

Withdrawal/Redaction Sheet

Clinton Library

DOCUMENT NO. AND TYPE	SUBJECT/TITLE	DATE	RESTRICTION
001. resume	re: Robert Rivera (1 page)	n.d.	P6/b(6)

COLLECTION:

Clinton Presidential Records
First Lady's Office
Shirley Sagawa
OA/Box Number: 24267

FOLDER TITLE:

Teen Conference Speaker Information: Rivera, Robert

2013-0124-S

rc1209

RESTRICTION CODES

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

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

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

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

RR. Document will be reviewed upon request.

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

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

Robert Rivera
Project GRAD
Associate Director

Robert Rivera has over 28 years experience in building partnerships, directing community organizations and organizing grassroots campaigns. As Associate Supervisor for the Texas Industrial Areas Foundation he developed local leadership in the Valley, El Paso, San Antonio and Houston which resulted in improvements in water and sanitation, housing and education. As the Executive Director of the Houston office of the Texas Industrial Areas Foundation he conceptualized and orchestrated the first "Walk for Success" at Davis High School in 1989 to introduce the 9th grade scholarship program.

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ROBERT S. RIVERA
2031 Hewitt Drive
Houston, Texas 77018-4028
Phone: (713) 681-5053

PERSONAL INFORMATION:

Date of Birth: (b)(6) 0001
Marital Status: Married
Children: Ages 15, 11, 7

EMPLOYMENT:

1995-Present **COMMUNITIES IN SCHOOLS, HOUSTON**
Project Manager, Jefferson Davis High School
Direct staff in providing full services including mentoring, tutoring, counseling, enrichment activities, health care, and employment to at-risk high school students

1996-Present **COMMUNITIES IN SCHOOLS, HOUSTON**
Cluster Leader, Jefferson Davis High School feeder pattern
Supervise staff in seven elementary and middle schools in delivery of services to their students

1986-1995 **TEXAS INDUSTRIAL AREAS FOUNDATION - THE METROPOLITAN ORGANIZATION**
Lead Organizer
Directed staff in organizing inner city neighborhoods in Houston by training community leaders to seek improved housing, better schools, and better services for youth

1981-1985 **TEXAS INDUSTRIAL AREAS FOUNDATION-EL PASO INTERRELIGIOUS SPONSORING ORGANIZATION**
Lead Organizer
Organized and trained indigenous residents of El Paso, Texas

1976-1981 **TEXAS INDUSTRIAL AREAS FOUNDATION-SAN ANTONIO COMMUNITIES ORGANIZED FOR PUBLIC SERVICE**
Lead Organizer
Organized and trained indigenous residents of San Antonio, Texas

1974-1976 **HOUSTON METROPOLITAN MINISTRIES**
VISTA Supervisor
Supervised VISTA volunteers in their efforts to provide services to inner city communities

1971-1974 **FLORES-KING COMMUNITY CENTER**
Director
Organized and directed community center for youth in Sixth Ward Houston

EDUCATION:

South Texas Junior College, Houston, Texas, Associates Degree
Texas Southern University, Houston, Texas

ACTIVITIES:

Oaks Dads' Club, Little League President
Parent Involvement Committee, Houston Independent School District Co-chair

REFERENCES: Available upon request.

PROJECT GRAD: Scaling Up Successful Reforms in Urban Public Schools

At the end of the 1990s, Project GRAD* in Houston emerged as a leading school reform effort in the United States for public schools in distressed urban communities. It demonstrated dramatic success in raising standardized test scores and college enrollment, and in lowering drop-out rates including from declining teen pregnancy. Project GRAD's success is the result of bundling together a set of 'best practices' from proven reforms around the country:

1. **'Feeder' System:** a high school and all the primary and intermediate schools that feed into it develop a set of coordinated programs for students as they advance from grade to grade.
2. **College Scholarships:** all students in the feeder system, from first grade on, are taught that awaiting them at the feeder system high school is a guaranteed 4-year partial college scholarship -- to qualify, high school students must maintain a certain grade point average and participate in two summer institutes that help prepare them for college.
3. **Consistency Management:** students throughout the feeder system learn to share responsibility along with their teacher for classroom organization, discipline and learning in a manner that prevents disciplinary problems and promotes self-discipline, pride and responsibility.
4. **Communities-in-Schools:** a social service professional in each school within the feeder system provides tailored assistance to students facing problems outside of school that affect their classroom performance.
5. **Math:** teachers at all the schools use the same math curriculum, which has helped raise scores on standardized tests, improve student attitude to math, and assist at-risk students to reach or exceed their grade level.
6. **Reading and Language Arts:** teachers at all the schools use the same reading and language arts curriculum, which has helped raise scores on standardized tests and improve learning in all other subjects.
7. **Data-Driven Results:** teachers, administrators, parents, students and funders all measure progress from the hard data of scores on standardized tests from the state or national level.
8. **College Mentoring:** students have an organized network of adults who help them stay on track to graduate from high school and enroll in and succeed in college.
9. **Project Partnership:** public schools, local colleges and universities, community organizations corporate sponsors, government agencies and private foundations work together to develop, implement and support the effort.

For more information please contact James Ketelsen, President, Project GRAD at 713/757-3563.

* Project GRAD began in one Houston feeder system and is now expanding to others. Currently more than 17,000 students from two feeder systems in 24 Houston schools are participating, and a third Houston feeder system with about 10,000 students is about to begin. There are preliminary plans and activities in three other cities. Newark, New Jersey is most advanced, with the first feeder system starting in February 1998. MDRC will evaluate the Newark effort.