocacy organizations and leaders from the private sector. At each conference, members of the Clinton/Gore Administration and members of the Congressional Hispanic Caucus have spoken. Small Business Administrator Aida Alvarez and Representative Ruben Hinojosa and Representative Ciro Rodriguez participated. Univision, the largest Spanish-speaking television network, also plays a significant role in the conference series. In San Antonio, Univision president Henry Cisneros announced their plan to develop a multi-year education campaign. Our corporate allies, Univision, State Farm, and AT&T were also in attendance and described their commitment to addressing the strengths and needs of the Latino community and pledged to be with us for the entire national conference series.

In Los Angeles, in March 1999, the White House Initiative restaged the *Excelencia en Educación* conference in collaboration with the following five organizations: the Mexican American Legal Defense and Educational Fund (MALDEF), the Annenberg project in Los Angeles (LAAMP), University of California at Los Angeles (UCLA), Los Angeles Unified School District (LAUSD), and PUENTE Learning Center. Over 800 participants, primarily parents of students enrolled in schools in East Los Angeles, heard from speakers including California Governor Gray Davis, Univision President Henry Cisneros, current chair of the Congressional Hispanic Caucus (CHC) Lucille Roybal-Allard, and the former chair of the CHC Xavier Becerra. Commissioner Ruben Zacarias, Superintendent of Los Angeles Unified School District, and Commissioner Sonia Hernandez, Deputy Superintendent for the California Department of Education, facilitated the conference.

On June 4-5, 1999, the conference was restaged in New York City at CUNY-City College with Commissioner Guillermo Linares, New York City Councilman facilitating the conference. Partnering with the White House Initiative were the Hispanic Federation, Community Association of Progressive Dominicans (ACDP), United Way of New York City, New York Board of Education, CUNY-City College, and ASPIRA of New Jersey. Secretary of Education Richard Riley opened the conference and Congress member Robert Menendez sent a message on behalf of the Congressional Hispanic Caucus. Janet Murgia, Associate Director for Legislative Affairs spoke to the participants about the Administration's activities and commitment and both Vice President Gore and First Lady Hillary Clinton provided messages on behalf of the Administration. Univision continued its support for the conference by having two of its personalities, Rafael Pineda of their local station, and Giselle Blondet of *Despierta America*, participate in the program.

On November 5-6, 1999, the conference was restaged in Chicago, Illinois with the leadership of Commissioner Miriam Cruz. Partnering in the Chicago event were the Chicago Public School system and Mayor Daley's office. Activities began on November 5 at the University of Illinois-Chicago with Gery Chico, President of the Chicago School Board opening the conference. On November 6 the conference moved to Saucedo Scholastic Academy. Conference highlights included a call from Vice President Gore describing the Administration's efforts to increase educational opportunities for all Americans; Mickey Ibarra, White House Director of Intergovernmental Affairs and Assistant to the President, addressing, "Keeping the American Dream Alive", and Congressman Luis Gutierrez, Congressional Hispanic Caucus member from the 4th District in Illinois, sharing his commitment that all children deserve the best this country has to offer. Rafael Romo, a local Univision news reporter, closed the conference by moderating the final panel session.

The final conference in the series was held at Miami High School in Miami, Florida on December 4, 1999. Partnering in the Miami event were Miami-Dade Community College/InterAmerican Campus, Miami-Dade County Public Schools, Broward County Schools, Abriendo Puertas, ASPIRA of Florida, and the Cuban American National Council. Conference highlights included an address entitled *Making*

Excelencia Para Todos a Reality, by Ray Martinez, Deputy Assistant to the President for Intergovernmental Affairs and a video message from First Lady Hillary Rodham Clinton sharing her perspectives on educational excellence. There was also active involvement from local educational leaders and Univision personalities. Alina Mayo Azze, Guillermo Benites, and Giselle Blondet, all supported the conference by moderating sessions and summarizing Univision's national and local commitment to education through their community efforts. Commissioner Eduardo Padron, President of Miami-Dade Community College, and Commissioner Diana Wasserman, member of the Broward County School Board, served as facilitators on behalf of the President's Advisory Commission. Miami also included a pre-conference workshop where federal agency representatives met with educational leaders and community-based organizations to discuss ways to share information on federal programs and services that can assist Latino students and parents. This special pre-conference workshop generated new ideas and strategies that can facilitate partnership building between federal agencies and local communities.

Having concluded the national series, we are now working to bring *Excelencia* to our nation's capital. On September 9, 2000 the White House Initiative will work with local leaders including the Latin American Youth Center, the District Public Schools, the Office of the Mayor to stage the conference .

We are also working with federal and private partners to produce an resource kit for local organizers to stage similar conferences around the country. Proctor and Gamble has agreed to partner with the White House Initiative on the development on the kit and a national distribution. We are working to complete this project in time to release this new kit in Fall 2000.

**President' Advisory Commission
on Educational Excellence
for Hispanic Americans**

αaplauso.com

PROJECT PROPOSAL

Context

We know that the high school dropout rate for Latino youth is the highest in the Nation

We know there is a keen need for visible role models sending a positive message about high academic achievement and educational opportunities

We know that the music of many contemporary Latino artists captures the interest of Latino youth and can help deliver important messages

In response, we seek to collaborate with the President's Advisory Commission on Educational Excellence for Hispanic Americans to build on the First Lady's Convening on Latino Youth by developing a multifaceted project.

Objectives

- To send a positive message to Latino youth to stay in school and have high educational aspirations
- To build on the power of music and the appeal of contemporary Latino artists to effectively deliver this message to Latino students
- To provide an effective medium of communication that will offer a steady stream of information about high academic achievement and educational opportunities
- To direct Latino young people to the internet and engage industry leaders to help close the digital divide

Strategies

- To harness the Internet's power to reach a youthful audience
- To capitalize on the ability of contemporary artist's capacity to deliver a credible message
- To use music's appeal to capture the interest of students

Tactics

- Aplauso will produce all aspects of an enhanced music CD that will contain:
 - A compilation of popular current hits and artists
 - Software that will link users to Aplauso.com and selected education sites recommended by the President's Advisory Commission
 - Video clips of artists delivering "stay -in -school" and "going to college" messages
- Aplauso will collaborate with the President's Advisory Commission and the Office of the First Lady to secure corporate sponsors to fund the project that will include the production of a minimum of 1 million CDs and a national dissemination strategy with the public school system and community based organizations
- The President's Advisory Commission will collaborate with Aplauso to develop a dissemination plan that works with schools, advocacy and educational organizations, and local area media

**FOR
IMMEDIATE
RELEASE**

**SUPERSTARS JULIO IGLESIAS AND DON FRANCISCO JOIN WITH MUSIC EXECUTIVES
LARRY ROSEN AND SERGIO ROZENBLAT
TO CREATE LEADING LATIN ENTERTAINMENT INTERNET SITE**

aplauso.com

Miami, FL (February 16, 2000)-International recording artist Julio Iglesias and Latin American TV superstar Don Francisco announced today an agreement with online music pioneer Larry Rosen and Latin music executive Sergio Rozenblat to become the founders of **aplauso.com**, Inc., a new company to create the leading Latin Music and Entertainment Internet Site.

The explosive popularity of Latin music and pop culture combined with Latin America's fast-growing Internet market has spurred the demand for a premier Latin music and entertainment site for the U.S. Hispanic and Latin American markets. Recognizing this opportunity, Julio Iglesias and Don Francisco have joined Larry Rosen and Sergio Rozenblat to build this new enterprise.

The four founders are excited about the potential to deliver Latin entertainment to a new audience of online music and entertainment fans. "I agreed to become a founder and investor in this new company because I believe it will provide a platform to reach and positively influence millions of fans of Latin music throughout the world," said Iglesias.

Thirty-six year TV veteran Don Francisco said, "I've been blessed to have been able to communicate over the years with a diverse number of people in the U.S. and Latin America. The Internet is a revolutionary medium that enhances our daily contact with each other as well as further educates our children."

The trilingual (Spanish, English and Portuguese) site will provide an innovative medium to feature new bands and artists, industry news, information and reviews, artist sites, celebrity chats, and the ability to download music, create custom compilations, and purchase CDs and DVDs online. The site will provide local content tailored to users interested in a variety of music and entertainment options, from rock en Español to tropical, from telenovelas to movies. **aplauso.com** is scheduled to go online in early summer.

Jupiter Communications estimated that there were more than 9 million online users in Latin America at the end of 1999 and that this figure will increase to 38 million in 2003. Jupiter projects that Latin America with its annual growth rate of nearly 50 percent of Internet users makes it the world's fastest-growing Internet market.

- more -

**FOR
IMMEDIATE
RELEASE**

"I have experienced the dynamic growth of music and entertainment on the Internet in the United States over the past five years. Now I see a great opportunity in Latin America to help develop the premier Latin music and entertainment company, utilizing today's technology and laying the groundwork for tomorrow's broadband world," said Rosen.

"aplauso.com will become an innovative medium that will open doors for new artists and bands. We will be offering specialized news, exciting radio, downloadable music and videos along with the availability of online purchasing. We will focus our efforts in creating a distinctive site which will be event-oriented and interactive, with a keen eye directed towards localized content," said Rozenblat.

Born in Madrid, Spain, Latin legend Julio Iglesias has won a worldwide following transcending languages and cultures to become the most famous Latin artist of our time. Originally recording in 1968 in his native Spanish, Iglesias quickly established his stardom becoming the Hispanic world's most important performer. For the next decade, his songwriting and unique romantic ballads led to innumerable concert appearances throughout Europe, Asia, and Latin America. In 1978, CBS International signed a worldwide deal with Iglesias who began recording in French, Italian and Portuguese in addition to Spanish. In 1983, Iglesias received the first and only Diamond Record Award ever given to a performer by the Guinness Book Of World Records for selling more records in more languages than any other musical artist in history.

His first English release in 1984, 1100 Bel Air Place, immediately went multi-platinum and formed an all-important bridge between the European and American markets. In 1985, a star with his name was unveiled on the Hollywood Walk of Fame. After winning over English-speaking fans, Iglesias returned to Spanish compositions in the 1990's, concentrating on the Latin American market. A tireless year-round performer, Iglesias continues to pack venues worldwide. Recipient of over an astonishing 2,600 platinum and gold records, and having recorded more than 76 albums, Iglesias has sold more than 250 million units in his illustrious career.

A native of Chile, Mario Kreutzberger, known as Don Francisco, is the likeable host of "Sabado Gigante" (the longest-running program in the Americas, according to the Guinness Book of World Records). Recognized throughout the world for his charitable contributions, Don Francisco has received innumerable acknowledgments from private and public institutions culminating in being named Ambassador of UNICEF by the United Nations. TV Guide recently named Don Francisco as one of the most influential Hispanics in the entertainment industry.

- more -

**FOR
IMMEDIATE
RELEASE**

Rosen, dubbed an "Internet Icon" by Forbes magazine, is a leader and pioneer in the music and technology industries, having co-founded and operated GRP Records, Inc. and N2K, Inc. As Chairman and CEO of N2K, Rosen built one of the Internet's premier e-commerce, community and content companies. He created exclusive relationships with AOL, Excite, iVillage, Infoseek, Disney, ABC, MTV, WebTV, StarMedia, and many more. Rosen led the company to its IPO in the fall of 1997 and architected the plan to merge N2K, Inc./MusicBlvd.com and CDnow, Inc. in 1999, allying the two top Internet music e-commerce companies to form the #1 music e-commerce site on the Net. Rosen will serve as Chairman of the Board of Directors of aplauso.com, Inc.

Rozenblat brings an impressive and well-rounded professional and legal background. He recently directed the Latin Grammy organization, culminating in the announcement of the first ever broadcast of the Latin Grammy Awards on CBS Network Television. Prior to this, Rozenblat served five years as Vice President and General Manager of WEA Latina, a division of giant Warner Music International, where he helped guide the careers of hit Latin artists such as Luis Miguel, Maná, Café Tacuba, and Olga Tañón. He was also Director of A&R and marketing for CBS Records International (later Sony Music), where he began a close musical and business association with Gloria Estefan and Emilio Estefan and their Miami Sound Machine. He has also managed the career of Grammy-winning trumpeter Arturo Sandoval and is an entertainment attorney. Rozenblat will serve as COO of **aplauso.com**, Inc.

aplauso.com, Inc. will have its headquarters in Miami, Florida, with offices in Mexico, Brazil, Spain, Argentina and Chile. The address is: 1221 Brickell Avenue, Suite 1590. Miami, FL 33131.

For more information, contact:

Renee Edelman
PR 21
(212) 352-3430
renee_edelman@pr21.com

Leo Sarmiento
The IAC Group
(305) 856-7474
lsarmiento@iacadgroup.com



**WHITE HOUSE INITIATIVE ON
EDUCATIONAL EXCELLENCE FOR HISPANIC AMERICANS**

PHONE: 202-401-1411

FAX: 202-401-8377

E-MAIL: WHITE_HOUSE_INIT_HISPANIC_ED@ED.GOV

400 MARYLAND AVE, S.W.
WASHINGTON, DC 20202-3601

FAX COVER SHEET

Number of pages (including cover): 3

To:

Shirley Sagawa

Fax Number:

456-6244

From:

Darita Brown

Date:

5/8/00

Subject:

Invite List

Rudy Beserra
Vice President, Corporate Latin Affairs
Coca Cola Company
One Coca Cola Plaza
Atlanta, GA 30313

✓ Ana Maria Fernandez Harr
President
The IAC Group
2725 Southwest 3rd Ave.
Miami, FL 33129

Rey Gonzalez
Director, Diversity Initiatives
McDonald's Corporation
Kroc Drive
Oak Brook, IL 60523

Roberta Heine
Director of Public Affairs
National Endowment for the Humanities
1100 Pennsylvania Ave, NW
Washington, DC 20506

Derek Johnson
Vice President of Community Relations
Warner Music Group
75 Rockefeller Plaza
New York, NY 10013

Diane Medina
Director, Diversity Programs
The Walt Disney Company
500 South Buena Vista Street
Burbank, CA 915210334

Mario Moreno
Assistant Secretary, OIIA
Department of Education
400 Maryland Ave, SW
Washington, DC 20202

Scott Shanklin Peterson
Senior Deputy Chairman
National Endowment for the Arts
1100 Pennsylvania Ave, NW
Washington, DC 20506

Hilary B. Rosen
President & CEO
Recording Industry Association of America
1330 Connecticut Ave, NW, Suite 300
Washington, DC 20036

Art Ruiz
Federal Affairs Director
State Farm Insurance Companies
1710 Rhode Island Ave, NW, Suite 700
Washington, DC 20036

✓ Henry Cisneros
President & COO
Univision Communications
1999 Avenue of the Stars Suite 3050
Los Angeles, CA 90067

Harriet Fulbright
Executive Director, President's Committee
on the Arts & Humanities
1100 Pennsylvania Ave, NW
Washington, DC 20506

Wilson Goode
Deputy Assistant Secretary, OIIA
Department of Education
400 Maryland Ave, SW
Washington, DC 20202

Willie Hill
Director, Fine Arts Center
University of Massachusetts
14 Linseed Road
West Haverfield, MA 01088

Lee Kessler
Director of Partnerships
National Endowment for the Arts
1100 Pennsylvania Ave, NW
Washington, DC 20506

Andre Midani
President of Latin America
Warner Music Latin America
75 Rockefeller Plaza
New York, NY 10013

Orlando Padilla
Director, Public Policy Center
General Motors
300 Renaissance Center Mail Code 482- C27-
C81

Ingrid Rivera
Director External Relations & Corporate
Marketing
The Procter & Gamble Commercial
Company

✓ Larry Rosen
Aplauso.com

Shirley Sagawa
Office of the First Lady, The White House
1600 Pennsylvania Ave, NW
Washington, DC 20500

Rafael Fantauzzi
Manager, U.S. Hispanic National Orgs.
American Airlines
700 DFW Business Center, 4th Floor N
DFW Airport, Texas 78261

Edwin Garcia
Manager of Diversity Recruiting
Dell Computer
1 Dell Way
Round Rock, TX 786828001

Ronald Harrison
VP, Corporate Affairs
PepsiCo, Inc.
700 Anderson Hill Road
Purchase, NY 10577

Julie Jaoudi
Director, Interactive Marketing
AOL, Inc.
2219 Pacific Blvd.
Dulles, VA 20166

Silvio Lim
Administrator, Folk & Traditional Arts
National Endowment for the Arts
1100 Pennsylvania Ave, NW, Room 720
Washington, DC 20506

Linda Moran
Vice President of Community Relations
Warner Music Group
75 Rockefeller Plaza
New York, NY 10013

Terry Peterson
Counselor to the Secretary
Department of Education
400 Maryland Ave, SW, Room 7W205
Washington, DC 20202

John Roberts
Deputy Chairman
National Endowment for the Humanities
1100 Pennsylvania
Washington, DC 20506

Sergio Rozenblat
Aplauso.com

Maribel Schumacher
Vice President of Marketing
Warner Music Latin America
75 Rockefeller Plaza 8th Floor
New York, NY 10013

McHenry Tishenor
President & CEO
Hispanic Broadcast Corporation
3102 Oaklawn Ave, Suite 215
Dallas, TX 75219

Carole Watson
President's Committee on the Arts and
Humanities
1100 Pennsylvania Ave, NW
Washington, DC 20506

*Henry,
L. Rosen and
S. Perenchio
know each other*

Ana Maria Fernandez Huar

IDENT



2725 SOUTHWEST 3RD AVE.

MIAMI, FLORIDA 33129

TEL: (305) 856-7474

FAX: (305) 856-2667

e-mail: iac@iacadgroup.com

website: www.iacadgroup.com

May 2nd, 2000

Mr. Henry G. Cisneros
President & COO
Univision Communications
1999 Avenue of the Stars
Suite 3050
Los Angeles, CA 90067

237 PARK AVE.

21ST FLOOR

NEW YORK, NY 10017

TEL: (212) 551-1786

FAX: (212) 697-8486

Dear Henry,

You might be already aware of Aplauso.com, the music/entertainment company recently founded by Larry Rosen, Sergio Rozenblat, Julio Iglesias and Mario Kreutzberger. Just in case, enclosed is additional information for your reference.

Sergio and Larry have highly successful track-records in the music industry, spanning almost three decades. The latter also serves as a director of the National Foundation for Advancement in the Arts, and both have long-standing commitments to community service.

In the process of exploring alternative ways to favorably impact Latino education with Sarita Brown and the WHI, Larry and Sergio developed an innovative and ambitious project: the production and distribution of one million music-enhanced CD's featuring top, young Latino recording artists representative of "hot" musical genres. The enhanced CD's will include ISP software to bring users to Aplauso.com to view inspirational education messages by the stars themselves thus favorably impacting the young people we need to reach.

Aplauso.com will secure the talent through their contacts at the record labels, obtain copyrights, design and produce the CD itself. The cause-related marketing, merchandising and communications opportunities are vast, not to mention the real beneficiaries, Latino youth.

A strong broadcast partner with the ability to leverage corporate relationships and added values is one of the critical elements of this project's success. Since it was your initiative and introduction to Sarita Brown that launched this as well as other efforts, Larry, Sergio and Sarita would like your guidance as to whom to contact at Univision, should you be interested in participating in this project. Guillermo Linares loved the concept.



Mr. Henry G. Cisneros
President & COO
Univision Communications
Page 2

They will contact your office directly or you may reach them as follows:

Larry Rosen - larry@larryrosen.com Tel. (305) 672-9810

Sergio Rozenblat - Sergio@aplauso.com Tel: (305) 495-7221

I will support this effort through IAC, the NAA or AHAA, as participants deem appropriate.

Gracias amigo,

CC: L. Rosen
S. Rozenblat
S. Brown



WHITE HOUSE INITIATIVE ON
EDUCATIONAL EXCELLENCE FOR HISPANIC AMERICANS

PHONE: 202-401-1411

FAX: 202-401-8377

E-MAIL: WHITE_HOUSE_INIT_HISPANIC_ED@ED.GOV

400 MARYLAND AVE, S.W.
WASHINGTON, DC 20202-3601

FAX COVER SHEET

Number of pages (including cover): 24

To:

Shirley Sagawa

Fax Number:

456 - 6244

From:

Sarita Brown

Date: 5/5/00

Subject: CD Project

Shirley -

There may be a few folks added
to this list.

Also you should feel free
to add anyone.

We're hoping to fax on Monday by noon.

mil gracias
Sarita



WHITE HOUSE INITIATIVE ON EDUCATIONAL EXCELLENCE FOR HISPANIC AMERICANS

Address
Address

Date

DearXX:

The Office of First Lady Hillary Rodham Clinton, and the President's Advisory Commission on Educational Excellence for Hispanic Americans, invite you to participate in a special planning session to be held on Monday, May 15 from 10:00 a.m. to noon at the White House, to discuss a unique approach to address the challenges facing Latino youth in America today.

THE PROBLEM:

We have recognized that the high school dropout rate for Latino youth is the highest in the Nation.

We also know that there is a keen need for visible role models, sending positive messages about high academic achievement, educational aspirations and opportunities.

We understand that for young people to excel in the business world of the 21st century we must help them address the issue of the "digital divide".

THE PROJECT:

The goal of the project is, with the assistance of contemporary Latino artists, to capture the interest of Latino youth and deliver a stay in school message and practical information to support their academic success.

The project will have as its centerpiece an enhanced music CD that will contain:

- A compilation of popular current hits and artists
- Software that will link users to private sector partners and selected education internet sites
- Video clips of artists delivering "stay in school" and "going to college" messages
- Packaging and liner notes that offer information about educational resources

The project will use the internet to provide information to Latino young people and engage industry leaders to help close the digital divide. By harvesting the internet's power and its potential to reach a youthful audience, the project will capitalize on the ability of contemporary artists' capacity to deliver a credible message.

Partners in this project are needed to participate in a national dissemination strategy that works with schools, Latino advocacy and educational organizations, as well as community-based groups and local media. Partners will sponsor the project by providing resources to produce CDs to be released this fall.

Your contribution of ideas, suggestions and overall participation in this project will be instrumental in sending a positive message to today's Latino youth.

We hope you will be able to join the public and private sector partners in this project. Enclosed please find a response form which requests security clearance information. Please return it as soon as possible via fax to 202-401-8377. In the meantime, should you have any questions, please feel free to call Sarita Brown at 202-401-3670.

Sincerely yours,

Shirley Sagawa
Deputy Chief of Staff
Office of the First Lady

Sarita E. Brown
Executive Director
White House Initiative on Educational
Excellence for Hispanic Americans

enclosures

Rudy Beserra ✓
Vice President, Corporate Latin Affairs
Coca Cola Company
One Coca Cola Plaza
Atlanta, GA 30313

Edwin Garcia ✓
Manager of Diversity Recruiting
Dell Computer
1 Dell Way
Round Rock, TX 786828001

Roberta Heine
Director of Public Affairs
National Endowment for the Humanities
1100 Pennsylvania Ave, NW
Washington, DC 20506

Derrick Johnson ✓
Vice President of Community Relations
Warner Music International
7500 Rockefeller Plaza
New York, NY 10013

Diane Medina ✓
Director, Diversity Programs
The Walt Disney Company
500 South Buena Vista Street
Burbank, CA 915210334

Mario Moreno
Assistant Secretary, OIIA
Department of Education
400 Maryland Ave, SW
Washington, DC 20202

John Roberts
Deputy Chairman
National Endowment for the Humanities
1100 Pennsylvania
Washington, DC 20506

Shirley Sagawa
Office of the First Lady, The White House
1600 Pennsylvania Ave, NW
Washington, DC 20500

Carole Watson
President's Committee on the Arts and
Humanities
1100 Pennsylvania Ave, NW
Washington, DC 20506

Rafael Fantauzzi ✓
Manager, U.S. Hispanic National Orgs.
American Airlines
700 DFW Business Center, 4th Floor N
DFW Airport, Texas 78261

Wilson Goode
Deputy Assistant Secretary, OIIA
Department of Education
400 Maryland Ave, SW
Washington, DC 20202

Willie Hill
Director, Fine Arts Center
University of Massachusetts
14 Linseed Road
West Hatfield, MA 01088

Lee Kessler
Director of Partnerships
National Endowment for the Arts
1100 Pennsylvania Ave, NW
Washington, DC 20506

Andre Midani ✓
President of Latin America
Warner Music International
7500 Rockefeller Plaza
New York, NY 10013

Terry Peterson
Counselor to the Secretary
Department of Education
400 Maryland Ave, SW, Room 7W205
Washington, DC 20202

Hilary B. Rosen ✓
President & CEO
Recording Industry Association of America
1330 Connecticut Ave, NW, Suite 300
Washington, DC 20036

Maribel Shumacher ✓
Vice President of Marketing
Warner Music International
7500 Rockefeller Plaza
New York, NY 10013

Harriet Fulbright
Executive Director, President's Committee
on the Arts & Humanities
1100 Pennsylvania Ave, NW
Washington, DC 20506

Ronald Harrison ✓
VP, Corporate Affairs
PepsiCo, Inc.
700 Anderson Hill Road
Purchase, NY 10577

Julie Jaoudi ✓
Director, Interactive Marketing
AOL, Inc.
2219 Pacific Blvd.
Dulles, VA 20166

Silvio Lim
Administrator, Folk & Traditional Arts
National Endowment for the Arts
1100 Pennsylvania Ave, NW, Room 720
Washington, DC 20506

Linda Moran ✓
Vice President of Community Relations
Warner Music International
7500 Rockefeller Plaza
New York, NY 10013

Scott Shanklin Peterson
Senior Deputy Chairman
National Endowment for the Arts
1100 Pennsylvania Ave, NW
Washington, DC 20506

Art Ruiz ✓
Federal Affairs Director
State Farm Insurance Companies
1710 Rhode Island Ave, NW, Suite 700
Washington, DC 20036

McHenry Tishenor ✓
President & CEO
Hispanic Broadcast Corporation
3102 Oaklawn Ave, Suite 215
Dallas, TX 75219



WHITE HOUSE INITIATIVE ON EDUCATIONAL EXCELLENCE FOR HISPANIC AMERICANS

Address
Address

Date

Dear XX:

Hillary Rodham Clinton
The Office of the First Lady, ~~Hillary Rodham Clinton~~, and the President's Advisory Commission on Educational Excellence for Hispanic Americans, invite you to participate in a special planning session to be held on Monday, May 15 from 10:00 to noon at the White House, ~~where, together with other leaders,~~ *to discuss* ~~you will be presented with~~ a unique approach to address the challenges facing Latino youth in America today. *can*

THE PROBLEM:

We have recognized that the high school dropout rate for Latino youth is the highest in the Nation.

We also know that there is a keen need for visible role models, sending positive messages about high academic achievement, educational aspirations and opportunities.

We understand that for young people to excel in the business world of the 21st century, we must help them address the issue of the "digital divide".

THE PROJECT:

The goal of the project is, with the assistance of contemporary Latino artists,
~~Reaching out through contemporary Latino artists, we intend to capture the interest of Latino youth and deliver a stay in school message and practical information to support their academic success.~~

The project would use the internet to provide information to
Furthermore, we intend to direct Latino young people to the Internet and engage industry leaders to help close the digital divide.

The project will
By harvesting the Internet's power in its potential to reach a youthful audience, ~~we expect to capitalize on~~ the ability of contemporary artists' capacity to deliver a credible message.

The project will have as its centerpiece -
Produce an enhanced music CD that will contain:

- A compilation of popular current hits and artists
- Software that will link users to private sector partners and selected education sites *on the Internet*
- Video clips of artists delivering "stay in school" and "going to college" messages.
- Packaging and liner notes that offer information about educational resources

~~Partners~~ *Partners in this project are needed to participate in*
Develop a national dissemination strategy that works with schools, advocacy, educational organizations as well as community-based organizations and local media, *and*

Sponsor by providing resources to produce CDs
~~Secure corporate sponsors to fund the project that will include the production of a minimum 1 million to be released this Fall. Your contribution of ideas, suggestions and overall participation in this project will be instrumental in sending a positive message to today's Latino youth. You can "MAKE IT HAPPEN."~~

4 public and private sector partners in this project.
We hope you will be able to join us. Enclosed please find a response form which requests security clearance information. Please return it as soon as possible via fax to 202-401-8377.

Sincerely yours,

Shirley Sagawa
Deputy Chief of Staff
Office of the First Lady

Sarita E. Brown
Executive Director
White House Initiative on Educational
Excellence for Hispanic Americans

enclosures



**WHITE HOUSE INITIATIVE ON
EDUCATIONAL EXCELLENCE FOR HISPANIC AMERICANS**

PHONE: 202-401-3670

FAX: 202-401-8377

E-MAIL: SARITA_BROWN@ED.GOV

400 MARYLAND AVE, S.W.
WASHINGTON, DC 20202-3601

FAX COVER SHEET

Number of pages (including cover):

3

To:

Shirley Egan

Fax Number: () 456 - 0244

From:

Sarita E. Brown
Executive Director

Date:

5/5/00

Subject:

*Imitation letter
for May 15*

*we still need the room assignment.
which I'll enclose in the next draft.*

Gracias —



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The First Lady's Convening on Hispanic Children and Youth

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

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

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

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

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

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

- ***Serving Hispanic Children and Families Better Through Head Start***
Hispanic enrollment has increased by 70,000 during the Clinton Administration, with the program now reaching approximately 220,000 Hispanic children. Despite these increases, Hispanic children remain under-represented, comprising 23.3 percent of Head Start enrollment (excluding Puerto Rico) compared to 29.8 percent of all low income, pre-school children in the nation. The Head Start program is furthering its longstanding commitment to meeting the needs of Hispanics and other under-served populations through a variety of steps to ensure access and culturally appropriate services, including:

- increasing by 50% the number of points awarded to expansion grant applicants who emphasize outreach to under-served populations, such as seasonal farm workers, recent immigrant families and non-English speaking groups;
- boosting the number of grant application reviewers that have expertise in serving language minority children;
- working with and monitoring programs to ensure full utilization of community assessment to better target outreach, recruitment and enrollment of under-served populations; and
- providing specialized technical assistance ten communities where changing local demographics have resulted in significant under-served populations

- ***Implementing the Hispanic Education Action Plan.*** The Department of Education is aggressively implementing the Hispanic Education Action Plan, designed to increase academic performance and participation of Hispanic students in critical programs. Specifically, the Education Department is taking a series of new steps to ensure that schools participating in Title 1—the largest K-12 education program which enrolls over 3 million Hispanic students—are held accountable for helping Hispanic students meet challenging standards in academic subjects and become proficient in English. These steps include vigilant enforcement of requirements that Hispanic students be included in state assessment programs and that states intervene to turn around low performing schools. The Education Department will also issue new guidance to states and school districts on how to effectively include Hispanic students and meet applicable civil rights requirements in state testing programs, as well as guidance and assistance to schools on effective practices for helping limited English proficient students meet challenging academic standards.

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

- ***Building on the Progress of the White House Initiative on Educational Excellence for Hispanic Americans.*** The White House Initiative on

Educational Excellence for Hispanic Americans released "What Works for Latino Youth", a directory of programs throughout the country that have helped improve the lives of young Hispanics. The White House Initiative will continue to solicit recommendations and produce an updated directory by the end of the year. Additionally, the White House Initiative will organize a national meeting on Latino Educational Excellence in 2000 to follow-up on the First Lady's convening and develop new strategies to bolster education from early childhood to graduate school.

- ***Promoting Science and Technology Training for Hispanic Students.*** In order to develop a strong and diverse science and technology workforce, the Department of Energy (DOE) formed a strategic partnership with the 'Latino Science and Engineering Consortium' that will work to identify, develop, and nurture the next generation of scientists, engineers, technicians and educators in math and science by supporting mentoring programs, technical internships for community college students, research fellowships for undergraduate and graduate students and professional development opportunities in science, math and technology for K-12 teachers serving Hispanic children.
- ***Ensuring Diversity of Americorps.*** Sixteen percent of all Americorps members are Hispanic. To ensure that the program continues to reflect accurately the face of America, Americorps is committing to increase its efforts to recruit Hispanic youth by featuring Latinos in ads, translating recruitment materials into Spanish and forming partnerships with Hispanic-serving universities and organizations.
- ***Helping to Prepare Hispanic Youth for College.*** The Department of Education also released "Como Ayudar a Su Hijo A Aprender Matematicas," a Spanish version of "Helping Your Child Learn Math." This tool for parents is a key part of America Counts, the Department of Education's mathematics initiative dedicated to making the improvement of student achievement in mathematics a national priority. This Spanish guide, which is available free through the Department's toll-free number, 1-800-USA-LEARN, includes sample word problems, math games, and other activities designed to help children in the elementary grades learn math, and to help Hispanic parents become actively involved in their children's learning. In addition, The Department of Education is expanding its "Think College Early" campaign to target the Hispanic community by holding a special session in 2000 to help parents and students learn about necessary steps to prepare for college.

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

- ***AT&T: Closing the Technology Gap.*** Building on its long history of enhancing educational opportunities for Hispanics, AT&T committed at the event to work with leading Hispanic-serving organizations over the next 3 to 6 months to build on existing efforts and introduce new programs to fill the technology gap for Latino youth throughout the nation. Some activities will include the development of neighborhood-based technology centers, programs targeted at early awareness and parental involvement to increase Latino representation in the technology field, and support of programs that inform teachers

serving Latino students in urban and rural locations on how to use technology in the classroom.

- ***Supporting Hispanic Access to After-School Programs.*** The Charles Stewart Mott Foundation, as part of its ongoing partnership with the Department of Education, also made a commitment of more than \$300,000 to improve Latino participation in after-school programs. This new effort builds on the Foundation's \$83 million commitment in 1997 to support after-school activities in coordination with the 21st Century Community Learning Centers program.
- ***Media Organizations.*** The First Lady's event – coupled with the efforts of the National Campaign to Prevent Teen Pregnancy – has stimulated commitments from an impressive array of media leaders concerned about Hispanic youth, their families and their communities. These leaders understand that the media can be a powerful force for raising awareness and showcasing solutions. They have committed to a variety of activities including PSAs, radio programs, talk shows, newspaper supplements and magazine features – all directed to improving the lives of Hispanic youth. The leaders spearheading these activities are: Cristina Saralegui, CEO, Cristina Saralegui Enterprises and Host, *The Cristina Show*"; Lisa Quiroz, Publisher, *People in Espanol*; Monica Lozano, Associate Publisher, *La Opinion*; Joaquin Blaya, Chairman and CEO, *Radio Unica*; Patricia Fili-Krushel, President ABC Television Network; Daisy Exposito, President, *The Bravo Group*; Consuelo Luz, President, *Hispanic Radio Network*; James McNamara, President and CEO, *Telemundo Network*.
- ***Univision Community Affairs Campaign Aimed at Hispanic Youth.*** Univision, the network and its affiliated stations, is committing to a multi-year campaign to support high academic achievement in the Hispanic community, from pre-school through college. Univision plans to kick-off this campaign in August in conjunction with various back-to-school events. The campaign will include: a national public service announcement (PSA) campaign with Univision national on-air talent; local affiliate PSAs and events with Univision local affiliate on-air talent; integration of education information into entertainment and news programming; and a series of national conferences and panels at established conferences.

-###-

Return to First Lady's Convening

Excelencia



The White House
Initiative on Educational
Excellence for Hispanic
Americans

January-May 2000

New Commission Chair

Guillermo Linares was appointed the new chair of the President's Advisory Commission in January 2000. Mr. Linares replaces Ana "Cha" Guzman who now serves as a senior advisor in the Department of Education.

Mr. Linares has been a member of the Commission since its inception in 1994. He co-chairs the Commission's Committee on Children, Families, and Communities. Mr. Linares is a member of the New York City Council and the first Dominican American elected to office in the United States.

President's Advisory Commission

The President's Advisory Commission met on March 9-10, in Washington, DC at the U.S. Department of Labor. During the meeting, the Commission focused on the impact of educational assessment practices, Latinos in higher education, federal agency support to increase the educational attainment of Latinos, national strategy sessions on educational excellence for Latinos, and the Commission's final report.

Latinos in Higher Education

The Higher Education Committee of the President's Advisory Commission held a media briefing on Latinos in Higher Education, March 9, from 10:00am-12:00pm at the National Press Club. Commissioner Juliet Garcia, President, University of Texas at Brownsville, and Commission Chair, Guillermo Linares, New York City Councilman, focused on the strengths and needs of Latinos in higher education and addressed topics such as academic preparation, enrollment growth, and financial aid. A policy briefing summarizing their recommendations will be published this summer. For more information, please call Deborah Santiago, at (202) 401-7479.

Showcase of Federal Programs on Executive Order 12900

Federal agency officials gathered on February 8, in the Truman Room of the

White House Conference Center, to focus on model federal agency programs that are working to fulfill Executive Order 12900. Federal agencies featured at the meeting were:

- HHS, Kevin Thurm, Deputy Secretary
- ED, Mario Moreno, Assistant Secretary
- USDA, Miley Gonzalez, UnderSecretary
- DOE, Peter Faletra and Cindy Musick, Program Analysts

Each official highlighted the strategies their agency developed to help them provide effective education and employment services to the Latino community.

The agencies and the programs featured at the meeting are representative of a growing effort within federal agencies to better serve America's diverse constituents while fulfilling the mission of their agencies.

For more information about federal agency efforts to assist the Latino community, please call Richard Toscano, Special Assistant for Interagency Affairs, at (202) 401-2147.

Inter-Departmental Council on Hispanic Educational Improvement (IDC)

The IDC met on February 15, in the Truman Room of the White House Conference Center. Raul Yzaguirre, President of the National Council of La Raza and former chair of the President's Advisory Commission, addressed the IDC on the role the federal government must play in meeting the needs of the Latino community. Mr. Yzaguirre commented on the educational crisis that currently exists in the Latino community and stressed the importance of holding the federal government accountable for efforts, or lack thereof, in meeting the educational needs of this growing constituency.

The meeting agenda also included an update by Sarita E. Brown and Barbara Chow, IDC Co-Chairs, on the data

collection and analysis for the FY99/00 Annual Performance Report on implementing Executive Order 12900.

New Publications

The White House Initiative staff has developed one page fact sheets that provide data on the conditions of Latinos in the educational pipeline from early childhood through graduate and professional education. To obtain free facts sheets, please call the White House Initiative at (202) 401-1411 or access them on our website at www.ed.gov/offices/OIIA/Hispanic.

Spring Policy Seminar Series

On April 27, The White House Initiative held the first of three policy seminars that will take place this Spring. The seminar entitled *K-16 Strategies for a Bilingual Workforce* focused on examples at the K-12 and post-secondary level of educational strategies to produce bilingual employees.

The second policy seminar, **Beyond Affirmative Action: Latinos in Graduate Education** will be held on Thursday, May 11, from Noon - 1:30p.m. in the Barnard Auditorium of the U.S. Department of Education, 400 Maryland Ave, SW Washington, DC.

The seminar will examine current Latino enrollment trends in graduate education. Panelists will discuss efforts to ensure diversity at the graduate level and within the faculty ranks particularly now after the Hopwood Decision and Proposition 209.

Please join us and mark your calendar to attend the final seminar:

June 16: *Starting Smart: Latinos in Early Childhood Education*

For further information about the seminars, please call (202) 401-1411.

The White House Initiative

400 Maryland Ave., SW, Room 5E110
Washington, DC 20202-3601

Phone: 202/401-1411

Fax: 202/401-8377

Website: www.ed.gov/offices/OIIA/Hispanic

E-mail: white_house_init_hispanic_ed@ed.gov



LATINOS IN EARLY CHILDHOOD EDUCATION

Early childhood education, or preschool, encompasses education programs for children up to 5 years of age, and may provide related services to meet children's psychological and health needs. Preschool prepares children for a solid education by teaching learning and socialization skills. Given the importance of these efforts and services, both the federal government and the states make significant investments in early childhood programs, totaling about \$10 billion annually.

Population

- The Hispanic population in the United States is very young. Today, 10% of Hispanics are under age 5 and make up over 15% of their age group in the U.S. population. By the year 2030, they will make up 25% of the total school-age population. The projected increase in the number of Hispanic children in preschool brings with it critical strengths and challenges to the nation's educational system. [Bureau of the Census, *CPS Report*, No. P25-1130, 1996]

Enrollment

- Hispanic children under age 5 are less likely to be enrolled in early childhood education programs. In 1998, only 20% of Hispanic 3-year-olds were enrolled in early childhood programs, compared to 42% of whites and 44% of blacks. Of 4-year-olds, less than 60% of Hispanics were enrolled in early childhood programs, compared to 67% of whites and 73% of blacks. [Bureau of the Census, *CPS Report*, No. P20-521, Table-2]
- In 1998, differences in the enrollment of 5-year-olds largely disappeared between Hispanics (90%), whites (94%) and blacks (95%). However, while the enrollment gap closes at kindergarten, Latino children still remain less prepared for school because of lower enrollment rates at the younger ages. [Bureau of the Census, *CPS Report*, No. P20-521, Table-2]
- In 1998, the early childhood education enrollment rate for Hispanics was similar in both urban (48%) and suburban (42%) locations. By comparison, the enrollment rate for blacks was higher in urban areas (55%) than in suburban areas (32%), while the rate for whites was much higher in suburban areas (62%) than in urban areas (19%). [Bureau of the Census, *CPS Report*, No. P20-521, Table-5]
- As parents' educational attainment increases, so does the early childhood enrollment rate of their children. However, in 1997, fewer Hispanics age 25 and older had completed high school than their black and white counterparts—55% of Hispanics, 75% of blacks, and 86% of whites had completed high school. [NCES, *Digest of Education Statistics*, 1998, Table 8]

Income and Enrollment

- In 1998, the median family income for Hispanics was about \$28,000 while the overall median income was \$39,000. Research shows that families with higher incomes are more likely to enroll their 3- and 4-year-olds in early childhood education than those with lower incomes. [NCES, *The Condition of Education*, 1999, Indicator 44] [Bureau of the Census, *CPS Report*, No. P60-206, 1998]
- While Latinos children are over-represented in families living in poverty, they are under-represented in Head Start programs designed to remedy the effect of poverty on educational achievement. In 1998 the child poverty rate for children under 6 years of age was 36% for Hispanics, 40% for blacks, and 15% for whites. In Fiscal Year 1998, Head Start served 822,316 children. Of these, 36% were black; 32% white; 26% Hispanic; and 3% American Indian and Asian. [1999 *Head Start Fact Sheet*, Administration for Children, Youth and Families]

School Readiness

- Hispanics are more likely to tell their child a story than read to them. Three to 5-year-olds may start school better prepared to learn if they are read to or told a story once a week. In 1996, of 3- to 5-year olds, 80% of Hispanics were told a story--consistent with blacks (77%) and whites (84%). Hispanic children were less likely to be read to--65% of Hispanics were read to in the last week, compared to about 75% of blacks and nearly 90% of whites. [NCES, *The Condition of Education*, 1999, Indicator 34]
- Approximately 70% of teachers said they felt only moderately, somewhat, or not at all prepared to address the needs of students with limited english proficiency or from diverse cultural backgrounds. This lack of preparation has profound implications for the large population of Hispanic students in early childhood today. [NCES, *The Condition of Education*, 1999, Indicator 23]



LATINOS IN ELEMENTARY EDUCATION (K-8)

The elementary school years are a period of significant development for the child in all areas of learning, providing the foundation for a successful high school experience. Elementary education generally includes kindergarten through grade eight, referred to in various grade groupings as primary, elementary, and middle school.

Enrollment

- Today, Hispanics comprise 15% of the elementary school-age population (5-13). By the year 2025, Latinos in this age group will make up nearly 25% of the total school-age population. [Bureau of the Census, *CPS Report*, No. P25-1130, 1996]
- Between 1978 and 1998, the enrollment of Hispanics in public elementary schools increased 157% compared to 20% for black students and 10% for white students. [Bureau of the Census, *CPS Report*, Table A-1, 1999]

Urbanicity and Poverty

- Latino students now experience more isolation from whites and more concentration in high-poverty schools than any other group of students. In 1998, close to 50% of Hispanics in public education attended urban schools. In comparison, just over 50% of blacks and only 18% of whites in public schools were enrolled in urban schools. Further, the nation's 10 largest central city school districts enrolled close to 25% of Latino students, 18% of black students and only 2% of white students. [Bureau of the Census, *CPS Report*, P20-521, 1998] [Resegregation in American Schools, The Civil Rights Project, Harvard University, 1999]
- In 1996, about one out of every four students who lived in a central city and who attended public schools was Hispanic, up from about one out of every 10 students in 1972. [NCES, *The Condition of Education*, 1999, Indicator 46]
- Latino students, on average, attend schools with more than twice as many poor classmates as in those attended by white students (46% vs. 19%). In addition, just over one-third of Hispanics (34%) and blacks (37%) under age 14 lived in poverty, compared to 14% of whites. [Bureau of the Census, *CPS Report*, P60-206, 1998] [Resegregation in American Schools, The Civil Rights Project, Harvard University, 1999]

Educational Achievement

- Overall, Hispanic students consistently perform below the national average in the National Assessment of Educational Progress (NAEP). Disparities begin as early as kindergarten and remain through age 17. By age nine, Hispanic students lag behind their non-Hispanic peers in reading, mathematics and science proficiency. [NCES, *The Condition of Education*, 1999, Indicator 1, 2, 4 - 6]
- While not all Hispanic students are limited english proficient (LEP), Hispanics constitute about 75% of all students enrolled in LEP programs, including bilingual education and English as a Second Language (ESL) programs. [Elementary and Secondary School Civil Rights Compliance Report, 1988-1994]
- Computers have become an essential tool in our society and early exposure to computers can help prepare students for future success in the workplace. However, Hispanic students are less likely than their white peers to use a computer at school or at home. In 1997, 68% of Hispanic children used a computer at school, compared to 70% of blacks and 84% of whites. Further, only 18% of Hispanic students used a computer at home, compared to 19% of black students and 52% of white students. [NCES, *The Condition of Education*, 1999, Indicator 18]

Teachers

- The number of Hispanic teachers lags far behind the number of Hispanic students. While Hispanic students comprise about 15% of public school students, only about 4% of public school teachers are Hispanic. [NCES, *Digest of Education Statistics*, 1998, Table 68]

White House Initiative on Educational Excellence for Hispanic Americans

(<http://www.ed.gov/offices/OIIA/Hispanic>)



LATINOS IN SECONDARY EDUCATION (9-12)

Secondary education is a critical means of achieving upward mobility and helps individuals negotiate the path to achievement and economic success. Secondary education, or high school, generally includes grades nine through twelve.

Enrollment

- Hispanic students in secondary education represent 13% of the current school population in grades 9-12. By the year 2030, Latinos in grades 9-12 will make up 23% of the school population for these grades. [Bureau of the Census, *CPS Report*, No. P25-1130, 1996]
- Among 15-17 year olds, 34% of Hispanic students were enrolled below grade level. Enrollment below grade level is a significant variable because it is the highest predictor of school dropout rates. [Bureau of the Census, *CPS Report*, Number P20-513, Table A-2, 1998]

Educational Achievement

- The dropout rate for Hispanics is much higher than for other ethnic groups. In 1998, 30% of all Latino 16- through 24-year-olds were dropouts (1.5 million), more than double the dropout rate for blacks (14%) and more than three times the rate for whites (8%). [NCES, *Dropout Rates in the United States* 1998]
- High Hispanic dropout rates are partly attributable to relatively greater dropout rates among Hispanic immigrants. The dropout rate for Hispanic 16- to 24-year-olds born outside the United States (44%) was double the rate for Hispanics born in the U.S. (21%). [NCES, *Dropout Rates in the United States*: 1998]
- In 1996, the average National Assessment Educational Progress (NAEP) scores of Hispanic students age 17 were well below that of their white peers in math, reading and science. [NCES, *The Condition of Education* 1998, Indicator 16]
- Hispanic students have earned more credits in computer science, foreign languages, and English than other groups. Despite increases in upper-level course selection among Hispanic high school students, Hispanic students still earn fewer credits than other groups in history, science, and mathematics. [NCES, *The Educational Progress of Hispanic Students, The Condition of Education*, 1995]

Educational Attainment

- The low high school completion rate for Latinos has not changed substantially in several years. High school completion rates for white and black students in 1998 were 90% and 81%, respectively. However, the high school completion rate for Hispanics is only 63%. [NCES, *Dropout Rates in the United States*: 1998]
- While Latino parents are increasing their educational attainment rates, these rates are still below those of other ethnic groups. Higher levels of parental educational attainment are generally associated with positive educational outcomes and experiences, such as high school completion, for their children. The percentage of Hispanic parents earning a high school diploma has improved, from 23% in 1972 to 45% in 1997. By comparison, in 1997, over 90% of white parents had earned a high school diploma. [NCES, *The Condition of Education* 1998, Supplemental Table 44-4]

College Preparation

- Hispanic students are more often than not tracked into general courses that satisfy only the basic requirements and not those that provide access to four-year colleges or to rigorous technical schools. More Hispanic students (50%) are enrolled in general programs of study than either whites (39%) or blacks (40%). Only 35% of Latino students are enrolled in college preparatory or academic programs, compared to 50% of whites and 43% of blacks. [NCES, *Trends Among High School Seniors, NELS-88, 1972-1992, 1995*]
- In 1997, Hispanics were at least three times as likely to take a foreign language Advanced Placement (AP) examination as whites. Hispanic students were also five times as likely as whites to be eligible for college credit from these tests (with a grade 3 or higher). White students were more likely than blacks or Hispanics to take AP examinations in all other subject areas. [NCES, *The Condition of Education*, 1999, Indicator 14]
- The percentage of Hispanic seniors who planned to continue their education at a four-year college doubled from 24% in 1972, to 50% in 1992. The percentage who planned to attend a two-year program increased from 12% to 20%. [NCES, *Trends Among High School Seniors, NELS-88, Second Follow-up, 1992*]



LATINOS IN UNDERGRADUATE EDUCATION

Undergraduate education is considered today to be an important path to ensure a better future in our economy. Undergraduate education is study beyond secondary school at an institution offering programs terminating in an associate's or bachelor's degree.

Population

- Hispanics currently represent 14.5% (3.6 million) of the total traditional college-age population (18-24 years). By the year 2025, Hispanics will comprise 22% of the total traditional college-age population.

[Bureau of the Census, *CPS Report*, No. P20-516, 1997]

Enrollment

- The representation of Hispanics in higher education continues to grow. In 1996, Hispanic students represented almost 10% of the total student enrollment in higher education. [NCES, *Digest of Education Statistics*, 1998, Table 207]
- Between 1976 and 1996, the number of Hispanics enrolled in undergraduate education increased 202%, compared with only 13% for whites and 44% for blacks. In one year alone (1995-96), Hispanic enrollment increased 5%, the largest one year increase of any ethnic group. [NCES, *Digest of Education Statistics*, 1998, Table 207]
- Hispanic students enroll in college immediately upon graduation from high school at a rate similar to that of other groups--66%, compared to 68% for whites and about 60% for blacks. However, Hispanic 18-to 24-year old high school completers enroll in college at lower rates—(36%) than whites (46%) and blacks (40%). [NCES, *The Condition of Education*, 1999, Indicator 53 and 54]
- The majority of Hispanic undergraduates are enrolled in two-year institutions (53%). In comparison, the majority of white and black undergraduates are enrolled in four-year institutions (56% and 51%, respectively). [NCES, IPEDS, 1997 Fall Enrollment]
- Latino enrollment in undergraduate education is concentrated in a small number of institutions. About 40% of Hispanic undergraduate students are enrolled in fewer than 200 institutions of higher education known as Hispanic-Serving Institutions (HSIs). HSIs are accredited degree-granting public or private nonprofit institutions of higher education with at least 25 percent total undergraduate Hispanic full-time equivalent student enrollment. [NCES, IPEDS, 1997 Fall Enrollment] [Higher Education Amendments of 1965, as amended, 1998]
- Latino undergraduate students are concentrated in several key states. Just over 50% of all Hispanics enrolled in higher education are in two states: California and Texas. Almost 75% of Latinos enrolled in higher education are in five states: California, Texas, New York, Florida, and Illinois. [NCES, IPEDS, 1997 Fall Enrollment]
- A higher percentage of Hispanic students (45%) are enrolled part-time than either white or black students (39% and 40%, respectively). Hispanics (35%) are also more likely than white or black students (25% and 32%, respectively) to take more than six years to receive a bachelor's degree. [NCES, IPEDS, 1997 Fall Enrollment] [NCES, *The Condition of Education*, 1996, Supplemental Table 11-1]

Financial Aid

- Hispanic students tend to borrow less to pay for their education. As first-year students, close to 50% of Hispanics received grants while less than 30% received loans to pay for their education. In comparison, close to 60% of blacks received grants and 42% received loans, and 46% of whites received grants and 31% received loans. [NCES, *Descriptive Summary of 1989-90 Beginning Postsecondary Students, 5 Years Later*, Table 15.1, May 1996]

Educational Attainment

- Hispanics have increased their undergraduate degree attainment. In 1996, Hispanic students earned 7% of all associate's and 5% of all bachelor's degrees. In total, Hispanics doubled their undergraduate degree attainment from 1976. [NCES, *Digest of Education Statistics*, 1998, Table 262]
- The top three disciplines for bachelor's degrees awarded to Hispanic students in 1996 were business, social sciences and education. The top three disciplines for associate's degrees awarded to Hispanics were liberal arts, business, and the health professions. [NCES, *Digest of Education Statistics*, 1998, Table 265]

White House Initiative on Educational Excellence for Hispanic Americans



LATINOS IN GRADUATE EDUCATION

Graduate education provides the opportunity to rise to the professional level of a discipline and to become an expert in a field of study. A graduate education program generally requires study beyond the bachelor's degree, resulting in a master's, first-professional or doctoral degree.

Enrollment

- While Hispanics have increased their enrollment in graduate education, they are still less represented than other groups. In 1996, Hispanics represented 4% of graduate students, while whites represented 73%, and blacks represented 6%. In 1976, Hispanics represented only 2% of graduate students. [NCES, *Digest of Education Statistics 1998*, Table 207]
- In the past 20 years, Hispanic women have surpassed Hispanic men in graduate enrollment. In 1976, 45% of Hispanics enrolled were women compared to 55% of men. In 1996, 60% of Latinos enrolled in graduate education were women compared to 40% of men. [NCES, *Digest of Education Statistics, 1998*, Table 207]
- Although their enrollment rates are small, Hispanics in graduate education are more likely to enroll full-time than either white or black students. Of Hispanics in graduate education, 42% are enrolled full-time, compared with 37% of whites and 39% of blacks. [NCES, *Digest of Education Statistics, 1998*, Table 208]
- In 1995-96, 7% of Hispanics in graduate education were enrolled in a first-professional program (medicine, law, etc.) compared with 76% of whites and 6% of blacks. Although the percentage of whites in law programs is higher (75%) than for any other race-ethnic group, Hispanics enroll at a higher rate (11%) in law programs than any other minority group. [NCES, *Graduate and First-Professional Students, National Postsecondary Education Student Aid Study, 1996*]

Financial Aid

- Hispanics studying for master's degrees receive less grant aid and work more than either white or black students. In 1995-96, only about 20% of Hispanic students received grants, compared to over 30% of both white and black students. In tandem, 20% of Hispanics received assistantships, compared to 10% for blacks and 9% for whites. Among full-time master's students, Hispanics received even less aid. Only 65% of Hispanic students received any aid, compared to 76% of whites and 90% of blacks. [NCES, *Student Financing of Graduate and First-Professional Education, 1995-96*, May, 1998 Table 2.3a]
- Hispanic full-time master's and first-professional degree students receive less aid than any other ethnic group. The average aid for Hispanic master's degree students is only \$8,729, compared to \$13,875 for blacks and \$12,566 for whites. For first-professional degree students, the average aid for Hispanics is only \$16,766, compared to \$21,440 for blacks, \$18,182 for whites, and \$18,416 for Asian/Pacific Islanders. [NCES, *Student Financing of Graduate and First-Professional Education, 1995-96*, May, 1998 Table 2.4]
- Of first-professional degree students, a higher percentage of Hispanics borrow or work than either blacks or whites. In 1995-96, 73% of Hispanics had loans and 6% participated in work-study, compared to 70% of whites had loans and 5% were in work-study and 71% of blacks had loans and 4% were in work-study. [NCES, *Student Financing of Graduate and First-Professional Education, 1995-96*, May, 1998 Table 2.3a]

Educational Attainment

- In 1996, Latinos earned about 4% of all master's degrees. The four disciplines in which the most master's degrees were earned by Hispanics were education, business, public administration and the health professions. [NCES, *Digest of Education Statistics, 1998*, Table 268]
- Latinos earned 2% of all doctoral degrees in 1996. The four disciplines in which the most doctoral degrees were earned by Hispanics were education, psychology, biological/life sciences and social sciences/history. [NCES, *Digest of Education Statistics, 1998*, Table 268]

Faculty

- In 1992, Latinos represented less than 3 percent of full-time instructional faculty and staff in higher education. [NCES, *Instructional Faculty and Staff in Higher Education Institution, Fall 1987 and Fall 1992, 1997*]

White House Initiative on Educational Excellence for Hispanic Americans

(<http://www.ed.gov/offices/OIIA/Hispanic>)



WHITE HOUSE INITIATIVE ON EDUCATIONAL EXCELLENCE FOR HISPANIC AMERICANS

It is essential to understand that each step in the education system is a building block... Research shows that children succeed when schools recognize and support parents as the child's primary teacher; when parents are welcomed and involved in all aspects of school life... These conditions routinely exist in middle-class, white schools... Such routine conditions often do not exist in low-income and Latino schools.

Our Nation on the Fault Line: Hispanic American Education
President's Advisory Commission on Educational Excellence for Hispanic Americans

The Creation of *Excelencia en Educación*

Excelencia en Educación: The Role of Parents in the Education of Their Children, is a series of conferences sponsored by the White House Initiative on Educational Excellence for Hispanic Americans. The decision to focus on the role of parents was based on the conviction that the heart of the Latino community is the family. Latino parents know that a quality education provides their children with the skills to achieve the best this country has to offer. America needs the talents of all its citizens to face the challenges of the 21st century. As the fastest growing community in the country, Latinos still have lower educational attainment rates than other groups--a cause for great national concern.

First, a little more background: The White House Initiative supports a Commission appointed by President Clinton in 1994 comprised of national educational leaders from all segments of the educational pipeline. In 1996, the Commission submitted to the President their report, **Our Nation on the Fault Line: Hispanic American Education**. This comprehensive report lays out issues in Latino educational attainment from pre-K through graduate and professional education. Equally important, the report includes an action plan for federal, state and local levels.

The Administration used the report as they developed their Hispanic Education Action Plan announced by Vice-President Gore in February 1998. The President's plan provided over \$520 million in new educational investments for programs that can make a difference in the quality of education for hundreds of thousands of bright, capable, Latino students. Responding to the Administration's achievement, the White House Initiative and the President's Advisory Commission on Educational Excellence for Hispanic Americans developed a strategy to more directly engage the Latino community in the pursuit of a quality education. The stage was set for the *Excelencia* conference series.

In developing a workplan for 1998-2000, Commissioners Gloria Rodriguez and Guillermo Linares encouraged a focus on *nuestros padres*, our parents--a strength within the Latino community. *Excelencia en Educación* is the resulting series of conferences and facilitates interactions among the federal government, Latino advocacy organizations, parents, teachers and other educational stakeholders. The strategy for the conference series was to have Commissioners from each of the five cities selected to anchor the conference.

The academic emphasis of the conference series is mathematics, reading and college readiness. The focus is on powerful strategies for parents to more fully engage in supporting their children's education. The conferences cover how schools, teachers, civic leaders, community-based organizations, business and federal agencies can reach out to parents and more fully engage them in their children's education. By sharing "promising practices" and educational information, conference participants should have even better ideas for brightening the future of young Hispanics and prepared to serve as catalysts for enhancing parental involvement throughout the nation.

The first *Excelencia en Educación* was launched in October 1998 with AVANCE in San Antonio, Texas. AVANCE's founder and CEO is Commissioner Gloria Rodriguez. For the inaugural conference, the White House Initiative brought together five federal agencies--Education, Health and Human Services, Labor, Interior, and the Small Business Administration—as well as over four hundred parents, educators, Latino advocacy organizations and leaders from the private sector. At each conference, members of the Clinton/Gore Administration and members of the Congressional Hispanic Caucus have spoken. Small Business Administrator Aida Alvarez and Representative Ruben Hinojosa and Representative Ciro Rodriguez participated. Univision, the largest Spanish-speaking television network, also plays a significant role in the conference series. In San Antonio, Univision president Henry Cisneros announced their plan to develop a multi-year education campaign. Our corporate allies, Univision, State Farm, and AT&T were also in attendance and described their commitment to addressing the strengths and needs of the Latino community and pledged to be with us for the entire national conference series.

In Los Angeles, in March 1999, the White House Initiative restaged the *Excelencia en Educación* conference in collaboration with the following five organizations: the Mexican American Legal Defense and Educational Fund (MALDEF), the Annenberg project in Los Angeles (LAAMP), University of California at Los Angeles (UCLA), Los Angeles Unified School District (LAUSD), and PUENTE Learning Center. Over 800 participants, primarily parents of students enrolled in schools in East Los Angeles, heard from speakers including California Governor Gray Davis, Univision President Henry Cisneros, current chair of the Congressional Hispanic Caucus (CHC) Lucille Roybal-Allard, and the former chair of the CHC Xavier Becerra. Commissioner Ruben Zacarias, Superintendent of Los Angeles Unified School District, and Commissioner Sonia Hernandez, Deputy Superintendent for the California Department of Education, facilitated the conference.

On June 4-5, 1999, the conference was restaged in New York City at CUNY-City College with Commissioner Guillermo Linares, New York City Councilman facilitating the conference. Partnering with the White House Initiative were the Hispanic Federation, Community Association of Progressive Dominicans (ACDP), United Way of New York City, New York Board of Education, CUNY-City College, and ASPIRA of New Jersey. Secretary of Education Richard Riley opened the conference and Congress member Robert Menendez sent a message on behalf of the Congressional Hispanic Caucus. Janet Murgia, Associate Director for Legislative Affairs spoke to the participants about the Administration's activities and commitment and both Vice President Gore and First Lady Hillary Clinton provided messages on behalf of the Administration. Univision continued its support for the conference by having two of its personalities, Rafael Pineda of their local station, and Giselle Blondet of *Despierta America*, participate in the program.

On November 5-6, 1999, the conference was restaged in Chicago, Illinois with the leadership of Commissioner Miriam Cruz. Partnering in the Chicago event were the Chicago Public School system and Mayor Daley's office. Activities began on November 5 at the University of Illinois-Chicago with Gery Chico, President of the Chicago School Board opening the conference. On November 6 the conference moved to Saucedo Scholastic Academy. Conference highlights included a call from Vice President Gore describing the Administration's efforts to increase educational opportunities for all Americans; Mickey Ibarra, White House Director of Intergovernmental Affairs and Assistant to the President, addressing, "Keeping the American Dream Alive", and Congressman Luis Gutierrez, Congressional Hispanic Caucus member from the 4th District in Illinois, sharing his commitment that all children deserve the best this country has to offer. Rafael Romo, a local Univision news reporter, closed the conference by moderating the final panel session.

The final conference in the series was held at Miami High School in Miami, Florida on December 4, 1999. Partnering in the Miami event were Miami-Dade Community College/InterAmerican Campus, Miami-Dade County Public Schools, Broward County Schools, Abriendo Puertas, ASPIRA of Florida, and the Cuban American National Council. Conference highlights included an address entitled *Making*

Excelencia Para Todos a Reality, by Ray Martinez, Deputy Assistant to the President for Intergovernmental Affairs and a video message from First Lady Hillary Rodham Clinton sharing her perspectives on educational excellence. There was also active involvement from local educational leaders and Univision personalities. Alina Mayo Azze, Guillermo Benites, and Giselle Blondet, all supported the conference by moderating sessions and summarizing Univision's national and local commitment to education through their community efforts. Commissioner Eduardo Padron, President of Miami-Dade Community College, and Commissioner Diana Wasserman, member of the Broward County School Board, served as facilitators on behalf of the President's Advisory Commission. Miami also included a pre-conference workshop where federal agency representatives met with educational leaders and community-based organizations to discuss ways to share information on federal programs and services that can assist Latino students and parents. This special pre-conference workshop generated new ideas and strategies that can facilitate partnership building between federal agencies and local communities.

These conferences are part of the larger national effort to support Latino parents as they pursue *excelencia en educación* for their children. For more information, please call the White House Initiative at 202-401-1411.



White House Initiative on Educational Excellence for Hispanic Americans

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**President's
Commitment**



**Research and
Resources**

Hispanic Americans are the nation's fastest growing population. Today's Latino youth represents one quarter of the future workforce of America. Yet Latino students lag behind other Americans in academic achievement. The federal government has a powerful role to play in closing this performance gap and ensuring that quality education for Hispanic Americans is part of the national agenda.

The White House Initiative on Educational Excellence for Hispanic Americans is helping the nation both to make policy changes and to take dynamic action for change. This website can help you learn about what is happening and how you can get involved.

".....We need to hold our leaders at all levels—federal, state, and local—accountable for the results they achieve, or fail to achieve, in student learning."

*Sarita E. Brown, Executive Director
White House Initiative on Educational
Excellence for Hispanic Americans*

400 Maryland Avenue,
S.W. Room 5E110
Washington, D.C.
(202) 401-1411

White House Initiative URL:
<http://www.ed.gov/offices/OIIA/Hispanic>



For Release:
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Contact: Melinda Ulloa
202-205-8811

**Remarks as prepared for delivery
by U.S. Secretary of Education Richard W. Riley**

Excelencia Para Todos—Excellence for All
**The State of Education for Hispanic Americans
and the Challenges of a New Century**

**Bell Multicultural High School
Washington, D.C.**

Good morning. Thank you, Mariella Arias. Secretary Caldera, I want to thank you for those kind words and for putting forward such an innovative programs as GED Plus and College First. Anything we can do to bring motivated young men and women back into the world of learning is positive.

I especially want to thank Principal Maria Tukeva for hosting us here at Bell Multicultural High School—a dynamic center of learning and creativity in the heart of the nation's capital. In living up to its motto —"Excellence Through Diversity"—this school serves as a model for communities across the nation.

I also want to acknowledge Chairman Guillermo Linares and Miriam Cruz of the President's Advisory Commission on Educational Excellence for Hispanic Americans, Mario Moreno, Norma Cantú, Sarita Brown, Cha Guzman, and distinguished education, business and community leaders.

In my remarks today, I want to focus on the importance of education for this country's Latino community as we begin this new century—this education era. And I want to explore with you why I believe the state of Latino education for this century can be so promising.

You know, when we talk about Hispanic-Americans we are speaking about individuals from more than 20 different nations, with countless dialects, different skin colors, and varying tastes in food and music. Some are descended from immigrants who have been in this nation hundreds of years, even before it became a nation; others are new arrivals, having been here only a week or a year, seeking to achieve the American Dream.

Regardless of these differences, there is one unifying factor in their lives, education, the primary and shared source of hope, opportunity and success. It is our duty as a nation to ensure that the Hispanic community has every opportunity to achieve a quality education and the success that can accompany it—just as we have done for generations of Americans before them.

I am confident that we can address this challenge with innovation, that we can shed misperceptions and stereotypes, eliminate low expectations, and embrace the unique strengths that Latinos bring to education and our national community.

Last week, Juliet Garcia, the president of the University of Texas at Brownsville, and a member of the President's Advisory Commission, related to me a story that I think captures the essence of what we mean when we say "have high expectations and shatter false perceptions."

She told me about Morningside Elementary School, a small school in a low-income section of Brownsville, one of the poorest regions in the nation. Some years ago, a teacher began teaching chess to kindergartners through fifth-graders in that community. The students got up early to practice and gave up their weekends to play in chess tournaments. It paid off. Last year, this small school made it all the way to the national championships, and took second place.

Who would have thought—in a state where high school football is sometimes king and English is for many a second language—that these students would go head to head with the best minds in the country in one of the most challenging and intellectual games? They did and so did their teachers, parents, and principals—and that made all the difference.

The triumph of the Morningside chess team is the most recent chapter in the rich legacy of a people connected to history in a very positive way.

It is a legacy of accomplishment and courage. And it is a legacy of battles fought to overcome discrimination and oppression—in education as well as in other areas.

Many Americans may not realize that during the 1920s and '30s in Texas and California, courageous Mexican-American parents put their safety on the line to challenge state laws that segregated students by race in public schools.

On January 5, 1931, for instance, the principal of Lemon Grove Grammar School near San Diego, acting under instructions from the school's trustees and the Chamber of Commerce, stood at the schoolhouse door and admitted everyone except the Latino students, who were instructed to attend school in an old two-room building nearby.

The parents would not let their children go to the other school, because it was run down. They organized and beat the segregationist policies. The children returned to the public school—where they belonged.

This action set the stage for the Mendez case in 1946, the first time a federal court would hold the “separate but equal” standard unconstitutional. That decision, in turn, helped lay the groundwork for the Supreme Court’s holding in *Brown v. Board of Education* nearly a decade later.

We have seen this same powerful force for equality and quality here in Washington. Facing a crisis in meeting the educational needs of Hispanic, immigrant, and other minority youths, members of the community created this school in 1979. With enthusiastic support, it has grown from 40 students and five teachers, to nearly 700 students from 40 different countries.

A TRANSFORMATION OF HISTORIC PROPORTIONS

But there are still challenges, here and across the nation—not the least of which is an extraordinarily significant demographic trend, the growth of the Hispanic-American population.

In just five years, Hispanics will be the largest U.S. minority. By 2050, nearly one-quarter of our population will be Hispanic. Even more significantly, the greatest growth will come among young people. One in three members of the Latino population is under age 15—a number that only highlights the importance of education in the coming century.

We are already the most diverse nation in the world—and we have never been static in our diversity. But these kinds of demographic changes will involve almost every aspect of our society and require us to think still more creatively about the future.

Communities across the nation, from Boise, Idaho, to Georgetown, Delaware, are being transformed by the changing population. Dealing with this kind of change requires creative thinking and an eagerness to adapt and to incorporate cultural and linguistic differences into the learning process.

There are no simple solutions. It will require a comprehensive focus on education from pre-K to postgraduate levels; from childhood to adulthood; in school, after school, and at home; and all the time with the support of the community.

The good news is that understanding of what is required is growing. A new enthusiasm for getting things done is palpable. And a new paradigm for how to achieve this goal is on the horizon—a model focused on the assets of this community, rather than on the deficits.

Today, I will outline a series of challenges for the 21st century that build on this enthusiasm and success.

THE PROMISE OF LANGUAGE

First, I want to address the promise of language. For many, language is at the core of the Latino experience in this country, and it must be at the center of future opportunities for this community and for this nation. Parents and educators want all children to learn English because it is essential for success. And we also know how valuable two languages can be. It is high time we begin to treat language skills as the asset they are, particularly in this global economy. Anything that encourages a person to know more than one language is positive—and should be treated as such. Perhaps we should begin to call the learning of a second language what it truly is—“bi-literacy.”

Unfortunately, some have viewed those who use a foreign language with suspicion and their language itself as a barrier to success. In some places, even the idea of “bilingual education” is controversial. It shouldn’t be.

There are many different and effective strategies for teaching English, from bilingual to sheltered English to ESL. Today, I want to spotlight the dual language approach, which is also sometimes referred to as two-way bilingual or dual immersion education.

Bilingual and ESL programs are working well in many states toward this goal of bi-literacy, and they will continue to work well if we set clear performance measures and provide the resources needed to meet the rising demand with quality teachers.

Good, solid bilingual programs can make a difference in helping students learn English and achieve academically. I am pleased that the budget plan that the president recently submitted to Congress for FY 2001 increases funding for Bilingual Education to \$296 million and nearly doubles investment in foreign language education.

I also want to draw your attention to a very important and helpful publication just released by our Office for Civil Rights, entitled *Programs for English Language Learners*. This valuable resource, developed by our Seattle office in response to requests from school districts, offers materials for planning and self-assessment that are consistent with the district’s individual needs and circumstances.

But, whatever the approach to teaching English, it cannot be simply a defensive or reactive one. If we see to it that immigrants and their children can speak only English and nothing more—then we will have missed one of the greatest opportunities of this new century, namely, to take advantage of the invaluable asset that helps define a culture.

Proficiency in English and one other language is something that we need to encourage among all young people. That is why I am delighted to see and highlight the growth and promise of so many dual-language bilingual programs across the country. They are challenging young people with high standards, high expectations, and curriculum in two languages. They are the wave of the future.

In Salem, Oregon, for instance, Grant Elementary School has instituted a high-achieving Spanish-English dual-language program to help both Spanish- and English-speaking students develop language skills in the other language.

Our nation needs to encourage more of these kinds of learning opportunities, in many different languages. That is why I am challenging our nation to increase the number of dual-language schools to at least 1,000 over the next five years, and with strong federal, state and local support we can have many more.

Right now, we have about 260 dual-immersion schools and that is only a start. We need to invest in these kinds of programs and make sure they are in communities that can most benefit from them. In an international economy, knowledge—and knowledge of language — is power.

Our nation can only grow stronger if all our children grow up learning two languages. The early school years are the best and easiest time for children to learn language.

Unfortunately, too many teachers and administrators today treat a child's native language as a weakness if it is not English.

I can assure you that when they enter the workforce in several years we will regret the inability of our children to speak two languages. Our global economy demands it; our children deserve it.

It is time to move beyond the stereotype of a child who is not fluent in English as one who is not intelligent or cannot learn. Occasionally, children are separated from their peers, and even inappropriately identified for special education services simply because English is not their native language. No one is willing or able to make the appropriate evaluation and spend the necessary time to help them learn to speak English well.

Unfortunately, the lack of understanding about language issues can lead to the opposite situation as well—young people who are not diagnosed as needing special education instruction when in fact they do need it.

We must make sure that all children are served appropriately, that the programs that serve these children are held accountable, and that the students in them are held to high standards. Anything less is counterproductive.

I am very pleased that over thirty percent of Title I funds are serving Hispanic students. This administration initiated the Title I testing requirement that is helping to ensure the inclusion of all students in Title I assessments and school district accountability systems.

A DEMAND FOR TEACHERS AND NEW WAYS OF TEACHING

The second challenge we must meet is a demand for teachers and new ways of teaching. Teaching is at the heart of our efforts to transform how we view language and support student learning.

Over the next 10 years we face a demand for more than two million teachers, with acute needs in fields like math and science, special education, and bilingual education. The changing demographics and the advent of new learning technologies and ways of teaching will require a more diverse and more adaptable teaching force.

Let me highlight just one shortcoming in the teaching force: 54 percent of all teachers have limited English proficient (LEP) students in their classrooms, yet only one-fifth of teachers feel very prepared to serve them. As I called for in my State of American Education speech last month, we need to examine making teaching a year-round and better paid profession. We need teachers who are ready to take on this challenge, and we need to give them more time to prepare for it.

We need teachers who not only know more than one language but also have the background and training to maximize the learning potential of students with diverse backgrounds. We need teachers who, when they see a Latino child—or any minority student—have high expectations and visualize great achievements for that child.

And we need teachers who know how to make a connection with a student and to build on that connection, using creativity when necessary. One fifth-grade teacher in Texas would tell her largely Hispanic class about the importance of graduating from high school and going to college.

A young student to whom she was providing tutoring, commented proudly that her mother was also studying to graduate from high school, by taking the GED. The teacher offered to help, and ended up working with both mother and daughter after school.

Not only did both “students”—mother and daughter—improve academically, but also there were more far-reaching benefits. The daughter saw how important it was to learn *and* how important it was for her mother to learn.

Her mother shared in the joy and pride that comes from learning *and* serving as a strong role model. And the teacher’s willingness to reach out to the community and think beyond the classroom paradigm made her a more effective teacher.

This is what I mean when I say we must think in creative ways about how we can best educate all students—and even what we mean when we say the word “student.” The Even Start program, for one, supports local projects that encourage this creativity by blending early childhood education, parenting instruction and adult education.

Many teachers across the country pursue their profession with exactly this kind of dedication and with great results. We need to support them and reward their innovation, commitment, and professionalism—and we must make sure more children experience such teachers.

To help bring the best and most innovative teachers into our classrooms, the administration has sent Congress a \$1 billion proposal. The goal of this funding is to raise teaching quality, recruit new teachers, reduce out-of-field teaching, and attract more certified teachers into our poorest schools.

But this federal investment needs to be supported by a change in the way that our schools of education go about their mission and the time and resources they devote to meeting this challenge.

The Latino and Language Minority Teacher Project in California is one example of how these institutions can respond. The collaborative project, which links several universities and the Los Angeles Unified School District, is designed to respond to the increasing shortage of teachers prepared to teach limited English proficient students.

RAISING ACHIEVEMENT—LOWERING THE DROP-OUT RATE

The third challenge I want to address today is raising achievement and lowering the dropout rate for Hispanic students. While the achievement gap between Hispanic and white children remains high, progress is evident.

Hispanics have made significant gains on NAEP math assessments at all levels and greater gains in science than their white peers. And Hispanic-Americans have more than quadrupled their enrollment in higher education over the last two decades, although they are still vastly underrepresented.

Many schools are doing much of what has to be done to raise achievement levels. Here at Bell Multicultural, for instance, where 98 percent of students are below the poverty line, you have achieved a 95 percent attendance rate and a drop-out rate of only 10 percent, far below the national average. And 70 percent of the students go to college.

We can turn schools around and return these young people back to the world of learning. Indeed, in many places we already are.

How are Bell and other schools making this kind of progress? Not through any “magic bullet” solution, but through hard work, with well-prepared teachers and strong principals, with challenging and engaging classes, the support of parents and the entire community, and an overarching commitment to ensure that all children learn.

They do it by being schools that offer more than just a 9-to-3 classroom. They are safe centers of the community, providing programs and classes on drop-out prevention, vocational-technical training, career development, parenting skills and adult literacy.

ADDRESSING THE CHALLENGES EARLY

These strategies can work for all students and their parents—and Latinos must be included. Many of these strategies are described in a report funded by my Department. This report identifies a number of exemplary practices, programs, and individual schools that are helping to transform education for Hispanic youth. I hope that schools, teachers, and administrators across the nation review it.

One observation the report makes is that we can't wait until junior high school to raise achievement levels and lower the drop-out rate. Indeed, a recent groundbreaking study of kindergartners by my Department demonstrated that many of the differences between groups of students in elementary and secondary school already exist when children enter kindergarten.

In other words, the seed for high achievement and drop-out prevention is planted long before high school, and we need to start much earlier to make sure that the seed germinates. The better and earlier the start, the stronger the finish.

We can make a significant and immediate impact on improving the school readiness and subsequent educational achievement of young children through a few sensible actions.

I urge school officials to help make sure that every child who can be covered is covered under CHIP health insurance programs and also to make this year's national Census a success. Our children are a blessing so let's make sure that we count all of our blessings. Millions of dollars in federal and other aid depend on an accurate count.

We also know that enrollment in quality child care, particularly when focused on early literacy makes a powerful difference. Our 1996 study found that only 28 percent of Hispanic 3-year-olds enrolled in early child care programs compared with 45 percent of their white counterparts. The administration's 2001 budget proposal would increase funding for Head Start by one billion dollars, which would help address this. We must do more.

It is so important, particularly in the early years, to have small classes so teachers can provide individual attention to students.

We also need to increase the amount of time we read to children and talk to them about what is read. Reading is an integral part of the learning and life experience, particularly for students who come from homes where a language other than English is spoken.

With a strong foundation in reading, schools can put in place another important part of building an engaging learning environment and raising achievement levels—challenging classes.

For instance, a recent study by my Department showed that Latino students were more than three times more likely to go to college if they took two or more Advanced Placement courses than those who took none.

One reason for the success of Bell and other schools like it, is that they have a broad curriculum that includes challenging classes, including a wide variety of Advanced Placement classes.

I would like to recognize a few of Bell's AP students who are here today, and who I believe have already been awarded full scholarships to attend Bowdoin College in Maine next year.

Still another way to turn around schools, ensure safe and disciplined learning environments, and raise achievement levels is through the creation of smaller schools that build supportive learning environments and give students a sense of connection to each other, to teachers, and to learning.

In Grand Prairie, Texas, the South Grand Prairie High School has a student body of nearly 2,500. That's a lot of students for one building. Four years ago, Grand Prairie became a New American High School and undertook an extensive reform program to raise academic expectations and achievement. The school created five academies, in which students and teachers work in an academic area that best suits them and in which more individual attention is provided.

The changes made a real difference. The pass rate for the Texas state exam at Grand Prairie has risen nearly 20 percent in three years. And the pass rate for reading is at 91 percent, compared with the state average of 67 percent. The drop-out rate is under 2 percent and nearly two-thirds of the students enroll in college.

One way to increase the college going rate is for higher education institutions to join forces with the K-12 system to create a pathway for student achievement. They must be ready to adjust to the growth in the number of Hispanic students and to meet their needs, and they must develop new and creative ways to enlarge the pool of eligible minority applicants to colleges and universities. As the President's Commission said last week, colleges and universities need to think creatively and to adopt a K-16 approach. TRIO and GEAR-UP support this goal.

THE IMPORTANCE OF COMMUNITY

The fourth challenge concerns the importance of community. The best schools are those that operate as centers of the community for both children and adults. They are schools that are supported by community centers, and after-school programs that enhance educational opportunities.

The heart of the Latino community is the family. Parents must be supported in guiding their children to take challenging courses and in providing them the support to stay in school and go on to college.

In addition, increasing the literacy of Hispanic parents and guaranteeing high-quality educational assistance to these parents are critical to raising the achievement levels of Hispanic children. That is why we strongly support family literacy and learning centers and after-school programs.

A few months ago I had the opportunity to visit one such enriching center right down the street from here—the Latin American Youth Center. I had a wonderful discussion with some of the students and counselors there. The pictures you see here around you are of young people who attend that center.

In addition to housing a creative public charter school, the center offers a wealth of support services to young people in the community, including some who have left school and want to return to the world of learning. We need more places like it.

The U.S. Department of Education supports community involvement in education with a wealth of helpful publications in Spanish and English for parents and their children, including *Building Your Baby's Brain*, *Questions Parents Ask About School*, and *Getting Ready for College Early*. They are all listed in a comprehensive catalogue that is available free through our toll-free number, 1-800-USA-LEARN.

We also operate a bilingual call center for Spanish-speaking parents through this phone number, and our Web site, www.ed.gov, now has a Spanish-language option. In addition, we provide grants to support captioning in Spanish for a number of news and public information television shows.

Today, I am very pleased to announce the release of a new resource—a videotape and accompanying materials that will support Spanish-speaking families and the schools and organizations that serve them.

Entitled *Vamos Juntos a la Escuela (Let's Go to School Together)*, the video looks at four areas—parent involvement, readiness to learn, reading and mathematics, and preparing young children for college. It is intended as a tool for presentations to groups of Spanish-speaking families and could be provided by schools, colleges, community and faith-based organizations, and others.

Procter and Gamble has made a significant financial commitment to ensure that this video will be widely distributed. This is the first part of their new *Avanzando* campaign to invest in the Hispanic community.

I applaud their efforts and I encourage others to follow their lead. My Department is committed to building partnerships with corporations like Procter and Gamble.

We have also worked with Univision on a broad-based television campaign entitled "Education Matters." I was with my friend Henry Cisneros last summer in Los Angeles to launch this campaign. Just this week, following a half-hour broadcast about college financial aid, my office received more than a thousand requests for information. The Mott Foundation has also made an extraordinary investment in after-school programs for Latinos.

CONSTRUCTING A NEW FUTURE

My fifth challenge today concerns the importance of having modern schools. No amount of hard work, challenging curricula, and academic restructuring can completely overcome the burden of a severely aging or overcrowded school, as so many of our nation's schools are today. That is why President Clinton and Vice President Gore have been urging Congress for several years to pass school modernization legislation.

Passage of school modernization legislation would help schools like Bell meet the growing challenges of the new century. Looking at everything that Maria Tukeva and the staff and students here have been able to achieve—with all of the physical challenges—it makes you appreciate how much more they could have accomplished if the school had everything that a school should have.

Of course, Bell is not waiting around. I am very impressed by their plan to create a new educational campus with Lincoln Middle School. Among its many features, the plan includes a strong focus on the use of technology.

To be fully engaged in learning in the 21st century, all students need access to the most modern learning tools—the computer and the Internet—and every teacher needs to be well trained to use and teach them effectively.

Technology is not a substitute for solid teaching and learning—for the basics like reading and writing, science and math. But it does offer a way to enhance traditional learning; to open the doors to the best libraries and museums, particularly for students in disadvantaged schools, and to raise achievement levels.

The Hartford Public School system has been the poorest-performing district in Connecticut for the last 10 years. More than half of the majority Hispanic student body drop out after the ninth grade.

In 1996, the new superintendent began a number of reforms, including a massive effort to get technology into the classrooms and, with a lap-top program, into children's homes.

The program is already transforming the individual lives of students and their families—and strengthening the schools. Achievement scores are up, and the district's improvement in math and reading last year was more than the previous four years combined.

These are gains worth studying and emulating. A school can't use technology to improve if all of its students don't have access to the resources.

A secondary impact of technology in education is on the parents of students, an issue of particular importance to Latinos. Crossroads Café in New York, for instance, has used distance learning to help adults improve their reading and English language skills to advance at work. The students themselves played a major role in helping their parents learn English.

Providing these kinds of opportunities is why the administration has called for a threefold increase—to \$100 million—in funding for Community Technology Centers. This funding will make educational technology available to residents of low-income urban and rural communities.

CHALLENGES FOR THE FUTURE

The Hispanic community, like all communities, wants its children to achieve to high standards and its schools to be held accountable for that achievement. We are making progress. But we need to increase the pace of that progress. Parents want to be part of the system. But they need support.

In looking toward the future, we must think comprehensively -- no single solution will work. I have outlined five challenges to provide this support because it is something that affects the well-being of all citizens, not just Hispanic Americans: the promise of language and learning two languages; new ways of teaching (including quality teachers, small classes and small schools); lowering the drop-out rate through early intervention—remember, the better the start, the stronger the finish; the importance of community and family; and constructing a future with modern buildings and technology in every classroom.

In closing, I would like to mention a recent comment by a Latino educator who noted that “young children learn from the very beginning that they have the power to influence their world.” I suspect it is education that gives them this power.

With this in mind, the first lady initiated a national conversation on Hispanic Children and Youth. This year, the administration committed more than \$8 billion to programs that support the Hispanic Education Action Plan (\$800 million in new dollars), and soon the president will host a White House meeting to further discuss these issues and commit the nation to action.

It is time for us to empower Hispanic youth by giving them educational opportunities, teaching them to succeed, expecting more, and holding schools and communities accountable for their success.

We must forge solutions and create opportunities for Hispanic Americans for the new century, just as we have done for so many other groups pursuing the American Dream throughout our history.

When we achieve this, when we transcend stereotypes and overcome the tyranny of low expectations, and when we treat the language and culture of young Americans as an asset, and not a perceived deficit, then we will be able to guarantee everyone the key civil right for the 21st century—a quality education.

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**A Public-Private Partnership to Increase Educational Success for
Hispanic Students**

May 15, 200 10:00am -12:00pm
Room 100, Old Executive Office Building

- 10:00a.m. Welcome
 Shirley Sagawa, Deputy Chief of Staff
 Office of the First Lady

 Guillermo Linares
 Chair, President's Advisory Commission on Educational
 Excellence for Hispanic Americans
- Introductions
- 10:15 Proposed Project

 Context: Sarita Brown, Executive Director, White House Initiative

 Project Concept and Private Sector Leadership:
 Larry Rosen and Sergio Rozenblat, Aplauso.com
- 10:45 Discussion on how to "Make It Happen"

 Role of Private Sector
 Role of Public Sector
 Dissemination
 Management and Next Steps