

July 22, 1999

MEMORANDUM FOR **MARIA ECHAVESTE**
 MICKEY IBARRA
 JANET MURGUIA
 PATTI SOLIS DOYLE
 KRIS BALDERSTON
 CYNTHIA JASSO ROTUNO
 MARIA SOTO
 BRIAN BARETTO

CC: **SHIRLEY SAGAWA**

FROM: **NICOLE RABNER**
 RUBY SHAMIR

SUBJECT: **HISPANIC CONVENING LISTS**

Per our meeting this evening, guest lists for the First Lady's Hispanic Convening are attached for your review, comment and action by COB Friday. Please note that these lists are very close hold. The package includes:

- Invite letter from the First Lady.
- **Programs, Organizations, CBOs.** This list includes 93 promising programs from around the country, national organizations and community based organizations that have already received invitations. As we discussed, the list was generated by a wide array of sources.
- **CHC.** This list includes the 17 Hispanic Caucus Members, all of whom have been invited.

We have developed lists to fill the remaining 90 invite slots:

- 20-30 slots for media organizations, corporations, foundations (final lists are pending commitments; this list is not included)
- 8 researchers/experts (those that have already been invited are marked as such)
- 6 agency officials (draft list attached)
- 6 commissioners (one of which has been invited; list attached)
- 12-16 staff at key organizations, the CHC (this list does not include White House staff to be invited)

We would like to divide the remaining 24 slots accordingly:

- 5-7 slots for IGA
- 2 additional slots for agency officials (in addition to the 6 slots listed above)

- 15-17 slots for other recommendations. Please see attached list for recommendations that we received from agencies and other organizations.

Finally, enclosed is a list, recommended by the White House Initiative, of programs that could be called upon to speak.

July 22, 1999

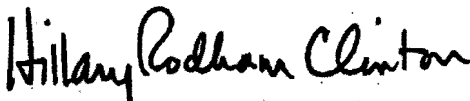
Mr. John M. Doe
Address Line 1
Address Line 2
City, State 20001-Zip

Dear John:

I am pleased to invite you to join me for a White House Convening on Hispanic Children and Youth. The purpose of this forum is to examine the many challenges and opportunities facing these young people, particularly in the areas of early childhood development, educational attainment, and adolescence. Panelists and participants will discuss the pathways to achievement for Hispanic youth, including the networks of support that promote that achievement as well as the often significant challenges that can impede positive growth. This convening will highlight promising efforts throughout the country and examine ways to foster new support for innovative programs.

The success of Hispanic children is central to our future as a nation and it is my hope that this event will focus attention on these critical issues. The convening will be held in the White House East Room on Monday, August 2, 1999 at 9:00am. You will be contacted by the White House Social Office with event details. I look forward to seeing you there.

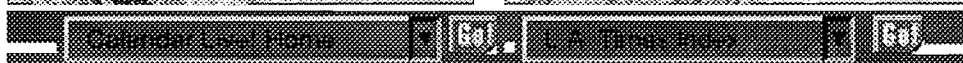
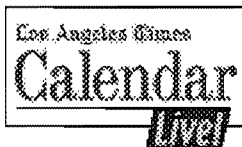
Sincerely yours,


Hillary Rodham Clinton

QUICK FACTS ABOUT MEDIA AND HISPANIC AUDIENCES

- ◆ **Young Latinos are the nation's fastest-growing demographic group.** A team of investors and leading entertainment industry figures have announced plans to launch the first English-language cable network aimed at young Latinos, "Si TV" (see attached).
- ◆ **Latino children now out-number** every other ethnic or racial group entering the first grade in our public schools.
- ◆ The **number of Latino college graduates has tripled** during the last 20 years.
- ◆ Every Latino household now has a choice of watching a regular television newscast in either Spanish or English.
- ◆ **Television is the medium of choice.** Hispanics watch more television -- 3.6 hours on weekdays compared to 3.2 for all Americans.
- ◆ 75% spend most of their television and radio time with **Spanish language programming.**
- ◆ Spanish language newspapers and radio stations now serve most Latino households in every major market in America.
- ◆ The music of Latino entertainers is consistently ranked at the top of the charts. Latinos in the film industry have become national and international favorites.
- ◆ Latinos have excelled as Olympic athletes and comprise 25% of all baseball players in the major and minor leagues.
- ◆ **Central American Hispanics** watch the most television.
- ◆ **Cubans** spend most of their time reading weekly magazines.
- ◆ **Dominicans** spend most of their time listening to the radio and reading daily newspapers.

(Sources, L.A. Times, 3/10/99; Hispanic-Research group)



MUSIC

TV & RADIO

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Columns:
HOWARD ROSENBERG

MORNING REPORT

LIZ SMITH

Today's Calendar Stories

March 10, 1999

New Si TV Wants to Be in Tune With Young Latino Viewers

■ Television: Cable network, expected next year, aims to appeal to a fast-growing, largely overlooked audience.

By KEVIN BAXTER, Times Staff Writer

With an eye toward capturing viewers in the nation's fastest-growing demographic group, a team of investors and leading entertainment industry figures will announce today plans to launch the first English-language cable network aimed at young Latinos.

Si TV, a 24-hour advertiser-supported venture offering primarily original programming, is expected to debut in the first quarter of next year, said co-chairman Jeff Valdez. George A. Greenberg of Newberger Greenberg & Associates, a media advisory firm that helped the Sci-Fi Channel, among others, get started, said the network is expected to initially be available to approximately 6 million homes nationwide, although no cable operator has yet committed to carry the fledgling network.

Valdez hopes to make an announcement regarding carriage and financial backing shortly after June's National Cable Television Assn. show in Chicago.

"We are really in the formative stages," said Greenberg, who estimates it will cost about \$30 million to get Si TV up and running and another \$70 million to get the network through its first three years. "We will be on the street within 60 to 90 days with the complete investment package."

"That's right in the ballpark," said Rick Patterson, a partner with Waller Capital Corp., a New York-based investment banking firm. "It's an expensive proposition."

Despite that expense, however, Patterson says the network can succeed with modest prime-time viewership, a figure he puts at 250,000 nationwide, or about 125,000 less than Black Entertainment Television averages nightly in a cable universe of 67 million households. But to achieve even those numbers, the network will have to build a core ethnic audience, then cross over and lure Anglo viewers much as BET has done.

"I think where this one can succeed is that it's a kind of a crossover channel between American Hispanic culture and broader Hispanic culture," says Patterson, adding that his firm isn't offering any financial backing yet, however.

"We really like it," he says. "but they came to us at the idea stage."

PLUS

They had an idea, they had a business plan . . . but they needed a little bit more research to substantiate their position and have more detail on the programming wheel."

And until that programming is in place, few cable systems are likely to promise the network a channel slot in what has become a very crowded market, say Greenberg and Patterson. At the end of last year, for example, just one in five cable systems offered more than 53 channels, and there were 174 networks vying for those spaces.

"It's not difficult to be a skeptic in terms of past experience with great programming having very difficult times getting cable and [systems operators] to sign on," says Lisbeth Barron, a partner with Bear, Stearns & Co., a New York investment banker approached about the venture. "On the other hand, in the last 12 months we've seen that really terrific programming finds a way."

Although Latinos make up 11% of the U.S. population, and their numbers are growing six times faster than the population at large, there have been few attempts to develop programming of relevance to the acculturated segment of that community. Spanish-language television, for example, fills its prime-time lineup with imported programming broadcast in a language foreign to many U.S.-born Latinos while a recent Screen Actors Guild survey found less than 3% of prime-time roles on English-language network TV were filled by Latinos. "I think Si TV has an opportunity to fill a very important gap," says Raul Yzaguirre, president of the National Council of La Raza.

* * *

Formed by Valdez as a programming service 17 months ago, Beverly Hills-based Si TV is one of the nation's only entertainment companies providing content aimed at English-dominant, bicultural Latinos. Last year, the company produced two bilingual shows--the talk show "Cafe Ole With Giselle Fernandez" and the comedy showcase "Funny Is Funny"--for the Spanish-language cable channel Galavision. The half-hour shows, which dealt primarily with Latino culture in the U.S., helped boost Galavision's weekend share of the Latino audience in the 18-to-34 demographic 83%, to 3.3.

When Si TV and Galavision parted ways in August, Valdez took the shows into national syndication in 52 markets, drawing solid ratings in New York, Atlanta, Houston and San Antonio.

"This is way beyond a concept," says Valdez, who worked for TriStar Television and created the short-lived comedy show "Comedy Compadres" before establishing Si TV. "For years we've been a program provider. Our shows have run on Showtime, Comedy Central, Galavision. We've never had a show that didn't work in the ratings."

In fact, Si TV announced earlier this week that it has sold half-hour pilots to the Disney Channel and Nickelodeon and is developing an animated project with actor Cheech Marin. The Disney pilot, "Just for Kicks," is about a former soccer star who has trouble adjusting to life off the field while the Nickelodeon project, "Brothers Garcia," is a Latino version of the "Wonder Years."

Valdez plans to make both shows part of his cable channel's

regular lineup, either through a second window or as original programming if Disney and Nickelodeon pass on the projects. In addition, Si TV will air new episodes of "Cafe Ole" and "Funny Is Funny," the bilingual children's shows "La Isla de Jordan" and "The World of Mayte," the sitcom "Valdez," starring Marin, and "Three Men and a Novela," a spoof of the Sci-Fi Channel's "Mystery Science Theater 3000" featuring three Gen-Xers poking fun of campy Spanish-language soap operas.

"Programming is not the problem," Barron says. "The question now is, are they happy to have many different forms of networks air their shows or do they need to establish themselves with their own specified network?"

Among the major investors already committed to the project is San Antonio-based Barshop Ventures LLC, while prominent entertainers such as Marin, Daisy Fuentes, Hector Elizondo, Roseanne and Jimmy Smits have signed on to Si TV's advisory board. Fuentes, Marin and Elizondo are also in some of Si TV's pilots.

"I think there's a need for Si TV," says Esther Renteria, chairwoman of the National Hispanic Media Coalition, "but whether it's too soon or not, I don't know."

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🔍 Search the archives of the Los Angeles Times for similar stories about: SI TV (TELEVISION NETWORK), CABLE TELEVISION, YOUTH, HISPANICS, TELEVISION AUDIENCES. You will not be charged to look for stories, only to retrieve one.



HISPANIC MARKET REPORT

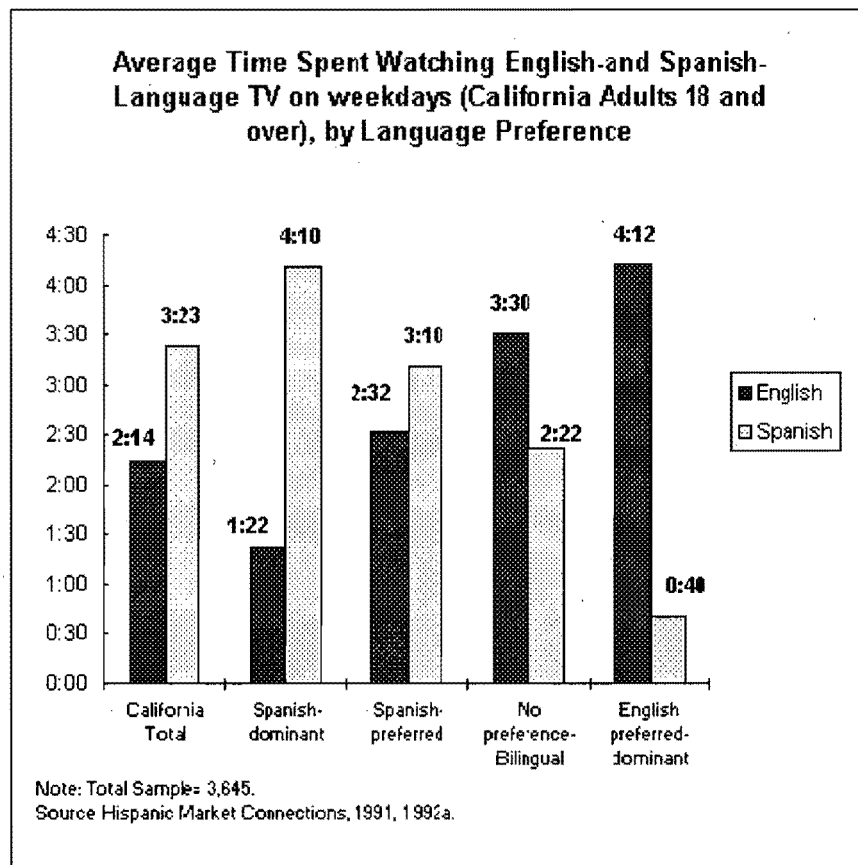
Media Usage and the Hispanic Consumer

Most Hispanics in the U.S. utilize both English and Spanish media. The frequency of use varies *drastically* depending on language proficiency, length of residence in the U.S., and formal educational level. (See chart). The fewer years lived in the U.S., the lower the English proficiency and the greater the use of Spanish-language media. However, this rule does not apply across the board. Many long term U.S. residents. Many long-term U.S. residents, and even second-and-third generation Hispanics, choose more Spanish-language media than English Language. This is particularly so in Texas.

The opposite tends to be true for those who are English dominant English-preferred. According to Hispanic Market Connections, people in this two groups partake of significantly more English than Spanish media. But they are a small percentage of the Hispanic Market. The Spanish dominant and Spanish preferred segments are an overwhelmingly large percentage of the market.

Use Spanish to advertise mass consumer products such as personal care, food, jeans, restaurants, over the counter medicines and health care services. English language media, on the other hand, provide Hispanic bilinguals and English preferred consumers American social, entertainment and political information, and therefore complement general market communications.

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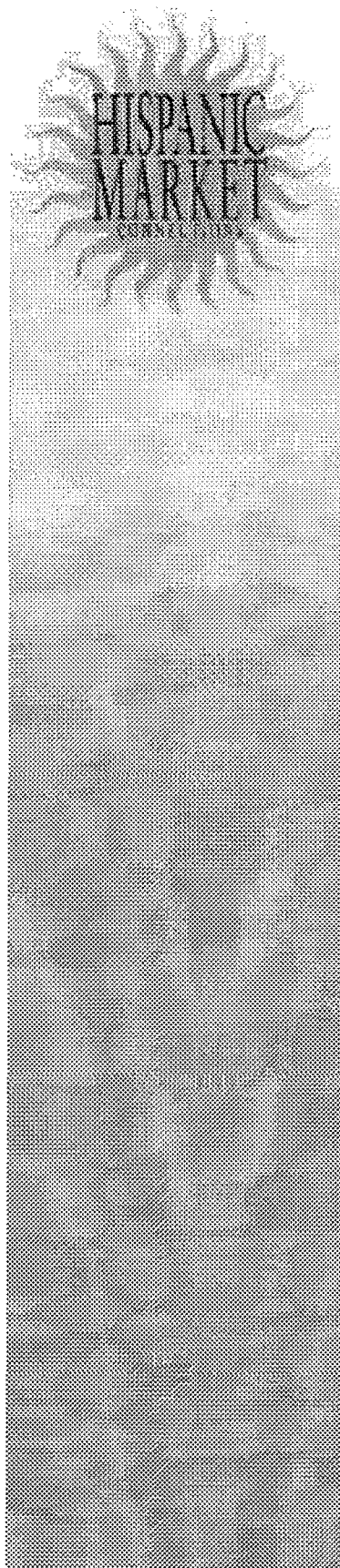
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Top 30 Counties Ranked by Hispanic Population in 1997

Rank	County	1997 Hispanic Population	1990 Hispanic Population	1990-97 Change	Percent Hispanic
1	Los Angeles County, CA	4,000,642	3,351,238	649,404	43.7
2	Dade County, Florida	1,139,004	953,422	185,582	55.7
3	Cook County, Illinois	867,520	694,196	173,324	17.1
4	Harris County, Texas	852,177	644,916	207,261	27.0
5	Orange County, California	761,228	564,843	196,385	28.5
6	Bexar County, Texas	745,475	589,176	156,299	55.9
7	San Diego County, California	696,718	510,785	185,933	25.6
8	Bronx County, New York	567,061	523,072	43,989	47.7
9	San Bernardino County, California	533,733	378,576	155,157	33.0
10	Maricopa County, Arizona	526,540	345,494	181,046	19.5
11	El Paso County, Texas	521,666	411,620	110,046	74.4
12	Kings County, New York	518,874	462,426	56,448	23.2
13	Riverside County, California	469,819	307,516	162,303	32.5
14	New York County, New York	459,546	386,623	72,923	29.9
15	Hidalgo County, Texas	448,833	326,974	121,859	87.8
16	Queens County, New York	436,516	381,116	55,400	22.1
17	Dallas County, Texas	415,700	315,631	100,069	20.5
18	Santa Clara County, California	409,043	314,565	94,478	25.4
19	Fresno County, California	316,450	236,637	79,813	41.9
20	Cameron County, Texas	272,527	212,996	59,531	85.0
21	Alameda County, California	246,713	191,261	55,452	18.0
22	Ventura County, California	236,273	176,952	59,321	32.5
23	Pima County, Arizona	223,516	163,271	60,245	28.7

24	Kern County, California	217,130	152,128	65,002	34.5
25	Hudson County, New Jersey	216,771	183,459	33,312	39.3
26	Bernalillo County, New Mexico	204,776	178,310	26,466	38.9
27	Tarrant County, Texas	195,982	139,876	56,106	14.8
28	Nueces County, Texas	184,869	152,051	2,818	58.2
29	Clark County, Nevada	179,061	82,904	96,157	16.2
30	Travis County, Texas	179,145	121,689	56,456	25.7

Source: U.S. Census Bureau, Internet Release Date: September 4, 1998.



HISPANIC MARKET REPORT

Hispanic Trends: City Dwellers

Hispanic immigrants come from big cities, small towns, and rural areas in Latin America and the Caribbean. But when they enter the U.S. the vast majority relocate in large metropolitan areas. In 1990, 72 percent of all Hispanics lived in metropolitan Areas. During the 1980s all metropolitan areas containing 1000,000 or more Hispanic population, ranging from 15 percent in Corpus Christi, Texas, to 136 percent in Riverside-San Bernardino, California. Some metropolitan areas are predominantly Hispanic. The Laredo, Texas, metropolitan area is about 94 percent Hispanic. Brownsville- Harlingen and McAllen-Edinburgh- Mission metros are 81 percent and 85 percent Hispanic, respectively. Another area with a large concentration of Hispanics is the Los Angeles-Long Beach metropolitan area, which contains 15 percent of all U.S. Hispanic consumers. It offers some of the best opportunities for mass marketing.

Did you Know that...

- By the year 2000, Hispanics will comprise 11 percent of the U.S. population. By the year 2040 they will make up 19 percent!
- In 1983 Hispanic market advertising expenditures were \$224 million. In 1994 advertising expenditures were \$952 million.

Hispanic Spending

Hispanics spend about the same or more than non-Hispanics whites and African American in this areas:

Food consumed at home

Rental Housing

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Apparel

Telephone services

TV/Radios

Personal care products

Public transportation

The spending habits of Hispanics are different from those of other consumer groups. Hispanics allocate about three-fourths of their income to housing, food, transportation, and clothing, which is more than white non-Hispanics (68 percent) or African Americans (64 percent) do. They also spend 13 percent of their household incomes on personal insurance, pensions, health, and personal care. Another 11 percent is spent on entertainment, alcoholic beverages and Tobacco, and reading and educational materials.


To receive The Hispanic Market Report by mail please fill out our [feedback form](#).

For more information, send a message to info@HMC-research.com
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LATINA Style

A National Magazine for the
Contemporary Hispanic Woman

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Welcome to
LATINA Style Magazine's
official website!

1999 marks our fifth year of bringing you a unique mix of Hispanic cultural, business, fashion, and entertainment news devoted to you, the contemporary Hispanic woman.

LATINA Style broke new ground in 1994 when it became **the only 100 percent Latina-owned national publication in the U.S.** With a national circulation of 150,000 and a readership of over half a million, LATINA Style Magazine brings the Latina professional, the Latina business owner, and the Latina college student all of the information she needs to succeed in her endeavors. Among our regular monthly features, we highlight career opportunities, home and family issues, music, book, and movie reviews, travel tips, investment guidance, food and drink recipes, health advice ... in short, all things that impact the quality of life of today's professional and upcoming Latina.



In the March/April 1999 issue of LATINA Style, we
celebrate **National Women's Month**. This issue goes on

sale the first week of March. Don't miss these other exciting features:

50 and Fabulous

We launch our first *50 and Fabulous* column with a feature story on the incomparable Celia Cruz. Like many Latinas her age, Celia Cruz epitomizes vitality and sophistication.

Siempre Bella

The Spring cosmetics season is awash in vibrant pastels. Return to simplicity and innocence with this season's colors.

Career Moves

As we welcome the next millenium, it's important to know how Latinas are faring in the world of high technology. Catch up on what the high tech industry is doing to attract bright and talented Latinas.

World Touring

Discover the unhidden treasure that is Panama. From its rich history to its colorful citizens, Panama is so much more than just a Canal.

Politics

The past election demonstrated how the Hispanic vote was larger and more influential than it had ever been. Plus, there are now five Latinas in Congress!

Life Insurance

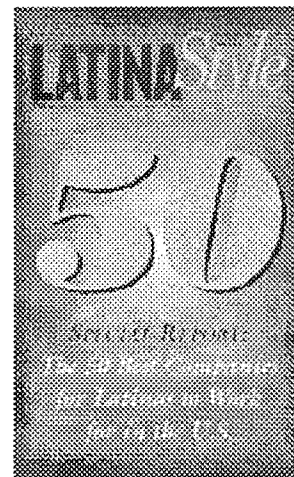
Secure your family's future by getting life insurance. Latinas will want to read about the importance of life insurance and its many different types.

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LATINAStyle

Special Report:

The 50 Best Companies for Latinas to Work for in the U.S.



Written and compiled by
Barbara Gabriel and Joyce Bentzman

It is with great pride that LATINA Style Magazine presents a special report entitled The LATINA Style 50 - a national listing of the top 50 companies providing the best professional opportunities for Latinas. Numerous other magazines issue annual rankings tailored to their readerships of the top 50, 100, or 500 employee-friendly companies. While these listings are helpful, they do not necessarily take into consideration the professional needs specific to the Hispanic working woman. According to the U.S. Department of Labor Bureau of Labor Statistics Employment and Earnings Report, issued in January of this year, there are nearly 5 million Latinas aged 16 and over in the U.S. work force. With Latinas entering and graduating from college at a higher rate than Latinos, and an increasing number finding their hard work land them in upper-level corporate positions, it is more important than ever for companies to incorporate the policies most valued by today's professional Latina. To select the LATINA Style 50, we went straight to you - our readers. Last issue's "Speaking Out" survey asked you what you most valued in an employer. On issues ranging from child care and health care to corporate mentoring of Latina employees, you told us what most mattered to you - the professional Hispanic woman of the 90's.

Working with the Catalyst, an influential organization dedicated to furthering the advancement of women, The Hispanic Association on Corporate Responsibility (HACR), and the Department of Labor Women's Bureau, we formulated a comprehensive questionnaire which was sent to the 500 CEOs of the Fortune 500 companies. We then evaluated those questionnaires based on the companies' 1997 data and on the issues that you indicated were most important to you. The principal areas of evaluation were: Number of Latina Executives, Dependent/Child Care Support, Leave for Childbirth, Alternative Work Policies, Benefits, Women's Issues, and Hispanic Relations. Our written surveys were complemented by checking the companies' EEOC reports and through 75 confidential interviews conducted with Latinas throughout corporate America.

Many companies recognized the importance of our study and enthusiastically assisted us in their evaluation. Others maintained that it was against their policy to respond to such surveys, and still others were either unable or unwilling to completely disclose the information we requested. However, the numerous positive responses that were received allowed us to evaluate a large number of companies that have been narrowed down to our top 50. Although a complete evaluation of all companies worthy of our attention is inevitably hampered by the aforementioned circumstances, this list represents a comprehensive attempt to illuminate what is most valued by professional Hispanic women across the U.S. and how companies are measuring up. While in no way representative of all that they are doing for Latinas inside and outside of their companies, the following information is a sampling of how corporate America is responding to the needs of the modern Hispanic working woman.

The 50 Best Companies for Latinas to Work for in the U.S.

Aetna Inc. Hartford, Connecticut Else Wright, Vice President of Human Resources; 860-273-8371	Aetna demonstrates its support of Latinas inside and outside of its corporate ranks with Aetna's Hispanic Network, which promotes Hispanic cultural awareness inside of the company, and with numerous corporate donations to Hispanic organizations. Aetna employees enjoy comprehensive health care benefits, generous maternity and paternity leave, and child care subsidies.
AFLAC Inc. Columbus, Georgia Angie Hart, Director of Human Resources; 706-323-3431	AFLAC has sponsored the Hispanic Achievement Awards for the past three years. Their contributions to Hispanic organizations include the U.S. Hispanic Chamber of Commerce (USHCC).
Allstate Insurance Company Northbrook, Illinois Kelly Noll, Human Resources Director; 847-402-5000	Many of the Latinas who work for Allstate enjoy on-site child care, a lactation program, flextime opportunities, and a Hispanic employee association. Allstate is a supporter of the National Council of La Raza, SER-Jobs for Progress, and the Hispanic Alliance for Career Enhancement.
American Express Company New York, New York Deborah Hickey; Director, Campus Recruitment; 212-640-2162	AHORA, American Express's Association of Hispanics Organized to Raise Awareness, has as its mission "to develop an environment where Hispanic employees have the opportunity to reach their maximum potential while maintaining their cultural identities."
Ameritech Chicago, Illinois Gloria J. Folds, Director of Diversity and Equal Employment Opportunity; 312-609-6341	Among Ameritech's contributions to the Hispanic community is their sponsorship of Esperanza Unida, a job-training program for Latinas in Milwaukee. Their 100 percent coverage of health insurance premiums, mentoring programs, and tuition reimbursements promote their attractiveness among Latina professionals.
Amoco Corporation Chicago, Illinois Deborah Baldwin, Corporate Diversity Consultant; 312-856-6741	Amoco offers reimbursement of child care costs incurred as a result of business travel and overtime work, flextime and compressed work week opportunities, profit sharing, education reimbursements, and Hispanic networking groups in several cities.
Anheuser-Busch Companies St. Louis, Missouri Bridgett Price, Director of Diversity and Staffing; 314-577-9857	Anheuser-Busch has been granted status as an HACR Corporate Member for its support of the Hispanic community. Vilma S. Martinez serves on the company's board. Anheuser-Busch's support of Hispanic organizations includes contributions to ASPIRA Association, Inc., The Hispanic Association of Colleges and Universities (HACU), the League of United Latin American Citizens (LULAC), and MANA, A National Latina Organization. <i>Pictured: Vilma S. Martinez, Anheuser-Busch Board Member</i>
Avon Products, Inc. New York, New York Patricia Quigley, Coordinator, Managing Diversity; 212-282-7529	To its employees, Avon offers direct child care subsidies, reimbursement of child care costs incurred during business travel or working overtime, and a lactation program. Remedios Diaz Oliver serves on Avon's board of directors. Avon's annual Latina Model of the Year program encourages Latinas to pursue their dreams by promoting education through scholarship awards. <i>Pictured: Marie Rodriguez, Region Vice President, Sales Avon North</i>



Bell Atlantic New York, New York Donald J. Sacco, Vice President, Human Resources; 212-395-2121	On-site child care, direct child care subsidies, flextime, telecommuting opportunities, and education reimbursements all contribute to an attractive employee package for women. Latinas participate in a 5-day Latino Manager Workshop, a leadership development program developed by Bell Atlantic in conjunction with its Hispanic employee resource group, the 4,000-member Hispanic Support Organization.
The Chase Manhattan Bank New York, New York John Farrell, Director, Human Resources; 212-270-6889	Chase Bank of Texas's Hispanic Task Force, chaired by two Latinas, mobilizes Hispanic networking within the company and works to increase support of Hispanic non-profit organizations. Hola, a career networking group recently formed by New York-area Hispanic employees, is starting a mentoring program with high school Latinas. Chase Manhattan provided over \$2.7 million in philanthropic funds to Hispanic organizations in 1997.
CIGNA Corporation Philadelphia, Pennsylvania Deborah Veney Robinson, Assistant Director, Human Resources; 215-761-8573	CIGNA's employee health packages include a "Healthy Babies" program, which rewards mothers who have completed a prenatal care course with savings bonds for their newborns, mobile mammography units for female employees, on-site flu shots, and free 24-hour confidential counseling. Nursing mothers' rooms, on-site child care facilities, adoption reimbursements, and flexible work arrangements cater to working mothers. Twenty-four Latinas hold Vice President positions at CIGNA.
Citibank New York, New York Denise Montana, Vice President, Corporate Diversity and Human Resources; 718-248-1356	Citibank's four near-site child care centers, good health insurance coverage for employees and dependents, and numerous flexible work arrangements make it an attractive employer for Latina moms. Their commitment to the Hispanic community includes sponsorship of and recruitment at the National Society of Hispanic MBAs conference and generous contributions to the National Hispanic Scholarship Fund (NHSF).
Colgate-Palmolive Company New York, New York Ronald T. Martin, Vice President, Global Employee Relations, Staffing, and Business Practices; 212-310-3169	Among its perks to its Latina employees, Colgate-Palmolive provides a Hispanic employee association, child care subsidies, flexible work options, comprehensive health care, and education reimbursements. Participation in Hispanic cultural events and support of Hispanic organizations demonstrate the company's commitment to the larger Hispanic community.
Computer Associates International, Inc. Islandia, New York Deborah Coughlin, Senior Vice President, Human Resources; 516-342-5224	Two Latina Vice Presidents are included in Computer Associate's ranks. On-site Child Development Centers, unlimited education reimbursements, and a 100 percent paid health insurance premium for employees and their families make this a Latina-friendly company.
Coors Brewing Company Golden, Colorado Tammy Rivera Berberick, Director, Workforce Initiatives and Diversity; 303-277-2545	Coors' support of numerous programs and activities to further the goals of the Hispanic community have included contributions of more than \$1.44 million to SER - Jobs for Progress to support literacy projects, and a partnership with the National Council of La Raza (NCLR) to continue the fight against illiteracy. Flexible work arrangements, 100 percent education reimbursement, and a Hispanic employee association all benefit Latina employees. <i>Pictured: Tammy Rivera Berberick, Director, Workforce Initiatives and Diversity, Coors Brewing Company</i> 

DuPont Company Wilmington, Delaware Sandra Graves, Professional Staffing; 302-774-6116	DuPont's Hispanic employee association, their support of Hispanic organizations like SER and the Society of Hispanic Professional Engineers (SHPE), and their supplier diversity program, which encourages minority purchasing opportunities, all work to empower their Latina employees and the larger Hispanic community.
Fannie Mae Washington, D.C. Sandra Sarvis, Director, Office of Diversity; 202-752-3773	Ann Marie Wheelock, one of the highest-ranking Latinas in the field of philanthropy, was recently named Executive Vice President and Chief Operating Officer of the Fannie Mae Foundation. Fannie Mae has six Latina directors and provides an Emergency Elder Care Voucher Program to its employees. <i>Pictured: Ann Marie Wheelock, Executive Vice President and Chief Operating Officer, Fannie Mae Foundation</i>
Federated Department Stores, Inc. Cincinnati, Ohio Nan Chastain, Vice President, Human Resources and Admissions; 513-579-7000	Job sharing, mentoring programs, and flextime and compressed work week options make Federated a valued employer to its Latina employees. Support of Hispanic organizations includes Hispanics Organized for Political Equality (HOPE), the Mexican American Legal Defense Fund (MALDEF), and MANA.
First Chicago NBD Corporation Chicago, Illinois Sandra J. Drake, Vice President Head of Professional Recruiting; 312-407-2117	In January 1997, Chairman Veme Istock of First Chicago NBD Corporation announced that diversity would be one of the Corporation's major goals. First Chicago's Latina employees, 14 of which serve as Vice Presidents, can take advantage of their employer's back-up/emergency child care center, generous maternity leave programs, and numerous flexible work options.
First Union Corporation Charlotte, North Carolina Don Johnson, Director, Human Resources; 704-374-6226	Of the nearly 2,000 Latinas (out of over 50,000) that make up the ranks of First Union's employees, 55 serve as Vice Presidents. These Latinas enjoy benefits such as on-site child care, a lactation program, flextime and telecommuting options, and affinity groups for women of color.
Fleet Financial Group Boston, Massachusetts Anne Szostak, Executive Vice President, Fleet Financial Group, Corporate Director, Human Resources; 401-278-5701	Fleet Financial Group employs eleven Latina Vice Presidents. Their nearly \$12.6 million in contributions to nonprofit groups in 1997 included several groups that work to empower Hispanic youth. Flextime, telecommuting options, job sharing, and mentoring programs are benefits enjoyed by Fleet's employees.
Ford Motor Company Dearborn, Michigan Robert Kramer, Vice President of Human Resources; 313-322-3000	Ford has initiated a relationship with Mentium, a structured mentoring program that matches experienced professional women who aspire to senior management level positions with top-level executives from other companies. Grants to professional and educational organizations such as SHPE assist in attaining Ford's hiring goals.
General Motors Corporation Detroit, Michigan Gerald Knechtel, Vice President of Human Resources;	General Motors' Latina employees enjoy on-site child care, child care subsidies, generous maternity leave, comprehensive flexible work policies, and good health care coverage. HACR, LULAC, and the USHCC are a few of GM's numerous Hispanic beneficiaries.

313-556-5000	
Hallmark Cards, Inc. Kansas City, Missouri Karen Rellihan, Manager, Corporate Staffing; 816-274-8604	Hallmark prides itself in its family-friendly policies. Some of these policies include on-site child care, child care subsidies, a comprehensive lactation program, flextime and job share options, and profit sharing.
IBM Sleepy Hollow, New York Millie DesBiens, Program Manager, Human Resources in Global Workforce Diversity; 914-332-2739	The IBM formal Mentoring Program is designed to provide an environment that allows people from diverse backgrounds, including women, minorities, and people with disabilities, to enhance their growth and career potential. Recruitment efforts such as IBM's Hispanic Career Expos helped to bring 847 additional Hispanics into the company in 1997.
Kimberly-Clark Corporation Irving, Texas Brian K. Lewis, Vice President, Recruiting and Diversity; 770-587-8000	Flexible work arrangements, generous health insurance coverage for employees and dependents, education reimbursements, and mentoring programs are all benefits of being a Kimberly-Clark employee. Their Latin American Network for Diversity (LAND) promotes awareness of Latin culture within the company.
Knight-Ridder Inc. Miami, Florida Jaqui Love Marshall, Assistant Vice President, Corporate Learning and Diversity; 305-376-3934	Committed to hiring minorities, Knight-Ridder conducts extensive recruitment efforts within the Hispanic community. The National Association of Hispanic Journalists and the California Chicano Association are among the recipients of their support. Scholarships for employee's children, extensive work/family programs that work to help employees balance dual responsibilities, and eldercare/childcare referrals are among the benefits to Knight-Ridder's employees.
Levi Strauss & Co. San Francisco, California Dora Lee, Staffing; 415-501-6000	Levi Strauss's direct child care subsidies and their Hispanic Leadership Association, which promotes excellence among Hispanic employees and offers mentoring, are particularly beneficial to the company's 25 percent Latina employees.
Liz Claiborne, Inc. North Bergen, New Jersey Francine Hopkins, Director, Associate/Labor Relations; 201-295-7512	Liz Claiborne's 12 percent Latina employees enjoy flexible work options, education reimbursements, and good health care coverage as part of their benefits package. In response to domestic violence, Liz Claiborne's "Women's Work" program is a domestic/relationship violence awareness education and prevention program that uses a variety of media outlets to get out the message that "Love is not Abuse/Abuse is not Love."
Lucent Technologies Warren, New Jersey Employment Manager; 908-559-5000	Lucent Technologies offers flextime, compressed work weeks, and telecommuting options that allow their Latina employees to combine their work and personal lives in a way that best fits into their schedules.

Mattel, Inc. El Segundo, California Maureen Tafoya, Supervisor, Corporate Staffing; 310-252-3535	 Astrid Autolitano, President of Mattel International, is one of the highest-ranking Latinas in corporate America. On-site child care facilities and flextime and work-at-home opportunities make Mattel a Latina-friendly employer. <i>Pictured: Astrid Autolitano, President, Mattel International</i>
McDonald's Corporation Oak Brook, Illinois Yvonne M. Judice, Manager, U.S. Human Resources/ Employee Diversity, 630-623-5829	McDonald's good health insurance coverage, education reimbursements, and support of major national Hispanic organizations work to attract Latina employees. <i>Pictured: Gloria Santona, Vice President and Deputy General Counsel, McDonald's Corporation</i> 
Merrill Lynch New York, New York Michael A. Brown, Vice President, Global Staffing; 732-764-5032	Merrill Lynch counts five Latina Vice Presidents among its Latina employees. Thirteen paid weeks of maternity leave, as well as paid time off for the adoption of a child, and a lactation program make Merrill Lynch a good choice for Latina working mothers. Merrill Lynch's active recruiting at Hispanic conferences resulted in 203 Hispanics recruited in 1997.
Metropolitan Life Insurance Company New York, New York Gus Gomez, Human Resources Managing Consultant; 212-578-6229	Aggressive recruitment within the Hispanic community led to an additional 385 Hispanic employees in 1997 for MetLife. The Metropolitan Life Foundation is the official sponsor of Ballet Hispanico's 1998 and 1999 national tours, and has made significant donations to the HACU and NHSF.
Motorola, Inc. Schaumburg, Illinois Connie Butchee, Recruiting Manager, Global Diversity; 602-952-3432	Numerous on-site child care facilities, direct child care subsidies, work at home and job share options, adoption aid, and a "Special Delivery" prenatal program are all benefits that make Motorola one of the leaders in family-friendly companies for Latinas.
NationsBank Corporation Charlotte, North Carolina Staffing and Management Recruiting; 704-386-8587	An HACR corporate member, NationsBank offers direct child care subsidies, before and after school and holiday and summer programs for employee children, reimbursement for child care costs incurred during business travel, and flextime and telecommuting options. Six weeks paid maternity, paternity, and adoption leave complete a family-friendly work environment.
Pitney Bowes Inc. Stamford, Connecticut Mary Tetro, Director, Staffing; 203-351-6765	Linda Alvarado, President and CEO of Alvarado Construction, Inc. and co-owner of the Colorado Rockies, serves on the board of directors of Pitney Bowes, Inc. Direct child care subsidies, numerous flexible work arrangements, and education reimbursements up to \$5,000 a year complete an attractive employee benefits package for Pitney Bowes' Latina employees. <i>Pictured: Linda Alvarado, Pitney Bowes Board Member</i> 
The Principal Financial Group Des Moines, Iowa Deborah Decker,	The Principal Financial Group provides a nurturing environment for its Latina employees. Principal takes into account all aspects of their employees' lives with their adoption expense reimbursement program, lactation centers, parent education classes, and generous educational assistance.

Human Resources; 800-843-4436	
The Procter & Gamble Company Cincinnati, Ohio Glenna Anderson, Recruiting Manager; 513-983-3930	Procter & Gamble's recruitment efforts are extensive, including programs and initiatives designed to attract Hispanic and minority students. Procter & Gamble also supports groups such as SER, NCLR, and the USHCC.
Ryder System, Inc. Miami, Florida Bill Ihrig, Director, Human Resources; 305-500-3608	Ryder System, Inc. is one of the few Fortune 1000 companies with a Latina president of a division. Ofelia San Pedro is the President of REDCO, Ryder's energy division, as well as the Vice President of Global Procurement. To their other Latina employees, Ryder offers on-site child care, flextime, compressed work weeks, and telecommuting options. <i>Pictured: Ofelia San Pedro, Vice President of Global Procurement and President of REDCO for Ryder</i>
SBC Communications Dallas, Texas Sandy Marlowe, Staffing and Recruitment; 214-464-5005	SBC's commitment to the Hispanic community, including its large donations to Hispanic organizations and heavy contracting with Hispanic-owned businesses, recently earned it the "Corporation of the Year" award from the USHCC. Patricia Diaz Dennis is a Senior Vice President and Assistant General Counsel of Regulation Law at SBC. The recipients of SBC's support include HACU, LULAC, and the American GI Forum. SBC is an HACR Corporate Member. <i>Pictured: Patricia Diaz Dennis, Senior Vice President and Assistant General Counsel of Regulation Law at SBC</i>
The Southland Corporation/7-Eleven Dallas, Texas Beth Marquardt, Director, Human Resources; 214-828-7692	Over eleven percent of The Southland Corporation's Latina employees are among the company's highest paid (top 20 percent). In an effort to make it more convenient for Latino and Latina businesspeople to become franchise owners, 7-Eleven has partnered with the USHCC and will donate \$5,000 to the USHCC or any local chamber for every new Hispanic franchise applicant who signs a 7-Eleven Store Franchise Agreement.
State Farm Insurance Companies Bloomington, Illinois Dave Powell, Assistant Vice President, Human Resources; 309-763-7020	Among the beneficiaries of State Farm's corporate giving are MANA, The National Hispana Leadership Institute, NCLR, HACU, and the NHSF. Mentoring, flexible work options, and company celebrations of Hispanic cultural events make for a positive work environment for Latina employees.
Texaco Inc. White Plains, New York Ed Gadsden, Director, Employment and Diversity; 914-253-7607	Child care subsidies, numerous flexible work options, and unlimited education reimbursements are all advantages of working at Texaco. Since 1987, Texaco has sponsored Texaco Fiesta Sinfonica Familiar in Houston, Texas. This free concert is viewed as the "kick-off" event for Hispanic Heritage Month events throughout Houston.
Time Warner Inc. New York, New York Caroline McCandless, Director, Human Resources; 212-522-1513	Time Warner counts over 20 percent of their corporate Latina employees among their highest-paid associates (top 20 percent). Time Warner's employees enjoy on-site child care and generous maternity, paternity, and adoption leave.

U S WEST Denver, Colorado Mike Paradis, Human Resources; 303-896-0032	 U S WEST has built a reputation for itself as a company committed to the Hispanics it employs and serves. Annette Leal serves as the company's Vice President of Marketing, Business and Government Services. U S WEST's diversity training and company-sponsored Hispanic employee resource group (SOMOS) have designed company programs specifically for Latinas. More than 20 percent of U S WEST Foundation dollars are spent in support of Hispanic community activities, cultural events, and education. <i>Pictured: Annette Leal, Vice President Marketing, Business & Government Services, U S West</i>
Wachovia Corporation Winston-Salem, North Carolina Veronica Black, Director of Workforce Diversity and Career Development; 336-732-5151	Six Latinas occupy Vice President positions at Wachovia, which offers benefits such as full tuition reimbursements and flexible work options to attract qualified personnel. Wachovia proves its commitment to a diverse work force by focusing its energies on recruiting employees who accurately reflect the face of America.
Wal-Mart Stores, Inc. Bentonville, Arkansas Bryan Miller, Director, Recruitment and Diversity; 510-273-8103	According to HACR, Wal-Mart is one of the number one employers of Hispanic women in the country. In 1997, Wal-Mart provided 36 scholarships to deserving high school students through the LULAC National Educational Service Centers. An HACR Corporate Member, Wal-Mart was recently honored with HACR's "Corporate Governance" Award.
The Walt Disney Company Burbank, California Bill Wilkinson, Senior Vice President, Human Resources 818-560-6673	Forty-four percent of the 50 Hispanics who occupy Director positions at The Walt Disney Company are Latinas. 100 percent education reimbursements and on-site child care are the highlights of an excellent employee benefits package.
Xerox Corporation Stamford, Connecticut Gail Murray, Manager, Staffing Competency Center; 716-383-6232	A number of benefits attract qualified Latinas to Xerox's ranks, among them: Xerox's LifeCycle Assistance program, which allows employees to be reimbursed for child care expenses incurred while traveling or working late, a number of flexible work options, a fully-paid health insurance program, and the Hispanic Association for Professional Advancement (HAPA).

LATINA Style gratefully acknowledges the invaluable assistance that was provided by the Catalyst, the Women's Bureau of the Department of Labor, and the Hispanic Association on Corporate Responsibility in the production of this report.

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I N T E R

O F F I C E

MEMO

To: Sharon Kennedy Gill
From: Gary Walters *Gary Walters*
Subject: Payment for the Hispanic Conference held on August 2, 1999
Date: January 20, 2000

Sharon,

Attached please find a copy of our written confirmation to State Farm acknowledging the receipt of **payment** for the Hispanic Conference. The payment of \$3,997.56 for the Hispanic Conference was NOT a tax deductible contribution therefore their form will not be filled out or signed. If there are further questions or concerns regarding this issue please forward them to the councils office.

(attachments)

cc: File - Executive Residence

THE WHITE HOUSE
WASHINGTON

COPY

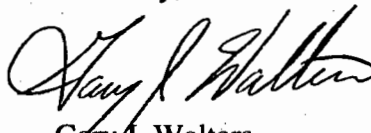
November 1, 1999

Dear Ms. Diaz-Olivarez,

Thank you for your payment in the amount of \$ 3,997.56 for expenses incurred for the Hispanic Conference held at the Executive Residence at the White House on August 2, 1999. I believe the additional paperwork sent along with this check was in error.

If you have any questions pertaining to this letter, please contact me at (202) 456-2650.

Sincerely,



Gary J. Walters
Chief Usher
Executive Residence
The White House

Ms. Diaz-Olivarez
Corporate Relations Manager
State Farm Insurance Company
One State Farm Plaza
Bloomington, Ill. 61710-0001

Sharon-

Can you guys send
them confirmation of
their payment for the
Hispanic Convey?
Thanks! -Ruby

Teresa-

Can you
help - pls call
Ruby Oram
@ 65696

Thanks,
TK



**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): 4

To:

Nicole Rabner /
Ruby Shamir

Fax Number: 202-456-2878

From:

Savita Brown

Date:

Subject:

Contribution confirmation



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

MEMORANDUM

TO: RUBY SHAMIR, Office of the First Lady
NICOLE RABNER, Office of the First Lady

FROM: KRISTIN BROOKS, White House Initiative on Educational Excellence
For Hispanic Americans

CC: SARITA BROWN, Executive Director

DATE: DECEMBER 23, 1999

RE: State Farm support for the First Lady's August 2, 1999 Convening

The White House Initiative on Educational Excellence for Hispanic Americans received the attached request for a contribution confirmation from State Farm Insurance. State Farm Insurance contributed \$3,997.56 in support of the First Lady's Convening on August 2, 1999. As your office handled this event we thought it best to forward the form to you.

I am also mailing the original of this letter to you. Should you have any questions, please feel free to call me at the WHI at 202-401-1411.

State Farm Insurance Companies



December 14, 1999

Corporate Headquarters
One State Farm Plaza
Bloomington, Illinois 61710-0001

White House Initiative on Educational Excellence for Hispanic Americans
400 Maryland Avenue, SW
Washington, DC 20202-3601

Dear Sir or Madam:

In October 1999, State Farm Insurance sent your organization a contribution made payable to the Treasurer of the United States in the amount of **\$3,997.56** to sponsor a conference at the White House hosted by Hillary Rodham Clinton. We are pleased to support your fundraising efforts and wish you success.

In accordance with the 1993 Tax Act, we are required to have written confirmation that our contribution was received. In addition, a statement indicating whether goods or services were provided to State Farm in consideration of this contribution is needed. Please complete and sign the enclosed acknowledgment form and return it to us in the envelope provided by **December 28, 1999**. Thank you.

Sincerely,

Jenny Sun
Accounting Supervisor

Return Acknowledgment of Contribution Letter to:

Jan Cumpston
State Farm Insurance Companies
Corporate Headquarters
One State Farm Plaza, D-2
Bloomington, IL 61701-9972

ACKNOWLEDGMENT OF CONTRIBUTIONPlease complete ALL sections.

Internal Use Only: Accounting

PART A.

The _____ acknowledges the
(name of organization as filed, no abbreviations)
receipt of State Farm Mutual Automobile Insurance Company's charitable contribution of
\$ _____ which was received on _____.
(amount) (date)

PART B.

Were any goods or services provided to State Farm in consideration of this contribution?

____ No

____ Yes (if yes, on the line below, give a description and the value of the goods or services)
_____ \$ _____

PART C.

Please indicate whether your organization is qualified or non-qualified as described in IRC Section 501(c)(3). See note below.

____ Qualified ____ Non-Qualified ____ N/A or Other: Specify _____

Note: In general, an organization qualifies under section 501(c)(3) if it is organized and operated exclusively for religious, charitable, scientific, literary or educational purposes, or to foster national or international amateur sports competition, or for the prevention of cruelty to children or animals. An organization seeking recognition of exempt status under section 501(c)(3) must file Form 1023 with the district director for the IRS district in which the organization is located.

PART D.

By signing below, I hereby agree that the above statements are correct regarding the amount and receipt of the contribution, the value of goods or services provided, and the organization's status according to Section 501(c)(3).

Name (printed)_____
Title_____
Signature_____
Date

RETURN TO: STATE FARM INSURANCE COMPANIES



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

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NICOLE RABNER, Office of the First Lady

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Bloomington, Illinois 61710-0001

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Washington, DC 20202-3601

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Jenny Sun
Accounting Supervisor

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Jan Cumpston
State Farm Insurance Companies
Corporate Headquarters
One State Farm Plaza, D-2
Bloomington, IL 61701-9972

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_____ \$ _____

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Name (printed)

Title

Signature

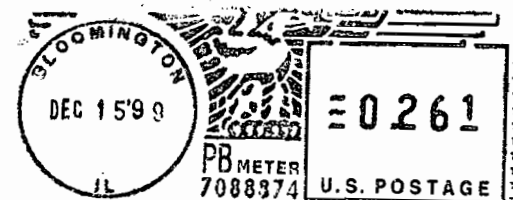
Date

RETURN TO: STATE FARM INSURANCE COMPANIES

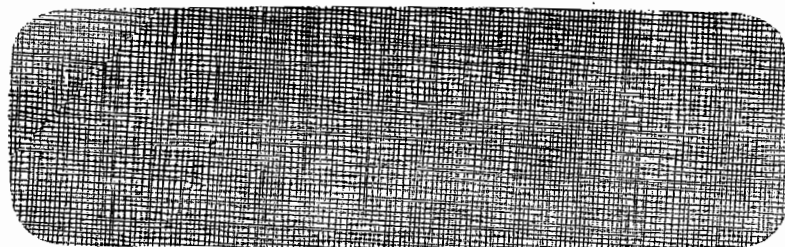
State Farm Insurance Companies

Corporate Headquarters / One State Farm Plaza
Bloomington, Illinois 61710-0001

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12-16-99 SPFLD IL 627 AU



AUM3 20202



From _____



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NECESSARY
IF MAILED
IN THE
UNITED STATES



BUSINESS REPLY MAIL

FIRST-CLASS MAIL PERMIT NO. 3 BLOOMINGTON, ILLINOIS

POSTAGE WILL BE PAID BY ADDRESSEE

Attn Accounting Manager
State Farm Insurance Companies
Corporate Headquarters
One State Farm Plaza
BLOOMINGTON IL 61701-9972

Attn Jan Cumpston D-2



Q&As
Surgeon General Report on Minority Tobacco Use
 April 27, 1998

Q. What does the Surgeon General's Report say?

- A.** The Surgeon General's Report being released today is the first comprehensive report on the use and health effects of tobacco among minority groups. The report finds that from 1991 to 1997, smoking increased by 80 percent for African-American youths and by 34 percent for Hispanic youth. The report finds that cigarette smoking is a major cause of disease and death among minority populations, which will only get worse if these trends are not reversed. The report also documents that efforts to reduce and prevent smoking among minority and ethnic populations are undermined by the tobacco industry's heavily targeted advertising and promotion of tobacco products within these communities.

In short, the report demonstrates, once again, why Congress needs to pass comprehensive tobacco legislation to reduce youth smoking this year.

Additional Background

Youth Smoking: Smoking Among High School Students (9-12th graders)

	Percent Smoking, 1991	Percent Smoking, 1997	Percent Increase
African American	12.6%	22.7%	80%
Hispanic	25.3%	34.0%	34%
White	30.9%	39.7%	28%
All Students	27.5%	36.4%	32%

Youth Smoking: Smoking Among High School Seniors (12th graders)

	Percent Smoking, 1990	Percent Smoking, 1995	Percent Increase
Asian American/ Pacific Islander	17.5%	20.5%	17%
American Indians/ Alaska Natives	37.8%	47.7%	26%

Adult Smoking

	African American	Hispanic	Asian American/ Pacific Islander	American Indian/Alaska Native	White
Percent	26.5%	18.9%	15.3%	39.2%	25.9%

Q: What does the report say about the tobacco industry targeting of minority communities?

A: The Surgeon General's report shows the need for comprehensive tobacco legislation to reduce youth smoking that includes limits on advertising. The report found that the tobacco industry has targeted advertising and promotion campaigns intensively in minority and ethnic communities. For example, a 1990 study of San Francisco found that 62 percent of billboards in predominantly African American neighborhoods advertised cigarettes, compared with 36 percent of billboards citywide. A 1993 study of San Diego found the highest proportion of billboards featuring tobacco companies was in Asian American neighborhoods, followed by African-American then Hispanic neighborhoods.

The report chronicles how tobacco companies have promoted their products by sponsoring numerous ethnic activities and events, such as Chinese New Year festivities, Cinco de Mayo festivities, as well as activities related to Asian/Pacific Heritage month and African-American history month. A study of magazines found that there were 12 percent more cigarette advertisements in magazines targeted to African Americans (*Jet*, *Ebony* and *Essence*) then in magazines targeted to the general population (*Time*, *Newsweek*, *People*, and *Mademoiselle*).

Q: Does the President have a specific proposal to address the particular problem of tobacco use within minority communities?

A: Passing comprehensive tobacco legislation designed to reduce youth smoking will help all Americans -- regardless of their background or ethnicity. The Surgeon General's report illustrates that this is an extremely important issue in minority and ethnic communities. It also demonstrates that we need to better understand the use and effects of tobacco among minority and ethnic groups. For example, we want to look carefully at why smoking rates increased by 80 percent for African-American youth and by 34 percent among Hispanics from 1991 to 1997 so that we can develop the prevention and cessation programs that will work best in those communities. We will continue to work closely with minority health experts to determine how best to address these issues.

Q: Why are the smoking rates of African Americans lower than whites?

A: The Surgeon General report documents a number of studies that show that differences in social attitudes and lifestyle factors between white and African-American youth help account for their different smoking rates. However, further research is needed to better

account for these different smoking rates as well as to understand the recent increases in smoking among African-American youth.

Additional Background

Studies cited in the Surgeon General's report show that over time African-American high school seniors have become increasingly more likely than white seniors to acknowledge the health risks of tobacco, to claim that smoking is a "dirty habit", and to claim that they prefer to date non-smokers. African-Americans are also likely to start smoking later than whites.

One study in Tennessee showed that white high school age girls are four times more likely than their African-American counterparts and white boys twice as likely as African-American boys to believe that "smoking can help you control your weight and appetite." This same study revealed that 60 percent of white girls and nearly 20 percent of white boys cited weight control as a reason for smoking, whereas none of the African-American students cited weight as a reason for smoking. Another study showed that African-American teenage girls are less likely than white girls to think that smoking enhances their image.

A previous Surgeon General's report found that when parents express concerns about smoking it appears to reduce the likelihood that their children will smoke. Various studies across the country have documented that African-Americans are more likely to have received anti-smoking messages from their parents.

Q. Aren't the minority health organizations and the Congressional Minority Caucuses drafting legislation to address the problem of tobacco use among minorities, including by earmarking funds to this issue? What is your reaction to these proposals?

A. Comprehensive legislation that meets the principles that the President has outlined would address many aspects of this problem: the best way to reduce youth smoking among minority populations is to design effective, comprehensive legislation that will reduce youth smoking in all our communities. But the Surgeon General's report underscores the need to understand the use and effects of tobacco among minority communities, and to devise the prevention and cessation programs that will work best in those communities. We look forward to reviewing closely any proposals that address our shared concerns.

Q: Aren't the fees imposed by the Administration's plan and the McCain bill regressive and therefore hit minority communities hardest?

A: The tobacco industry has spent billions of dollars marketing to low-income and minorities, and made billions of dollars at their expense. Big Tobacco doesn't care about poor people -- it just wants to keep hooking future smokers. As a result, low-income people have suffered a disproportionate level of tobacco-related harm. The Administration is committed to making sure cessation programs are available to help all smokers quit -- and just as important, that we change the way the tobacco industry does business so it no longer preys on poor kids in the first place.

Q: Are you concerned about the information reported in last week's New York Times that young African Americans are smoking more to enhance the high from marijuana?

A: This Administration has long recognized that cigarettes, alcohol, and illegal drugs all pose a serious threat to our youth. Studies have shown that kids who make it to their 21st birthday without having smoked a cigarette, taken a drink or turned to drugs are almost certain to avoid chemical dependency throughout their lives. That is why our goal must be to keep teenagers from having that first drink, trying a cigarette, or experimenting with illegal drugs before they are old enough to know better and to realize the consequences of their decisions.

We are greatly concerned by data showing that smoking among African American youth has increased by 80 percent over the last six years. New information relating this trend to marijuana use is very disturbing, and provides still further reason to take strong action against illegal drugs. Of course, as The New York Times points out, the increase in tobacco use is even more heavily associated with advertising and other media messages that have a great impact on young people. That's why minority youth tend to smoke Kool and Newport, brands advertised with minority images, while white youth smoke Marlboro and Camel, whose ads feature white characters.

These facts underscore why we need comprehensive legislation to reduce youth smoking by raising the price of cigarettes, putting into place tough restrictions on advertising and access, imposing penalties on the industry if it continues to sell cigarettes to children, and ensuring that the FDA has authority to regulate tobacco products.

Q: What do you think of the House Republican proposal to link drugs and tobacco in a single bill?

A: Nobody disagrees about the need to be tough on drug use, but that is no excuse to be less than tough on youth smoking. We need to pass strong, comprehensive tobacco legislation this year that dramatically reduces youth smoking by raising the pack of cigarettes, imposing tough penalties on companies that continue to sell to kids, granting the FDA authority over tobacco products, and restricting advertising and marketing to children. The McCain bill, which passed the Senate Commerce Committee by a 19-1 vote three weeks ago, is a strong step in that direction. If Republicans want to add good anti-drug provisions to a comprehensive tobacco bill of this kind, we have no objections. But the bill must address the problem of youth smoking comprehensively; anti-drug provisions can't serve as an excuse for watered-down tobacco legislation.

Q: What exactly is the President's strategy on drugs?

A: This past February President Clinton released the 1998 National Drug Control Strategy, a comprehensive ten-year plan to reduce drug use and availability by 50% -- to a historic new low. The strategy is backed by a \$17 billion anti-drug budget in FY 1999 -- the largest ever presented to Congress, with a \$1.1 billion increase over last year's budget.

While the strategy incorporates specific goals and objectives in the areas of drug treatment and prevention, domestic law enforcement, interdiction, and international programs, its number one goal is to educate and enable our youth to reject illegal drugs. That is why the largest budget increases (15% over last year's funding levels) are targeted for this purpose. In contrast, Speaker Gingrich and the House Republicans tried to cut the Safe and Drug-Free Schools program -- the program that funds anti-drug efforts in 97% of the nation's school districts -- by a full 50% just a few years ago.

Key initiatives in the drug strategy include:

Protecting Kids:

- \$195 Million National Youth Anti-Drug Media Campaign to make sure that when kids turn on the television or surf the "net," they learn about the dangers of drugs.
- \$50 Million for School Drug Prevention Coordinators to improve and expand the Safe and Drug-Free Schools program by hiring more than 1,000 new prevention professionals to work with thousands of schools in preventing drug use.

Strengthening Our Borders:

- \$163 Million for Border Patrol to hire 1,000 new Border Patrol officers and for "force multiplying" technology.
- \$54 Million for Advanced Technology for the Customs Service to deploy advanced technologies, such as X-ray systems and remote video surveillance.
- \$75.4 Million to Support Interdiction Efforts in the Andean region and Caribbean, and to train Mexican counterdrug forces.

Strengthening Law Enforcement:

- \$38 Million to Crack Down on Methamphetamine and Heroin by hiring 100 new DEA agents, expanding the Administration's anti-methamphetamine initiative, and targeting heroin traffickers.

Breaking the Cycle of Drugs and Crime:

- \$85 Million to Promote Coerced Abstinence to help state and local governments implement drug testing, treatment, and graduated sanctions for drug offenders.

Closing the Treatment Gap:

- \$200 Million Increase for Substance Abuse Block Grants to help states close the treatment gap.

Q. What is wrong with passing a "skinny" tobacco bill? Why do you need a comprehensive bill?

A. Every day, 3000 children and adolescents begin smoking, and 1,000 will die prematurely as a result. Experts agree that in order to dramatically reduce youth smoking we need to take a comprehensive approach that will attack the problem from a variety of angles.

- Price: All experts agree that the single most important step we can take to reduce youth smoking is to raise the price of a pack of cigarettes significantly. That is why the President has proposed raising the price of cigarettes by \$1.10

over five years -- an increase that both the Treasury Department and the Congressional Budget Office agree should cut youth smoking by about a third.

• Advertising: Studies show that industry advertising significantly contributes to youth smoking rates. The Treasury Department has estimated that the advertising and marketing restrictions in the McCain bill should cut youth smoking by about 15 percent. This is a conservative estimate: a study recently published in the Journal of the American Medical Association found that a full 34% of teen smoking is attributable to promotional activities.

• FDA Jurisdiction: Reaffirming the FDA authority over tobacco products is necessary to help stop young people from smoking before they start. Currently, nearly 90 percent of people begin smoking before age 18, despite the laws that make it illegal to sell cigarettes to minors. FDA Authority will ensure that young people do not have access to these products.

• Penalties: Strong lookback penalties will act as an insurance policy to ensure that the tobacco industry takes meaningful steps to reduce youth smoking. If the bill's provisions on price, advertising, and FDA jurisdiction do not bring youth smoking down as much as expected, penalties will kick in to ensure that the industry has every incentive to take further action to reduce youth smoking.

All of these measures support and reinforce each other; all are necessary to ensure that legislation dramatically reduces youth smoking.

Q: Isn't the President's plan a big government, big tax proposal?

A: No. What the President's approach does is to attack the problem of youth smoking comprehensively, as all experts say we need to do, by combining strong provisions on price, penalties, advertising and access, and FDA jurisdiction. Although we have some differences with Senator McCain, he also recognizes the need to move forward on all these fronts to reduce youth smoking. That's not about big government. It's about sensible, bipartisan steps to dramatically reduce youth smoking.

Q: But won't the McCain bill create 17 new federal bureaucracies?

A: No -- this isn't about big government. That's just another Big Lie from Big Tobacco. What the bill does is to ensure that the federal government has the authority to regulate tobacco products in order to reduce youth smoking, as well as the ability to target tobacco revenues to strong public health and research efforts. The so-called "bureaucracies" that the industry is now complaining about are nothing more than what's necessary to protect the public health in this way -- to ensure that cigarettes are not sold to minors, to promote effective education, and to encourage smoking cessation. The proof that this is an industry con job is clear: almost all these provisions were in the June 1997 proposed settlement put forward by 41 state attorneys general, which the industry agreed to. The industry is criticizing these provisions now only because the political tide has turned against it, and certain other aspects of the legislation have gotten stronger.

Q: Hasn't the Administration proposed a big government scheme that would extend the reach of the federal government to every mom-and-pop grocery store?

A: No. The Administration has offered proposals designed to reduce smuggling that would require wholesalers, distributors, and retailers to identify themselves as such. That's no more than what any business has to do now to sell liquor -- and no more than what most states already require sellers of tobacco to do. The important thing is to work with Congress to devise a scheme that will facilitate the effort to prevent smuggling, while not burdening retailers. The Administration will work with Congress, and the retailers themselves, on this issue.

Q: Aren't you just trying to bankrupt the companies?

A: We don't want to put the tobacco companies out of business. We just want to put them out of the business of selling cigarettes to kids. A central feature of comprehensive tobacco legislation is to ensure that most of the payments made by the tobacco companies are passed on to price, in order to reduce youth smoking. As a result, there will be at most a modest impact on the profitability of the tobacco companies. This is also an industry with significant cash flow and net assets that will allow it to easily absorb this modest profit decline. The operating earnings of RJR, Philip Morris, and Loews last year were *\$18 billion*. Even RJR, the most highly leveraged firm in this industry, had a \$1.5 billion operating profit for its domestic tobacco business, and has over \$4 billion in net assets from its Nabisco stock holdings. The only real risk of bankruptcy comes from losing a rash of lawsuits in court.

U.S. Department of Agriculture (USDA)

The U.S. Department of Agriculture is comprised of the following components: Food and Consumer Service; Forest Service; Foreign Agricultural Marketing Service; National Agricultural Statistics Service; Natural Resource Conservation Service; Animal and Plant Health Inspection Service; Cooperative State Research, Education, and Extension Service.

1993-95 and 1996 Hispanic American Participation

- Approximately \$106.7 M was distributed in discretionary funds to Institutions of Higher Education (IHE)
- \$1.9 M or 1.8% was awarded to Hispanic Serving Institutions (HSIs)
- Approximately \$10.6 M is projected for 1996; \$29,800 or .28% will go to HSIs
- 84% or \$89.8 M of the discretionary funds was for research and development, 1.3% went to HSIs
- \$2.5 M from discretionary funds went to fellowships, internships, etc.
- Of those funds, HSIs received approximately 23.6%
- \$2.7 M was awarded from legislative awards; 2.2% or \$60,000 went to HSIs

Participants

- I. In 1993, Food and Consumer Service had 4.9 M participants
- II. 22.5% or \$1.1 M were Hispanic Americans
- III. In 1994, Food and Consumer Service had 5.4 M participants
- IV. 24.2% or \$1.3 M were Hispanic Americans
- V. State Research, Education, and Extension Service participants had approximately 63M participants in 1993; approximately 5% were Hispanic American
- VI. In 1994-95 the Hispanic American participation rate remained relatively stable
- VII. No changes are expected in 1996

Measurable Goals and Objectives

- I. Continue program and prepare strategic plan for the USDA/HACU Leadership Group
- II. Continue the USDA Summer Internship and the HACU Summer Intern Program
- III. Establish Center of Excellence programs to strengthen education, research, and service programs
- IV. Continue the Hispanic Mentoring Program.

a)

b) Exemplary Programs

- V. Center of Excellence at the Inter-American University of Puerto Rico, San German Campus established in

August 1994

VI. Hispanic Association of Colleges and Universities (HACU) summer internship program

VII. Executive-on-Loan to HACU

VIII. USDA Regional Hispanic Liaison Officer positions stationed at HSIs who are members of HACU

IX. Federal Information Exchange (FEDIX/MOLIS) minority student database

X. Coop-In-Residence Program designed to increase internships, cooperative education, and other employment opportunities

XI. Hispanic Mentoring Program which targets middle and high schools.

a)

Note: 1995 and 1996 data was not available for Food and Consumer Service. Information was insufficient for all other programs, or there was not enough to conduct an analysis.

United States Agency for International Development (USAID)

The U.S. Agency for International Development overall priority areas include: protecting the environment, building democracy, stabilizing world population growth and protecting human health, encouraging broad-based economic growth, providing humanitarian assistance and aiding post crisis transition. It includes eight national bureaus and five regional bureaus: Bureau for Africa, Bureau for Asia and the Near East, Bureau for Latin America and the Caribbean, Bureau for Europe and the New Independent States, and Bureau for Humanitarian Response.

Because USAID's mandate is international development, and the majority of its programs and activities are outside the U.S., education-related programs affecting the Hispanic American population is through grants for research and development, fellowships, traineeships, student tuition assistance, and scholarships, awarded for institutions specializing in foreign affairs. Some institutions have a long history of substantive involvement in international affairs and have trained international affairs leaders in the United States and other countries, i.e., the University of Texas system. Many Hispanic Serving Institutions, however, have little or no first hand experience overseas, and therefore, are limited in their readiness to participate fully in development assistance programs. The following information is related to activities which offer opportunities for professional and institutional development in foreign affairs for Institutions of Higher Education/Hispanic Serving Institutions (IHEs/HSIs).

1993-95 and 1996 Hispanic Americans Participation

I. \$816.1 M awarded to Institutions of Higher Education (IHEs) and related activities (discretionary funds); over 65% went to research and development projects

II. \$8.3M or 1% was awarded to Hispanic Serving Institutions (HSIs)

III. \$645.1M is projected to be awarded to IHEs and related activities in 1996

\$28.8M or 4.4% is expected to go to HSIs; an increase of over 75%; increase will be in training funds

Participants

I. 8.9% Hispanic American participation in USAID student programs, i.e., Presidential Management Intern

II. 10% Hispanic American participation in Internship Investment Program

III. 5% Hispanic American participation in International Development Internship Program

a)

Measurable Goals and Objectives

- I. Increase the number of HSI prime contractors
- II. Decrease the importance of overseas experience requirement in the competitive procurement process
- III. Implement an automated procurement monitoring system to report on funds provided to HSIs
- IV. Continue Hispanic Association of Colleges and Universities (HACU) Partnership for International Development, to provide training and technical assistance to HSIs interested in international affairs
- V. Increase HSI community college involvement through the Board of International Food Agricultural Development and Economic Cooperation

Exemplary Programs

- I. Bureau for Latin America and the Caribbean, and Global Bureau, established to involve more HSIs
- II. Minority On-Line Information Service (MOLIS) provides information on and for HSIs
- III. University Development links U.S. colleges/universities and developing country institutions
- IV. Internship Investment Program is designed for women and minorities to consider foreign service careers
- V. International Development Internship prepares candidates for foreign service officer careers; targets individuals with 2-5 years professional experience

Central Intelligence Agency (CIA)

The Central Intelligence Agency coordinates the nation's intelligence activities by collecting, evaluating and disseminating foreign intelligence that directly affects national security. It correlates the efforts of many Federal intelligence organizations and provides the President and other policy makers with information needed to formulate foreign policy.

The CIA reported that they would be unable to present a complete report due to non tracking of this type of data. The agency noted that they were in the process of developing a strategic diversity plan which included action items to develop the means to centrally register, track, collect data, and respond to reporting requirements. Prior to the tracking system being completed in Fall 1996, an interim report for

1995 was presented.

1993-95 and 1996 Hispanic American Participation

VI. Financial data not available

1996 Measurable Goals and Objectives

- I. Open a recruitment center in Dallas to increase Hispanic student applications for various student programs.
 - II. Continue to participate in Hispanic job fairs and recruit in areas with heavy Hispanic populations.
 - III. Establish procedures to target donations of excess agency equipment, to Hispanic educational institutions.
-

- IV. Implement a tracking system to reply centrally to diversity matters by September 1996.

Exemplary Programs

- I. Adopt-a-school programs

Department of Commerce

Commerce is the business agency of the Federal Government. Its mission is to ensure economic opportunity for every American, and to foster, serve and promote the nation's economic development and technological advancement within the framework of the free enterprise system. Data for the following education-related programs was submitted: Office of Executive Assistance Management, Student Internships, Woodrow Wilson Fellowships, Patent & Trademark Training, National Student Internship, NIST Physics Lab Summer Undergraduate Fellowship, Telecommunications and Information Infrastructure Assistance, Career Awareness & Resource Education, Sea Grant Support, and Global Learning and Observation to Benefit the Environment.

1993-95 and 1996 Hispanic American Participation

- II. \$590.2 M awarded to Institutions of Higher Education (IHEs) for research and development, equipment/facilities, and private sector involvement
- III. Hispanic Serving Institutions (HSIs) received 3.5 % or \$20.4M of the total awards to IHEs
- IV. Over 67% or \$398.6M of the \$590.2 M went to IHEs for research and development
- V. HSIs received .53% of research and development funds
- VI. \$81.8M awarded for facilities and equipment
- VII. HSIs received 3.1% or \$2.5M
- VIII. HSIs were granted about \$102.8M or 13.6% of the private sector involvement funds; an increase from 6.6% in 1994 to 20% in 1995
- IX. \$913.6 of legislatively mandated funds awarded for research and development
- X. HSIs received none of the legislatively mandated funds

Measurable Goals and Objectives

- I. Commerce has already been implementing a far-reaching plan of action to increase Hispanic American participation, and plans to continue to enhance these programs.

Exemplary Programs

- I. Student Outreach and Recruitment designed to establish a pipeline to employment supported an unprecedented 97 interns in 1995; 109 in 1995
- II. Retained about 10% of the interns as permanent-career-conditional employees
- III. Staff Interchange & Capacity Building allows for personnel interchanges with universities and Hispanic Association of Colleges and Universities (HACU)
- IV. Organizational Support assists public/private programs which foster Hispanic advancement
- V. Business Outreach sponsors outreach and development seminars to encourage minority participation, i.e.,

contributed printing services to the White House Initiative office

Most data were presented in the aggregate, instead of by program. Participation information was not reported for all programs and so, comparisons were not appropriate. All funds are classified as discretionary. Awards for 1996 were not projected.

Corporation for National and Community Service (CNCS)

The CNCS supports a range of national and community service programs. AmeriCorps allows participants to earn education awards for college or vocational training and includes the National Civilian Community Corps and VISTA. The National Senior Service Corps utilizes skills and experience of older Americans and includes the Foster Grandparent, Senior Companion, and Retired and Senior Volunteer programs. The Learn & Serve K-12 and Higher Education and Community Based Program support schools and community organizations that engage school age youth and college students in service.

1993-95 and 1996 Hispanic American Participation

- I. \$28.2M went to Institutions of Higher Education (IHE) for institutional subsidies, third party awards
- II. Hispanic Serving Institutions (HSIs) received \$1.8M or 6.4%
- III. 24% increase, from \$9M to \$11.2M, in funding to IHEs from 1994-95
- IV. HSIs received 8.2% of the total from 1994-95
- V. 34% increase in funding to IHEs is projected in 1996
- VI. HSI awards will remain at 8.2% in 1996

Participants

- I. 13% Hispanic American participation out of 16,116 AmeriCorps participants in 1994
- II. 10% Hispanic out of 919 National Civilian Community Corps participants in 1994; 12% in 1995-96
- III. 4% Hispanic out of 467,400 National Senior Service Corps participation in 1993; 4.3% in 1994-96
- IV. 10% Hispanic American participation for the Learn and Serve America in 1994
- V. VISTA data was not provided

Measurable Goals and Objectives

- I. Maintain a 10% or greater participation in AmeriCorps programs
- II. Increase participation in programs with less than 10% Hispanic participation
- III. Increase the share of grants to HSIs in service learning initiatives
- IV. Award training and technical assistance grant to HSIs to provide program development in community
- V. Develop mechanisms for tracking data and improve reliability of data

Exemplary Programs

- I. AmeriCorps granted funds to National Council of La Raza to provide literacy and other services in three cities
- II. ASPIRA/AmeriCorps established in 1994 works with middle and high schools
- III. Siete del Norte Community Development Corp in northern New Mexico works with community issues

-
- IV. Youth Service Center, Inc. in Arecibo, Puerto Rico, provides services to dropouts and homeless youth
 - V. Farmworker Opportunity Programs in Bowling Green Ohio help migrant and seasonal farm workers
 - VI. VISTA developed English as a Second Language programs to help non-English speaking families
 - VII. Texas VISTA Health Corps worked in 33 low income communities to immunize over 200,000 children
 - VIII. Dos Mundos, Dos Escuelas advanced Spanish class students interview recent immigrants in Spanish
 - IX. Children's Literature Project is a Limited English Proficient program in Redwood City, California
 - X. Santa Fe Community College Student Offering Service mentors and tutors at-risk students ages 5-21
 - XI. St. Edwards University Community Mentor Program works with 600 at-risk school students in Austin, TX
 - XII. Volunteers counsel and tutor Hispanic American children through Accion in Dade County, Florida

Department of Defense (DOD)

The Department of Defense includes: DoD headquarters, Army, Navy, Air Force, US Marine, Reserve and Guard Components, Defense Logistics Agency, and other DOD agencies.

*1993-95 and 1996 Hispanic American Participation**

DoD Headquarters

- I. \$1.4 B awarded to Institutions of Higher Education (IHEs) in 1995
- II. 13.4% or \$47.5 M went to minority institutions which includes Hispanic Serving Institutions (HSIs)*
- III. Approximately 60% was awarded for research and development

Army

- I. \$412.1 M awarded to IHEs in 1995
- II. \$4.5 M or 1.1% went to minority institutions
- III. Over 60% was for non-research and development

Navy

- I. \$593 M was awarded to IHEs in 1995
- II. \$13.9 M or 2.3% went to minority institutions
- III. Over 71% was for research and development

Air Force

- I. \$343.3 M awarded to IHEs in 1995
- II. \$29.1 M or 8.5% went to minority institutions
- III. Over 65% was for research and development

Defense Logistic Agency

- I. \$343.3 M awarded to IHEs in 1995

- II. None awarded to minority institutions
- III. Over 65% went to non-research and development

Advance Research Project Agency

- I. \$17.8 M awarded to IHEs in 1995

- II. None awarded to minority institutions
- III. Over 70% went to research and development

Other

- I. \$7.8 M awarded to IHEs in 1995
- II. Minority institutions received .39%
- III. Over 60% was for research and development

Civilian Training

- I. \$579 M spent on training in 1993-95
- II. \$33 M or 5.7% spent on Hispanic civilian employees*

Participants

- I. Hispanic civilian workforce was 5.69% of 920,755 in 1993; 5.78% of 876,265 in 1994; 5.93% of 828,156 in 1995

Measurable Goals and Objectives

- I. Develop a data system to collect and report information as required by EO 12900

Note: Award information was provided for 1995 only. Awards information for HSIs is included with minority institutions which includes Hispanic Americans, Asian Americans, and Native Americans. DOD assumed that training funds spent on the Hispanic workforce are proportionate to the percentage of Hispanic employees in the civilian workforce. DOD also assumed that 49% of the Hispanic workforce received training.

DEPARTMENT OF EDUCATION

OFFICE OF ELEMENTARY AND SECONDARY EDUCATION

1993-95 and 1996 Hispanic American Participation

Grant Appropriations

- | | |
|---------------------------|--|
| I. Even Start: | \$89.1M in 1993; \$91.4M in 1994; \$102M in 1995 |
| II. Magnet School: | \$108M in 1993; \$108M in 1994; \$111.5M in 1995 |
| III. Safe and Drug Free: | \$498.6M in 1993; \$369.5M in 1994; \$441M in 1995 |
| IV. Eisenhower Grants: | \$246M in 1993; \$251M in 1994; \$251.3M in 1995 |
| V. Instructional Services | \$138.6M in 1993; \$133.5M in 1994; \$113.4M in 1995 |
| VI. Support Services: | \$24.6M in 1993; \$24.7M in 1994; \$28.2M in 1995 |

Measurable Goals and Objectives

- I. Implement a framework for education reform and support for Goals 2000:
 - a) Prepare children to start school ready to learn
 - b) Increase high school graduation rate to 90%
 - c) Increase competency in core academic subjects
 - d) Prepare teaching workforce to equip students for next century
 - e) Prepare Americans to be first in Mathematics and science
 - f) Prepare every adult to compete in a global economy

Make every school safe and drug free
Promote partnerships to increase parental involvement.
- I. Provide formula funds to state educational agencies (SEAs) to help local education agencies (LEAs) pay for the extra Capital Expenses for Private School Children incurred in providing Title I services for students that meet the requirements of the Supreme Court in Aguilar v. Felton.
- I. Provide financial assistance to state education agencies, state agencies for higher education, local education agencies, institutions of higher education, the outlying areas, and the Bureau of Indian Affairs to improve the skills of teachers and the quality of instruction in mathematics and science in public and private elementary and secondary schools -- Dwight D. Eisenhower Grants.
- I. Provide assistance to eligible local educational agencies for the operation of magnet school programs in schools that are part of an approved desegregation plan.
- I. Eliminate a \$37.5M demonstration grant program designed to reduce the number of children who do not complete their elementary and secondary education.
- I. Provide Title I grants to local education agencies and schools, especially in high-poverty areas, to help low-income and low-achieving students by providing extra instruction and other services to help them meet high standards and match the achievements of their peers.

I. Implement improvements to Title I programs:

Ensure that children served by the program are expected to achieve the same high standards that the states apply to all students by providing challenging curriculum and accelerated instruction.

Expand school wide programs to more high-poverty schools.

Support high-quality teacher preparation to provide challenging curriculum and instruction.

Promote partnership between parents and schools in addressing children's needs through parent-school compacts and support for family involvement and family literacy.

Hold schools/districts accountable for the performance progress of Title I students.

I. Provide grant assistance to state agencies that operate education programs for neglected or delinquent children in state-supported institutions, community day programs, and adult correctional institutions to supplement and improve the education services provided to these children. The program also provides assistance for dropout prevention programs.

I. Implement improvements to the family-focused Even Start Program, a competitive state grant:

Target families in poverty.

Require that projects include active recruitment and preparation for participation of families in poverty, give priority to projects serving families in areas with high concentrations of poverty, and require that projects consider, at a minimum, individual levels of adult literacy (or English language proficiency) and poverty in recruiting families most in need.

Extend services to include teen parents.

I. Implement improvements to the Safe and Drug-Free Schools and Communities State and Local Programs:

Add violence prevention, in support of National Education Goal Seven, as a key element of the programs.

Target resources where they are most needed. States will receive 50% of their funds based on the Title I formula; the other 50 percent will be based on their school-age population.

Require/design a needs assessment and measurement of outcomes system and use results to formulate policies and program initiatives.

Require a plan from states and agencies on how they will use funds to support comprehensive drug prevention and violence prevention programs and how they will interact with local government, businesses, parents, medical and law enforcement professionals, and community-based organizations.

Broaden the range of authorized prevention activities, e.g., mentoring, comprehensive health education,

community service and service learning projects, conflict resolution, peer mediation, character education, acquisition of metal detectors, and hiring of security personnel.

- I Implement improvements to the formula grants to state educational agencies (SEAs) to provide programs of educational and support services to help migrant children overcome the educational disruption and other problems that result from repeated moves, and meet the challenging content and student performance standards that all children are expected to master.

Revise the definition of migrant to include those who have moved within the last three years as opposed to the last six years.

Include youth less than 22 years of age who migrate on their own and the accompanying spouses of migrant workers.

Encourage the formation of consortia of SEAs and other appropriate entities to reduce administrative costs and make more funds available for direct services to migratory children.

Eliminate sole-source funding of the Migrant Student Records Transfer System and place responsibility on the SEAs to transfer records and other data to other states and schools as children migrate.

- I Provide High School Equivalency Program (HEP) discretionary grants to institutions of higher education or private nonprofit organizations to help migrant agricultural workers, fishers, and seasonal farm workers, 16 years of age or older, obtain the equivalent of a secondary school diploma and gain employment or begin postsecondary education.
- I Provide College Assistance Migrant Program (CAMP) discretionary grants to institutions of higher education or private nonprofit organizations to help students, who are migrant agricultural workers, fishers, or seasonal farm workers that are enrolled in the first undergraduate year, to complete their programs of study for that year.

Hispanic American Participation

- I Hispanic American children are the fastest growing group in public schools. The percentage of students in elementary and secondary public schools has doubled over the last two decades. This demographic change has been most pronounced in central cities and other metropolitan areas.
- I D. D. Eisenhower grantees must assure equitable access to historically under-represented and under-served populations, including females, minorities, individuals with disabilities, individuals with limited English proficiency, migrant students, and gifted and talented students.
- I New applications will require information that describes how the magnet school project will increase interaction among students of different social, economic, ethnic and racial backgrounds.
- I The Secretary of Education will give priority to applicants that propose to select students to attend magnet schools by methods such as a lottery, rather than through academic examination.
- I Magnet Schools Assistance Program (MSAP) supports more than 400 schools each year through 64 grants, about 16% of the nation's estimated 2,400 magnet schools. Large urban school districts enroll 25% of the

nation's students, but receive 82% of funds. Predominantly minority districts (50% minority student population) enroll 30% of all students but receive 76% of funds. High poverty school districts, where 50% of students receive free/reduced price lunches, enroll 19% of all students but receive 53% of MSAP funds.

- I Almost 95% of all school districts receive Title I funds, and half of all schools (54,000), including two-thirds of all elementary schools. In 1991-92, they served 28% Hispanic American students (39.9% live in poverty); 27% Black (45.6% live in poverty); 40% White (13.2% live in poverty); 5% American Indian/Alaska Native or Asian/Pacific Islander.
- I In 1992-93 Hispanics families represented 22% of all Even Start participants; 36% in 1994-95.
- I Safe and Drug Free Schools and Communities Program funds distribution is responsive to students in greatest need--those who are Title I eligible.
- I The new migrant definition reduces the population of migratory children ages 3-21 from 861,000 to 696,000 and increases the number of children of secondary school age. Before the change, 35% of children were in grades 7-12.
- I In 1994, more than 540,000 migrant children were served (63% under new definition, 78% under old definition); approximately 80 percent were Hispanic.
- I The Hispanic student population served by HEP and CAMP was 83% in 1993 and 99% 1994.
- I Six or 30% of the 20 HEP grantees are Hispanic Serving Institutions; one or 17% of six CAMP grantees.
- I In 1995, HEP served 3,100 persons at an average of \$5800 per person, which includes on-campus residency; CAMP served 380 persons at an average cost per participant of \$2604, which includes supplemental financial aid.

Exemplary Programs

- I Malvern Junior High School, Malvern, AR is a rural community with 40% of students below the poverty level. It provides peer leadership, a prevention curriculum, a student assistance program, and parenting classes. Drug policy violations have decreased and disciplinary suspensions for violent or threatening behavior have been cut in half between 1988 and 1992. Student drug use rates have also decreased significantly between 1986 and 1992—the number of students who say they have ever used alcohol declined from 28% to 15%; tobacco and marijuana use also decreased. (Thorne & Newton, 1995).
- I Cordova Elementary School, Phoenix, AZ is an urban community with 70% of families below the poverty level. Cordova includes a prevention program in grades K through 8, support groups, Students Against Drunk Driving program, conflict mediation, across-grade tutoring, latchkey programs, and counseling services. Suspensions and disciplinary actions have decreased, and between 1988 and 1991, rates of use for tobacco, alcohol, and marijuana all fell. (Thorne & Newton, 1995).
- I The Resolving Conflict Creatively program in New York City Public Schools, provides instruction for teachers and students in conflict resolution. The program began in 1985 with 20 teachers from three schools and today involves 150 schools, 3,000 teachers, and 70,000 students nationwide. The K-12 programs include teachers training, follow-up training, and classroom instruction in conflict resolution and intergroup relations, peer mediators training, and program evaluation. A 1989 survey of participating teachers found that 71% saw less physical violence among their students, 66% observed less name calling, and 69% found children more willing

to cooperate. (Lawton, 1994; Metis & Associates, 1990).

- I The Migrant Education Program (ME) has served as a catalyst in bringing about greater communication and coordination between educational officials in the U.S. and Mexico. Several teacher exchanges, and transfer of standardized student information between U.S. and Mexican state educational programs have been supported, and flexible enrollment processes have been started in Mexican schools.
- I In 1995, the MEP established a national 1-800 number that a migrant family can call for educational and other support services. Information on this 1-800 number, and other services of the MEP are distributed nationally in English and Spanish.

**DEPARTMENT OF EDUCATION
OFFICE OF SPECIAL EDUCATION AND REHABILITATIVE SERVICES**

1993-95 and 1996 Hispanic American Participation

Grant Appropriations

I Title I, Disadvantaged:	\$6.7B in 1993; \$6.9B in 1994; \$6.7B in 1995
II State Grants:	\$2.1B in 1993; \$2.2B in 1994; \$2.3B in 1995 and 1996
III Infants and Children:	\$213.3M in 1993; \$253.2M in 1994; \$315.6M in 1995; \$315.8 M in 1996
IV Preschool Grants:	\$325.8M in 1993; \$339.3 in 1994; \$360.3M in 1995; \$360.4 M in 1996

Measurable Goals and Objectives

- I Conduct assessments of the progress made in the implementation of services for infants, children, and youth, ages birth to 22 years.
- I Strengthen and coordinate services for youth currently in school or who recently left school to help them make the transition to postsecondary education, vocational training, competitive employment, continuing education, independent and community living, or adult services; to stimulate the development and improvement of programs for special education at the secondary level.
- I Establish projects to improve special education and related services to children and youth with serious emotional disturbance.
- I Provide grants for training and distribution of information to parents and persons who work with parents to enable them to participate more effectively with professionals in meeting the educational and early intervention needs.
- I Pay for part or all of the cost of altering existing buildings and equipment.
- I Provide federal assistance to states to establish early intervention services for infants and toddlers with disabilities from birth through age two, and their families.
- I Provide grants for projects and centers for advancing the availability, quality, use, and effectiveness of technology, educational media, and materials in the education of children and youth with disabilities and the provision of early intervention services to infants and toddlers with disabilities.
- I Support rehabilitation research and the use of developments in rehabilitation procedures, methods, and devices.
- I Provide basic state grants for vocational rehabilitation services to individuals with disabilities so that they may prepare for and engage in gainful employment consistent with their strengths, resources, priorities, concerns abilities, and capabilities.

-
- I Establish and implement assistance programs to inform and advise clients and client applicants of all available benefits under the Rehabilitation Act.
 - I Support projects to increase the number and improve the skills of personnel trained to provide vocational rehabilitation services to disabled people.
 - I Provide financial assistance to projects that provide job training and transportation services to youth with disabilities and show ways to increase client choice in the rehabilitation process.
 - I Support grants for special projects and demonstrations to expand or otherwise improve the provision of employment services to individuals with the most severe disabilities, and for technical assistance projects.
 - I Provide vocational rehabilitation services to individuals with disabilities who are migratory agricultural workers or seasonal farm workers and to members of their families.
 - I Provide grants for rehabilitation and training services to train family members and professional personnel and to conduct applied research development programs.

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Initiate programs that create and expand job and career opportunities in the competitive labor market by engaging the talent and leadership of private industry as partners in the rehabilitation process.

- I Provide financial assistance for states to establish programs that promote a philosophy of independent living.
- I Authorize formula grants to help states in developing collaborative programs with appropriate public agencies and private nonprofit organizations to provide employment services for individuals with the most severe disabilities.

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Provide high quality special educational materials to legally blind persons enrolled in educational programs below the college level.

- I Promote the employment of people who are deaf.
- I Provide elementary, secondary, college-preparatory, undergraduate, and continuing education programs for persons who are deaf, and graduate programs relating to deafness for both hearing and deaf persons.
- I Support activities intended to enhance the ability of individuals of all ages with disabilities to obtain assistive devices and services.

Hispanic American Participation

- I In 1992, the Department of Education Civil Rights Office reported that \$2.6M disabled children attended elementary and secondary public schools
- I Of the 2.6M total, 70% or \$1.8M had learning disabilities

- I 217,433 Hispanic Americans had learning disabilities or 8% of the \$1.8M and 12% of the \$2.6M
- I 60,000 or 21% of Hispanic American members of migrant worker families are disabled nationwide
- I Department of Education reported that recent national surveys estimate over 21M Americans of working age with functional limitations. Of this number, about 13M or 62% are significantly limited. No data on Hispanic Americans was provided.
- I In 1992, the department reported 1.4M children as gifted and talented; 111,326 or 8% were Hispanic Americans
- I In 1993 the awards to HSIs was .4%; In 1995 the percentage was increased .7%

Exemplary Programs

- I Awarded a grant to University of Texas-Pan American in 1994 designed to address the shortage of Hispanic bilingual/bicultural undergraduates who train as rehabilitation personnel. Over a three-year period, 17 students will receive financial support, including tuition assistance and stipend awards.
- I National Institute on Disability and Rehabilitation Research (NIDRR) funds a project at the University of Puerto Rico designed to increase awareness and identify the needs of individuals with disabilities for assistive technology.
- I NIDRR funds a project that allows for collaborative research between the University of Puerto Rico and the University of Delaware on augmentative communication. This collaboration recognizes the cultural and linguistic differences in Puerto Rico. This project will allow for Spanish voices to be used on a voice synthesizer.
- I Office of Special Education and Rehabilitative Services (OSEPS) has several exemplary programs that serve Hispanics: Project designed to identify effective teaching strategies for culturally and linguistically diverse exceptional students who speak Spanish as their primary language; project that trains individuals who are in a masters program in bilingual speech language pathology; project called Ventanas is designed to increase the number of bilingual individuals in early childhood special education.
- I At the InterAmerican University, OSEPS funds several programs to train masters and doctoral candidates in education by adding a specialization in special education; training personnel to serve infants, toddlers and preschoolers with disabilities and their families; and training graduate speech/language personnel to educate monolingual (Spanish) Puerto Rican children with autism.

**DEPARTMENT OF EDUCATION
OFFICE OF BILINGUAL EDUCATION AND MINORITY LANGUAGES**

1993-95 and 1996 Hispanic American Participation

Grant Appropriations

I Migrant Education:	\$302.8M in 1993; \$305.2M in 1994; \$305.5M in 1995
II High School Equivalency:	\$8.1M in 1995
III College Assistance Migrant:	\$2.2M in 1995
IV Immigrant Education:	\$29.5M in 1993; \$39M in 1994; \$50M in 1995

Measurable Goals and Objectives

- I Provide instructional service grants to support local education agencies (LEAs), prepare limited English proficient (LEP) students to meet challenging state performance standards: three year programs for early childhood education, gifted and talented, and vocational and applied technology education programs; two year program to enhance or expand existing programs; five year grants for school-wide and district-wide programs to reform, restructure, and upgrade operations within an individual school.
- I Provide support services grants to state agencies in order to fulfill the new mandate to review all Instructional Services and Professional development applications and to provide Academic Excellence grants to identify and document successful models for serving LEP students and to distribute these models.
- I Provide teachers and personnel grants for institutions of higher education that have entered consortium arrangements with LEAs or state education agencies (SEAs).
- I Provide Professional Development Institutes that incorporate courses and curricula on appropriate and effective instructional and assessment methodologies for limited English proficient students into professional development programs.
- I Provide career ladder grants to help institutions of higher education, in a consortium with LEAs or SEAs, to upgrade the qualifications and skills of teacher aides and other educational personnel who are not certified teachers, or not specifically certified in bilingual education. It also helps these institutions to recruit and train secondary school students as bilingual education teachers.
- I Provide graduate fellowship grants to assist masters, doctoral, and postdoctoral levels in fields related to bilingual education. Participants must subsequently work in the field of bilingual education for a period equal to the period of the fellowship or repay the fellowship amount.
- I Provide foreign language assistance grants on a competitive and formula funded basis to state educational agencies and local educational agencies to increase the quantity and improve the quality of instruction in foreign languages deemed critical to the economic and security interests of the United States.
- I Provide immigrant education grants to LEAs that have large numbers of recently arrived immigrant students to enhance instructional opportunities for immigrant children and youth or for basic instructional services directly attributable to the presence of immigrant children.

Hispanic American Participation

- I More than \$2.8 M limited English proficient (LEP) children in public elementary and secondary schools during the 1993-1994 school year. Nearly half the nation's school districts enroll LEP students. Growth is expected to continue.
- I More than 75% or 2M of the nation's LEP students are Hispanic. California, New York, and Texas continue to enroll most of these students. New Jersey, Rhode Island, and Massachusetts registered a significant increase in the number and concentration of LEP students during the decade.
- I More than 30% of LEP students nationwide receive no tailored assistance to understand what is being taught. These unserved students are not taught how to speak English nor given extra help in understanding their classes.
- I Federal bilingual education programs reached 322,524 students in FY 1995, or 16% of eligible Hispanic students. Approximately 60% of students served by the Immigrant Education Program are Hispanic.
- I The number of Hispanics served by instructional services grants has grown from approximately 61% in 1993 to approximately 66% 1995. Approximately 203,302 Hispanic students served in FY 1993; 198,558 in 1994; 322,524 in FY 1995.
- I Academic Excellence awards are for technical assistance and distribution of model programs, and not the provision of direct services to students (no language or ethnic data is collected).
- I Professional development grants awarded to HSIs each year, 9.3% in 1993, 12.1% in FY 1994, 10.8% in 1995. In 1994 74% of students trained to serve Spanish speaking LEP students; 75% in 1994; 93.7% in 1995.
- I Appropriations for federal bilingual education have dropped by 35%; \$196.2 M in 1993 to \$128 M 1995.
- I Approximately 80% of school districts that sought teachers qualified to serve LEPs had difficulty finding them. A state educational agency characterized the shortage of bilingual teachers as a "staffing crisis," and showed a need for 8,000 additional bilingual teachers in California alone.
- I The Secretary of Education's 1996 request for bilingual education of \$200M reflected the amount needed to meet the demand and to reach 100,000 more Hispanic students and other LEP students. Congress reduced the final 1996 appropriation by 36%.

**DEPARTMENT OF EDUCATION
OFFICE OF VOCATIONAL AND ADULT EDUCATION**

1993-95 and 1996 Hispanic American Participation

Grant Appropriations

I Basic Grants to States:	\$962.5M in 1993; \$955.6M in 1994; \$956M in 1995
II Tech Prep:	\$104.1M in 1993 & 1994; \$108M in 1995; \$100M in 1996
III Grants to States:	\$254.6M in 1993-94; \$252.4M in 1995; \$250M in 1996
IV Workplace Literacy:	\$19M in 1993-94; \$12.7M in 1995

Measurable Goals and Objectives

- I Submitted in April 1995, the "Career Preparation Education Reform Act of 1995" to amend and strengthen support for the School-to-Work opportunities systems, better improve the preparation of all students for college and careers, consolidate numerous vocational education programs, and give states greater flexibility.
- I Establish a national framework of School-to-Work systems to expand the educational, career, and economic opportunities of all youth through the creation of partnerships between businesses, schools, community-based organizations, and state and local governments.

Distribute grants directly to local partnerships and impoverished urban and rural communities -- many of which have a large Hispanic student population.

Continue to target the Hispanic American community to serve on the technical expert resource bank.

Require all state and local grantees to submit information on participation by ethnicity and gender. Initial data will be made available in the Congressional report due in the Spring of 1997.

- I Award basic grants to states to distribute to local school districts in order to develop educational programs leading to academic and occupational skill competencies needed to work in a technologically advanced society.
- I Provide state financial assistance for special vocational education services for disadvantaged youth (projects must involve the collaboration of public agencies, community-based organizations and businesses).
- I Provide planning and demonstration grants to a consortia of local education agencies and postsecondary educational institutions; for the development and operation of four-year programs designed to provide a Tech-Prep education program that leads to a two-year associate degree or a two-year certificate.
- I Provide bilingual vocational education and training and English-language instruction to persons with limited English proficiency (LEP) and prepare these persons for jobs in recognized (including new and emerging) occupations.
- I Provide pre service and in service training for instructors, aides, counselors, and other ancillary personnel participating, or preparing to participate, in bilingual vocational training programs for LEP persons.

- I Develop instructional and curriculum materials, methods, or techniques for bilingual vocational training for LEP persons.
- I Distribute funds to local providers through a competitive process based on state-established funding criteria for students 16 and over. Courses of instruction include: Adult Basic Education (ABE), Adult Secondary Education leading to a high school degree or its equivalent (ASE), and English as a Second Language (ESL).
- I Conduct evaluation studies and provide assistance to states to evaluate the status and progress of adult education.

a65535 Evaluate effective English as a Second Language instructional models (current).

b65535

c65535 Utilize data needed for national policy-making, development of legislative proposals for reauthorization, and state and local program improvement.

d)

Fund competitive Workplace Literacy demonstration grants for programs involving partnerships between business industry, labor organizations, or private industry councils and education organizations, including state education agencies, local education agencies, and schools, (including area vocational schools and institutions of higher education, employment and training agencies, or community-based organizations).

- I Establish and maintain a network of State Literacy Resource Centers to stimulate the coordination of literacy services; enhance the capacity of state and local organizations to provide literacy services; and serve as a reciprocal link between the National Institute for Literacy and service providers for the purpose of sharing information, data, research and expertise, and literacy resources.

Hispanic American Participation

- I School to Work program data will be collected and reported in 1997.
- I The 1990 Perkins Act replaced categorical, set-aside, basic grant funding with general funding formulas weighted to reflect the presence of special populations and requires that "students of limited English proficiency have access to such education in the most integrated setting possible."
- I Adult education: 30% Hispanic, 35% White in 1993; 29% Hispanic, 37% White in 1994; 29% Hispanic, 37% White in 1995; similar rates projected for 1996.
- I No participation data available for technological preparation programs, community-based grants, English as a Second Language, Limited English Proficiency, evaluation studies programs, and Workplace Literacy programs.

Other Exemplary Programs

- I Funding for an evaluation of the *Crossroads Cafe Project*, a pioneering effort to provide ESL instruction to non-English speakers by television and video. The segments are scheduled for broadcast on PBS in the fall of 1996.
- I Third and fourth binational (U.S./Mexico) conferences on adult education were held in 1995 and 1996 to build on earlier exchanges and continue development of collaborative projects for the future.

-
- I Select publications used for the promotion of educational excellence for Hispanic Americans: *Factors That Influence the Academic and Vocational Development of African American and Latino Youth; Students with Limited English Proficiency: Selected Resources; The Role of Family in the Educational and Occupational Decisions Made by Mexican Americans.*
 - I Conference on state and local strategies to create and maintain successful bilingual vocational education programs for LEP students. An audio\video package based on this conference will be distributed in the summer of 1996.

**DEPARTMENT OF EDUCATION
OFFICE OF POSTSECONDARY EDUCATION**

1993-95 and 1996 Hispanic American Participation

Grant Appropriations

I	Pell Grant:	\$6.5B in 1993; \$6.6B in 1994; \$6.1 in 1995; \$4.9B in 1996 (\$3.2M transfer DOD in 1992-95; \$100M recision in 1994)
	Family Education:	\$5.8B in 1993; \$3B in 1994
	Supplemental:	\$577M in 1993; \$585.3 M in 1994; \$583.4M in 1995
	Perkins:	\$156M in 1993; \$168M in 1994; \$173M in 1995
	Workstudy:	\$615M in 1993; \$616.5 M in 1994 and 1995
	State Incentive:	\$72M in 1993; \$72.4 M in 1994 and 1995
	Upward Bound:	\$142.9M in 1993; \$146.9M in 1994; \$171.6M in 1995 and 1996
	Talent Search:	\$65.1M in 1993; \$76.2M in 1994; \$78.8M in 1995 and 1996
	Opportunity Cntrs:	\$20.5M in 1993; \$23.9M in 1994; \$24.7M in 1995 and 1996
	Student Support:	\$132.1M in 1993; \$139.2M in 1994; \$143.5M in 1995 and 1996
	Improvement:	\$28.2M in 1993; \$17.4M in 1994
	Special Program:	\$1.9M in 1993; \$2M in 1994; \$2M in 1995 and 1996

Measurable Goals and Objectives

- I Help financially needy undergraduate students meet the costs of education at participating postsecondary institutions by providing direct Pell Grant assistance.
- a65535
- Encourage private lender to provide federally subsidized and insured long-term loans to students and their parents through the Federal Family Education Loan Program.
- I. Help financially needy undergraduate students meet the cost of education by providing supplemental grant assistance through the Federal Supplemental Educational Opportunity Grant and participating postsecondary institutions.
- a)
- II. Help financially needy undergraduate and graduate students meet the costs of education by providing low-interest loans through the Federal Perkins Loan Program and postsecondary institutions.
- a)
- III. Assist needy undergraduate and graduate students in financing postsecondary education costs through the Federal Work-Study Program.
- a)
- IV. Increase the rates at which participants enroll and graduate from institutions of postsecondary education and provide support to participants in their preparation for college entrance through the Upward Bound Program.
- a)
- V. Increase the number of youth from disadvantaged backgrounds who complete high school and enroll in a postsecondary education institution and encourage high school dropouts to reenter the educational system to complete their education through the Talent Search program.
- a)
- VI. Increase the number of adult participants who enroll in postsecondary education institutions and

successfully complete degree programs, provide counseling and information on college admissions, and counsel on financial aid options through the Educational Opportunity Centers.

- a)
- VII. Increase the college retention and graduation rates of participants and facilitate the process of transition from one level of higher education to the next through the Student Support Services.
- a)
- VIII. Provide training for staff and leadership personnel who are employed or are preparing for employment in the Upward Bound, Student Support Services, Talent Search, Educational Opportunity Centers, and Ronald E. McNair Postbaccalaureate Achievement programs (Federal Trio programs) through the Training Program for Special Programs Staff and Leadership Personnel program.

a)

Hispanic American Participation

- I. Hispanic students account for nearly 8% of total undergraduate enrollment at colleges and universities compared to approximately 10% for African American and 77% for whites.
- I. In 1992-93, of the total Hispanic student population receiving financial aid, 9.5% received a Federal Supplemental Educational Opportunity Grant; 6% received a Federal Perkins Loan in 1992; 7% received Federal Work Study opportunities.
- I. In 1992-93, 4 million students received the Pell Grant; average grant was \$1,543 per student.

10.6% of undergraduate Hispanics received a Pell Grant, a slight increase from the 10% in the Fall of 1986 and 9.3% in the Fall of 1992.

6,306 institutions were participating in 1992-93.

During 1994, HSIs received \$339.9 million in Pell dollars.

- I. 668,771 students received Federal Perkins Loans in 1992; average award was \$1,333 per student. Total amount lent was \$868 million, including both the appropriation amount and dollars from the institutions revolving fund.
- a)
- II. In 1992-93, 714,440 students received Federal Work Study; average award was \$1,092 per student.

Approximately 90% goes to undergraduates; dependent undergraduate receive nearly 63% of funds.

- I. Two thirds of the Upward Bound participants must be both low-income and first generation.

In 1995, over \$171 million was awarded for projects; average award was \$285,967 per project; average number of participants was 75 and the average cost per participants \$3,838.

During 1993, Hispanic Serving Institutions (HSIs) were awarded about \$8.8 million and in 1995 the amount increased to \$13.3 million.

- I. Two thirds of Talent Search participants must be first generation potential college students from low income families.

In 1995, approximately \$79 million was awarded to 319 projects; average award per project was \$247,144; average number of participants was 940 and the average cost per participants was \$263.

In 1993, Hispanics represented about 17.6% of the 224,000 participants served.

During 1993, \$3.8 million dollars were awarded to HSIs and in 1995 the amount increased to \$5.3 million dollars.

- I. At least two-thirds of the Educational Opportunity Center students must be first-generation, low-income, and at least 19 years old.

In 1995, over \$24.6 million was awarded to 74 projects; average award per project was \$333,115; average number of participants per project was 2,117 and average cost per participant was \$157.

During 1993, out of 127,000 participants served, 14% were Hispanic.

In 1993, HSIs received \$1.3 million with an increase to \$1.9 million by 1995.

- I. Two-thirds of the participants in Student Support Services must be either disabled or first-generation students from low-income families.

In 1995, over \$143 million was awarded to 706 projects; average award was \$203,320; average number of participants per project was 235; and the average cost per participant was \$867.

During 1993, out of approximately 175,000 students served in the Student Support Service program, about 15.4% were Hispanic.

In 1993, HSIs received \$10.5 million dollars and \$13.5 million by 1995.

- I. The Federal Trio Programs do not collect race/ethnicity data.

**DEPARTMENT OF EDUCATION
OFFICE OF EDUCATIONAL RESEARCH AND IMPROVEMENT**

1993-95 and 1996 Hispanic American Participation

- I. \$122.3 M awarded to higher education, school districts, and organizations from discretionary funds from 1993-95.

\$8.1 M or 7% awarded to Hispanic Serving Institutions

(1996 data incomplete).

Measurable Goals and Objectives

- I. Conduct research on professional development for teachers .
- I. Conduct research on student assessment.
- I. Conduct research on school change needed to move toward educational excellence.
- I. Conduct research on systemic reform.
- I. Conduct research on curriculum.
- I. Implementation of research findings.

Participants

- I. The 21st Century Community Learning Centers Program awarded six grants totaling nearly \$700,000 to rural and inner-city public elementary and secondary schools to enable them to plan, implement and expand community centers that meet the needs of the community by offering services in health, education, recreation, cultural and social service. Four of these three-year grants (which represent those serving the Hispanic community) were made to schools in the following Cities/States -- Chicago, Illinois, Brooklyn, New York, Philadelphia, Pennsylvania, and Lyford, Texas.

Chicago received 33% of the grant and will target those areas of pervasive poverty, unemployment, and general social distress that have been designated as the Empowerment Zone. **Brooklyn** received 25% of the grant and will target at-risk residents of the Bedford Stuyvesant Community, so they can gain information about, and access to, resources needed for literacy, social, recreational, and physical well-being. **Philadelphia** received 61% of the grant and will target an Empowerment Zone in one of the most depressed areas of the city. They will add new services to an existing center to provide more comprehensive and integrated programs to the community. **Lyford** received 96% of the grant and will target an Empowerment Zone in an economically depressed area. They will open a center to provide services to those individuals in need.

- I. **Field-Initiated Grants Competition.** In the Field-Initiated studies program, no awards have been made to an Hispanic Serving Institutions (HSI) in competitions of recent years. In preparation for the competition and to increase the number of applications from special institutions, the Institute on Postsecondary Education, Libraries, and Lifelong Learning (PLLI) has issued an invitational priority inviting applicants to "examine the capacities of special mission institutions in providing access and excellence in higher education for students, including the lifelong learning needs of adults in the service areas of these institutions." Hispanic Serving Institutions that apply will have an equal chance to receive at least one of these awards in FY96 and an increased number of applications from HSIs are expected.

PLLI established a Special Mission Institutions team to produce, synthesize, and disseminate educational information and research data that is of vital interest to special mission institutions, including HSIs. The team will provide technical assistance to HSIs and organizations that serve them; and, the team will engage in outreach efforts to encourage participation in field-initiated studies grants program and other activities.

PLLI has also commissioned a special report on the "Profile of Hispanic Serving Institutions." This will be a descriptive report on 2-year and 4-year postsecondary institutions, and will cover enrollment, degrees conferred, and tuition. The report will be completed by the end of this summer, and will be widely distributed.

- I. The National Writing Project's latest statistics show that in 1993-94, 4% of the Teacher Leaders were Hispanic, and 6.3% of the Urban Sites Network Teacher Leaders were Hispanic. At specific sites with large Hispanic populations, the % ages are higher, at the West Texas Writing Project, for example, 100% of the teachers served were Hispanic.

Exemplary Programs

- I. Publications translated into Spanish: Helping Your Child Use the Library, Learning Partners, Helping Your Child with Homework, Helping Your Child Learn Science, How Can We Provide Safe Playgrounds; and A Pocket Guide to Educational Resources Information Center (ERIC) System. Some were supplied to libraries and schools and some copies of the booklets were for parent involvement programs and general circulation.
- I. Brochures and books for Latino parents: Let's Read: 101 Ideas to Help Your Child Learn to Read and Write, What is Good Teaching?
- I. ERIC products: A clearinghouse on rural education and small schools entitled, Children of La Frontera: Binational Efforts to Serve Mexican Migrant and Immigrant Children; Hispanic Parent Involvement in Early Childhood Programs, 1995; Chicanos in Higher Education: Issues and Dilemmas for the 21st Century; Hispanic Parental Involvement; Hispanics in Higher Education: Trends in Participation, 1993; Improving the Performance of the Hispanic Community College Student, 1993; Doing Our Homework: How Schools Can Encourage Hispanic Communities, 1994; Facilitating Postsecondary Outcomes for Mexican Americans, 1994; Forging Partnerships Between Mexican American Parents and the Schools, 1995; Integrating Mexican-American History and Culture Into the Social Studies Classroom, 1992; Mexican American Women: Schooling, Work and Family, 1995; Mexican Immigrants in High Schools: Meeting Their Needs, 1993.
- I. Booklet: National Center for Education Statistics published a booklet in September, 1995 entitled, "Findings from The Condition of Education 1995; The Educational Progress of Hispanic Students". The 25 page booklet discusses educational statistics about Hispanic Students compared with their white counterparts and the

progress they have made over the past 10 years since "A Nation At Risk". It is filled with statistical information useful to educational analysts and policy makers throughout the nation.

- I. For more information, call 800-424-616 (DC area residents call 202-219-1692) or contact us on the Internet at library@inet.gov.

**DEPARTMENT OF EDUCATION
OFFICE OF MANAGEMENT**

1993-95 and 1996 Hispanic American Participation

- I. \$9.5M was spent on recruitment efforts from 1993-95
\$702,880 or 7% was spent on Hispanic American recruitment.

Measurable Goals and Objectives

- I. Work to increase the department's percentage of Hispanics in its workforce.
- I. Improve the ability to proactively collect, maintain, and provide accurate race and national origin information on applicants and employees for the various recruitment and development programs for the department's headquarters and regional offices.
- I. Evaluate previous recruitment activities and use the results to establish strategic and measurable 1996 recruitment plans for headquarters and regions that would link the department's Federal Equal Opportunity Recruitment Program plan, Affirmative Employment Plan, and the submission for Executive Order 12900. Recruitment plans would include attending Hispanic American organization conferences in larger regions, e.g., Atlanta, Chicago, San Francisco.
- I. Assign primary responsibility for administering the plan to the Equal Employment Opportunity Group.

*Hispanic American Participation**

- I. Co-op: 33% in 1993; 0% in 1994, 50% in 1995; 0% projected for 1996.
- I. Stay In School: 7% in 1993; 9% in 1994 and 1995; and 19% projected for 1996.
- I. Outstanding Scholar: 7% in 1993; 13% in 1994; 6% in 1995 and 1996.
- I. Paid summer hires: 0% for 1993; 7% in 1994; 4% in 1995 and 5% projected for 1996.
- I. There was no participation of non-paid interns or intergovernmental Personnel Act detailees.
- I. Hispanic American employment in the department was 179 or 3.9% out of 4,621 employees nationwide at the end of 1995. Currently the civilian workforce is 8.1%.

*Note: All information is aggregated for ten regions and the headquarters office. Regional offices in Dallas have higher rates, e.g., 50-60%.

The Department of Energy contributes to the Nation's welfare through its extraordinary scientific and technical capabilities in energy research, environmental remediation, and national security.

1993-95 and 1996 Hispanic American Participation

- I. \$2.2B was distributed to Institutions of Higher Education (IHEs) in discretionary funds
- II. \$18.3M (.852%) was awarded to Hispanic Serving Institutions (HSIs)
- III. Pattern of awards to HSIs includes small annual increases: .35% awarded in 1993; .77% in 1994 and 1.52% in 1995
- IV. \$627M is expected to be awarded to IHEs in 1996 from discretionary funds
- V. HSIs expected to receive 3.2%; continued pattern of increased participation
- VI. \$144M was awarded to IHEs from legislative driven funds
- VII. HSIs received .2% or \$230,100
- VIII. Data for legislatively driven funds for 1996 was not received

Measurable Goals and Objectives

- I. Increase percent of awards to HSIs to 3% of all DOE educational dollars in FY 1996; 4% in 1997; 8% in 1999; 10% in the year 2000
- II. Develop a comprehensive information system to track the status of funding grants, procurement, and other activities
- III. Develop, maintain, and annually distribute a list of contacts at Hispanic American educational groups to Secretarial officers, laboratories, and field offices
- IV. Host an annual seminar for the U.S. Hispanic American community on how to compete for educational grants, procurement and other funding opportunities
- V. Provide debriefings to all unsuccessful Hispanic American applicants for grants, procurement and other efforts for the next fiscal years (1996-97)
- VI. Establish a goal of 25% of all minority contract dollars in FY 1996 with appropriate increases to the year 2000
- VII. Establish accountability for DOE contractors for achieving Hispanic American subcontracting goals and establishment of a database to track Hispanic American small business funding
- VIII. Establish a goal of 6% average federal employment by FY 1996; 7% in 1997; 8% in 1998; 9% in 1999; 10% in the year 2000
- IX. Establish a goal of 5% participation in the Senior Executive Service by the year 2000
- X. Promulgate a diversity policy statement to ensure consideration of diversity goals in the event of Federal or contractor layoffs
- XI. Commitment to improve communications and consultations with the Hispanic American community.

Exemplary Programs

- I. Hispanic Science Camp is a bilingual introduction to elementary school sciences
- II. HACU High School Math and Science Curriculum Enhancement involves parental and cultural dynamics to increase higher education opportunities
- III. Hispanic Environment Technology Program through Sandia National Laboratory offers summer internships for training in environmental analysis
- IV. Science and Technology Alliance, New Mexico Highlands, the Ana Mendez University System and Sandia Labs, sponsors research for minority institutions
- V. Chairs of Excellence provides funding for professors to organize engineering curricula at HSIs.

Environmental Protection Agency (EPA)

The Environmental Protection Agency mission is to design programs, establish policy, and recommend regulation that protects our environment.

1993-95 and 1996 Hispanic American Participation

- I. \$119.1M was awarded to Institutions of Higher Education (IHEs) for research and development, training, facilities, equipment, fellowships, scholarships, and private sector involvement
- II. \$100.9M or 85% are legislative/formula driven funds
- III. 96% of the legislative/formula driven funds were awarded for research and development
- IV. None of the legislative/formula driven research and development funds were awarded to HSIs
- V. \$12M or 66% of the \$18.2M in discretionary funds were awarded for fellowships, internships, scholarships, and direct subsidies to institutions
- VI. Hispanic Serving Institutions (HSI) received approximately 32% of \$18.2M in discretionary funds*
- VII. Approximately 70% of direct institutional subsidies were awarded to HSIs in 1993; 76% in 1994; and 50% in 1995*

Measurable Goals and Objectives

- I. The data for this report was prepared based on information tracked for Historically Black Colleges and Universities (HBCUs). As a next step for this report, EPA will explore the feasibility of developing a tracking system to monitor the information requirements for this report.

Exemplary Programs

- I. In 1995, EPA established "border offices" in California and Texas, which are regions with high Hispanic population, to provide information and assistance to the local communities and to serve as conduit to EPA's regional offices.
- II. During 1995 and 1996, EPA contributed \$3M each year for programs along the borders, to the Commission for Environmental Cooperation, a partnership between US, Mexico, and Canada, formed as a result of the North American Free Trade Agreement.

Note: The agency notes that it does not track or require that institutions receiving awards for this purpose disclose

whether the awards were used in support of Hispanic American activities. From this statement, we concluded that awards went to IHEs in support of Hispanic American activities and not necessarily to HSIs. Data for 1996 was not provided.

Equal Employment Opportunity Commission (EEOC)

The Equal Employment Opportunity Commission is the primary enforcement agency for equal employment opportunity laws and develops policies to ensure certainty and predictability of enforcement. The EEOC reported that they are unable to provide direct funding to Hispanic Serving Institutions (HSIs) but that they plan to provide support through a variety of educationally enhancing initiatives in an effort to comply with the purpose of Executive Order 12900.

1993-95 and 1996 Hispanic American Participation

- I. Approximately \$200,000 spent in two programs: Technical Assistance Program Seminars and Technical Assistance and Education Program (outreach).

Measurable Goals and Objectives

- I. In FY 1995, each District Office, the Office of Communications and Legislative Affairs, and the Office of Management will establish the necessary contacts with the Hispanic community and appropriate government and school institutions to participate in educational activities.
- II. In FY 1996, each district office will target at least one outreach activity, i.e., laws, procedures, technology, management, and leadership. Recipients of the staff educational efforts can be of any age, belong to any organization, be a student, employee or employer, and be a member of the EEOC's outreach community.
- III. During FY 1996, the district offices are authorized to incur traveling expenses, within their travel allocations for educational activities.
- IV. Headquarters and field offices are encouraged to identify Hispanic American groups and/or individuals for Presidential Management Internships, stay-in-school programs, management and executive development, summer employment; identify school districts with high concentration of Hispanic Americans; and implement activities such as tutoring, mentoring, computer skills training, writing skills training, and civil rights knowledge.
- V. All activities will be tracked and reported in the annual report to White House Initiative on Educational Excellence for Hispanic Americans.

Federal Communications Commission (FCC)

The Federal Communications Commission regulates the nation's communications industries to ensure that they act in the public interest. The FCC does not directly run education programs, but has stressed in testimony to Congress that communications technology, i.e., telephones, networked computers, satellite service and more, have the power to transform education and that it is important to make these tools available to all children.

The Telecommunications Act of 1996 (ACT) will serve as a catalyst for bringing communications technologies to the nation's classrooms and directs the FCC to create incentives for businesses to provide affordable communications services to schools, libraries and hospitals. The FCC is working with states to develop and adopt rules by 1997.

1993-95 and 1996 Hispanic American Participation

- I. FCC did not have or award funds for educational programs.
- II. The Telecommunications Act of 1996 will initiate programs (see goals and objectives).

Participants

- I. 50% of Hispanic American children attend schools which use computers in the classroom as compared to 62% of non-minority children.
- II. 29% of Hispanic Americans use computers at work; 50% of non-minorities.
- III. 13% of Hispanic Americans own computers at home; 29% of non-minorities.
- IV. 86% of Hispanic Americans have telephones, compared to 95% for non-minorities

Measurable Goals and Objectives

- I. Conduct outreach to the Hispanic American community.
- II. Connect 20% of California and Hispanic-serving schools to information superhighway by 1996-Net Day.
- III. Facilitate school applications for the Telecommunication Development Fund (TDF).
- IV. Authorize lower rates for schools and Hispanic-serving schools/organizations for on-line research.
- V. Qualify small businesses providing technologies for schools, including Hispanic serving schools, for the TDF.

Exemplary Programs

- I. Education Technology Corporation, authorized by the Act of 1996, is a non-profit organization empowered to receive funds/services from government agencies and private sector to provide technical assistance, teacher training, financial assistance to schools introducing communications and information technology.
- II. "V-Chip" installed in all new TV sets will allow parents to screen out violent programming.
- III. Broadcasting industry encouraged to establish a violence rating system; Act directs the FCC to establish an advisory committee if rating system is not in place within a year.
- IV. Children's Television Act of 1990 will be implemented; working with groups on rules.
- V. Private sector initiatives to connect classrooms to information superhighway

General Services Administration (GSA)

The General Services Administration establishes policy for and provides economical and efficient management of Government property and records, including construction and operation of buildings, procurement and distribution of supplies, utilization and disposal of property; transportation, traffic, and communications management of the Government wide automatic data processing resources program.

1993-95 and 1996 Hispanic American Participation

- I. GSA reported that they do not have education-related programs.
- II. Data for employee programs such as the Woman's Executive Leadership and other executive development programs was not provided.
- III. Funds for internships has been eliminated as result of government downsizing.
- IV. Only program active in 1996 is the mentoring program in the Training and Organization Division, Office of Personnel. Program has one FTE and spends approximately \$5,000-\$7,000 on materials. No other information provided.

Measurable Goals and Objectives

- I. Plan not available.

Exemplary Programs

- I. Surplus Property Program seminar was held in South Texas to provide Hispanic Serving Institutions information on how to access surplus property in the various government agencies.

Health and Human Services (HHS)

The Department of Health and Human Services is organized into four components. The Public Health Service includes the Office of Assistant Secretary for Health Agency for Health Care Policy and Research; the Center for Disease Control and Prevention, Food and Drug Administration; the Health Resources and Services Administration; the National Institutes of Health; and the Substance Abuse and Mental Health Services Administration. Health Care Financing Administration includes the following education-related programs: Indirect Medical Education; Graduate Medical Education; In-house Employee Training; and Training for State Surveyors of Institutions Serving Medicare and Medicaid Beneficiaries. Projects of National Significance, a component of the Administration for Children and Families, includes ready to learn; teacher education; professional development; adult literacy; lifelong learning; and parental articulation programs; and the Administration on Developmental Disabilities which provided awards to teaching entities to provide a leadership role in preparing individuals with developmental disabilities for integration and inclusion into the community. The Administration on Aging addresses adult literacy; lifelong learning; skilled work force serving the elderly; and internship programs.

1993-95 and 1996 Hispanic American Participation

- I. \$24.1B in discretionary and legislative/formula driven funds went to Institutions of Higher Education (IHEs)
- II. 6% of the \$24.1B is mandated by legislation
- III. Hispanic Serving Institutions (HSIs) received 1.5% or \$363.4M
- IV. Of this total, the Public Health Service (PHS) awarded approximately \$24B to IHEs
- V. 99.8% of the funding for HHS education-related programs is in the Public Health Services
- VI. HSIs received 1.5% or \$362.1M of the \$24B
- VII. HSIs received 1.7% of total PHS awards to IHEs in 1993-94; decreased to 1.1% in 1995
- VIII. Of the total, the Health Care Financing Administration (HCFA) awarded \$16.6M
- IX. HSIs received none of the HCFA awards
- X. HSIs received \$16.9M or 5.9% of the \$286.4 M from the Administration for Children and Families
- XI. 5.9% is reflective of the increase in 1993-94: 3.7% in 1993; 6.9% in 1994; 6.8% in 1995
- XII. Administration on Aging (AOA) awarded \$21.6M
- XIII. HSIs received 1.8% of the \$21.6M
- XIV. HSIs did not receive AOA awards in 1993; HSIs awards increased to 2.5% in 1994 and then decreased to 2.1% in 1995

Measurable Goals and Objectives

- I. Establish formal responsibility and direction for completion of the annual plan in the Office of the Assistant Secretary for Health
- II. Establish a Hispanic Leadership Group to advise the Assistant Secretary for Health
- III. Require that each activity establish measurable objectives for proposed actions
- IV. Require midyear progress reports
- V. Establish a 3% funding goal for HSIs as a % of funding authorities with a progressive annual increase to 15%
- VI. Develop a network of HSIs from secondary schools to college to health profession schools to establish an educational pipeline in the science/health professions; only HSIs in Puerto Rico have three medical schools
- VII. Provide technical assistance to increase participation in Public Health Services-funded programs
- VIII. Increase the number of HSI faculty review and advisory councils
- IX. Provide HSIs with support by placing qualified Federal staff to augment staff/faculty; assisting with recruitment/retraining; and sponsoring conferences in HSI campuses.

Exemplary Programs

- I. Research Center on Minority Populations at the University of Texas Health Sciences Center, San Antonio studies the effectiveness of medical treatments for Hispanic populations; provides technical assistance and training for new researchers
- II. Centers of Excellence addresses the under representation of Hispanic faculty in health professions and funds fellows
- III. Model Hispanic Center of Excellence Program provides a continuum of support for selected Hispanic students from high school graduation through graduation from medical school.

a)

Program participation and 1996 awards data were not reported. No time line for achieving a 3% funding goal is provided.

Department of Housing and Urban Development (HUD)

The Department of Housing and Urban Development is charged with developing and implementing the nation's housing and community development needs, support local efforts to expand affordable housing, home ownership, and job opportunities. Educational programs are limited but HUD administers housing programs with education-related components, serving all communities, primarily those in low-income areas.

1993-95 and 1996 Hispanic American Participation

- I. \$32.4M was distributed to Institutions of Higher Education (IHEs) from discretionary funds
\$240,000 or .7% was awarded to Hispanic Serving Institutions (HSIs)

Participants

- I. National home ownership rate is 76.5%; 70.8% for whites; 42.4% Hispanic Americans; 42.2% African American; an increase of 3% from 1993 for Hispanic Americans
II. Worse case housing is 18% Hispanic American; between 1989 and 1993 it increased by 36%, only 12% receive federal assistance
III.
IV. HUD Counseling Counseling Program had approximately 10% Hispanic American participation during FY 1995.

Measurable Goals and Objectives

- I. Develop an effective strategy for each program assuring Hispanic outreach and participation
II. Develop an outreach effort through national trade associations and community development organizations
III. Establish an interactive mechanism for assuring access and participation in national housing programs
IV. Establish an HSI Community Development Work Study Program
V. Establish and review standards of measurement and appropriate resources to assure equitable participation
VI. Establish a Hispanic American Initiative working group comprising high level officials and provide staff from each program to support the initiative
VII. Establish a 3-member Advisory Committee consisting of high level staff from the Department of Education and the White House Initiative on Educational Excellence for Hispanic Americans to advise the Secretary on educational initiatives
VIII. Entrust the responsibility of EO 12900 in the office of the Secretary; Assistant Secretary for Administration will provide support; Assistant Secretary in the Office of Policy Research, and Development will implement the recommendations
IX. Program directors will be responsible for uniform data collection
X. Each agency will prepare an annual plan that will include measurable goals and objectives and awards by

program for all education related activities to comply with Executive Order 12900.

Exemplary Programs

- I. Office of Fair Housing and Equal Opportunity: Fair Housing Assistance Program and Fair Housing Initiatives Programs
- II. Office of Public and Indian Housing: Public and Indian Housing Resident management Technical Assistance Grants, Public and Indian Housing Youth Sports Program, the Campus of Learners Program, and the Public Housing Drug Elimination program
- III. Office of Policy Development and Research-The Office of University Partnerships: (Community Outreach Partnership Center, Doctoral Dissertation Research Grant Program, Community Development Work Study Program, The Joint Community Development, and the Community Renaissance Fellows Program)
- IV. Office of Housing: National Homeownership Strategy, Counseling for Homebuyers, Homeowner, and Tenants
- V. Interagency taskforce on colonias (neighborhoods)
- VI. *Rental Assistance at a Crossroads: A Report to Congress on Worst Case Housing Needs.*

Department of Interior

The Department of Interior is responsible for the conservation of most nationally owned public lands and the development of most natural resources: land use, water resources, fish and wildlife, the environment, and outdoor recreation. The bureaus include: Reclamation, Fish and Wildlife Service, Mines, Land Management, National Park Service, National Biological Survey, U.S. Geological Survey, and Office of the Secretary.

1993-95 and 1996 Hispanic American Participation

- I. \$84.1M was awarded to Institutions of Higher Education (IHEs) from discretionary funds
- II. 65% of awards were for Research and Development; 13% were for scholarships, fellowships
- III. \$3.5M or 4.2% went to Hispanic Serving Institutions (HSIs); in 1.78% in 1993, 9.9% in 1994, and 3.7% in 1995
- IV. 70% of the awards were for Research and Development; 16% were for scholarships, fellowships
- V. Beginning in 1995, IHEs received \$15M in awards from legislatively mandated funds.
- VI. HSIs did not receive awards from these funds.
- VII. 1996 data was not available.
- VIII. \$1.1M distributed for K-12 programs in 1994; no information on Hispanic American participation
- IX. \$3.5M distributed for K-12 programs in 1995; no information on Hispanic American participation

Participants

- I. Average Hispanic American participation for a selected number of programs approximately 6%

Measurable Goals and Objectives

- I. Implement activities in the Memorandum of Understanding with Hispanic Association of Colleges and Universities (HACU): Natural Resources Academy, Internships, Clearinghouse, Distance Learning, Atlanta Cluster Concept

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- II. Implement outreach activities as per agreement with HACU: International, Information Clearinghouse, Distance Learning, Sabbatical/Consultant Opportunities
 - III. Form a steering committee and develop projects responsive to the mandates of Executive Order 12900
 - IV. Sponsor the First Annual International Conference on Conservation of Natural Resources and Cultural Heritage, New Mexico State University
 - V. Modify data collection on K-12 programs to meet EO 12900 requirements.

Exemplary Programs

- I. Agreement with HACU for the Summer Intern Program
- II. K-12 Programs which addressed National Goals: school completion and mathematics and science.

International Trade Commission (ITC)

The International Trade Commission is an independent, bipartisan agency, widely recognized as an investigative and research resource to the President, Congress, and the private sector on matters of international trade and competitiveness, import remedy investigations, research program, trade information services, and trade policy support.

1993-95 and 1996 Hispanic American Participation

- I. Financial data not provided.

Measurable Goals and Objectives

- I. The director of EEO, with the assistance of the Hispanic Employment Program Coordinator, the Office of Personnel and the use of a newly initiated computerized mail tracking system, will develop and maintain an on-line mailing list for purposes of recruitment outreach to assure the broadest possible applicant pool for all recruitment and hiring activity for professional positions and those at the GS-12 level and above.

Department of Justice

The Department of Justice is the United States legal office and performs many law enforcement functions. Key components include: Immigration & Naturalization Service (INS), Bureau of Prisons (BOP), Federal Bureau of Investigation (FBI), U.S. Marshal's Service, Office of Justice Programs, Drug Enforcement Administration (DEA), Executive Office for U.S. Attorneys, National Central Bureau, and Offices, Boards and Divisions.

1993-95 and 1996 Hispanic American Participation

- I. \$54.4 M was awarded to Institutions of Higher Education (IHEs) from discretionary funds
- II. \$64,000 or .12% went to Hispanic Serving Institutions (HSIs)
- III. All awards were for research and development

- IV. \$8.1M was awarded to IHEs from legislated funds
- V. \$344,000 or 4.3% went to HSIIs
- VI. All awards were for research and development
- VII. 1996 data not available

Participants

- I. Average Hispanic American participation internships, etc. is 19% Justice Department and 6% for FBI; most of the participation is in unpaid internships
- II. 0% participation in the Federal Junior Fellowship; 6% in the FBI Honor Internship; 1.6% in the FBI Summer Employment.

Measurable Goals and Objectives

- I. DEA will work with University of Texas at El Paso to recruit students to fill 300 special agent positions
- II. In FY 95-97 the department will work with the Hispanic Association of Colleges and Universities (HACU) and HSIIs to recruit Hispanic American students to fill approximately 5000 border patrol positions, inspectors, examiners, and criminal investigators
- III. Participate at annual conferences and activities sponsored by national Hispanic organizations
- IV. Advertise in publications which target Hispanic Americans
- V. Continue agreement with HACU and the US Marshal's Service and Bureau of Prisons that includes recruitment, on the job training and permanent placement
- VI. Identify HSIIs with criminal justice and law enforcement programs to conduct special recruitment activities

Exemplary Programs

- I. Policy statement directing department components to initiate activities with HACU members
- II. Focused recruitment effort to enhance applicant pool of minority and women attorneys for Assistant US Attorney positions
- III. US Marshal Service hired Hispanic Employment Program manager to initiate outreach
- IV. DEA included HSIIs in the handbook for field program coordinators
- V. Several paid and unpaid internship programs.

Department of Labor

DoL was created by a 1913 Act of Congress as a Cabinet-level agency "to foster, promote and develop the welfare of the wage earners of the United States, to improve their working conditions, and to advance their opportunities for profitable employment." DoL is organized into eight components: Women's Bureau; Bureau of Labor Statistics; Employment Standards Administration; Employment and Training Administration; Occupational Safety and Health Administration; Mine Safety and Health Administration; Pension and Welfare Benefits Administration; and Veterans Employment and Training Service.

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- I. \$988.7M was awarded from discretionary funds to Institutions of Higher Education
 - a) \$1.9M or .2% was granted to Hispanic Serving Institutions from discretionary funds
 - b)
 - II. The majority of the \$988.7M was awarded for fellowships, internships, recruitment and IPAs
 - Total awarded for this category was \$929M of which only .05% went to Hispanic Serving Institutions.

Participants

- I. Only the Women's Bureau and the Employment Training Administration provided participation data in their Bureau programs. Bureaus were not able to provide any figures on any student (high school or college) intern programs.
- a)
- II. .03% Hispanic American participation in the Women's Bureau in 6 discretionary programs from 1993 - 1996
- a)
- III. 6.57% Hispanic American participation in the 1994 Women's Bureau in 2 legislative programs
- a)
- IV. 14.6% Hispanic American participation in the Employment Training Administration in 3 legislative programs from 1993 - 1996.

Measurable Goals and Objectives

- I. Increase the total number of participants and increase the percentage of minorities in the Employment and Training Administration's Bureau of Apprenticeship and Training (BAT)
- a)
- II. Increase the ratio of minority participants in BAT programs that train individuals for higher paying occupations
- a)
- III. Develop a competitive grant, which will be disbursed geographically, to determine what type of technical assistance is associated with the successful recruitment, selection, training, and completion of minorities and women for higher skilled apprenticeable occupations.
- a)
- IV. Will participate in future meetings relating to the goals of Executive Order 12900 (The Employment Standards Administration).

Exemplary Programs

- I. Memorandum of understanding (MOU) between DoL and the Hispanic Association of Colleges and Universities (HACU), this resulted in 230 surplus computers being provided to HACU institutions in throughout the U.S., hired two HACU faculty members hired through Inter-Personnel Agreements
- II.
- III. The Bureau of International Affairs made several awards to HACU institutions through small purchases
- IV.
- V. The Women's Bureau's Mi Casa Resource Center for Women sponsors workshops for single parent families

National Aeronautics and Space Administration (NASA)

The mission of the National Aeronautics and Space Administration is to contribute materially to the expansion of human knowledge and to the technological advancements in aeronautics, space technology, space science, and space exploration. The education-related programs include: Pre-college and Bridge Programs, Institutional Research Awards, NASA University Joint Venture in Space Science Program (JOVE), Minority University Research and Education Division, Training, Graduate Student Researchers Program, and Undergraduate Student Researchers Program.

1993-95 and 1996 Hispanic American Participation

- I. \$2.1B was awarded to Institutions of Higher Education (IHE)
- II. Hispanic Serving Institutions (HSI) received approximately 2.9%
- III. HSIs received .4% in 1993 which increased to 4.1% in 1994-96

Measurable Goals and Objectives

- I. Visit HSI campuses and invite administrators, faculty, and students to visit laboratories/installations; offer the NASA Field Installations to NASA-sponsored HSI programs for meetings and conferences; and track the number of visits and frequency of use of facilities
- II. Issue announcements of opportunity to provide funds to national Hispanic educational associations and nonprofit organizations
- III. Increase participation in the research centers, institutional research awards, faculty awards for research, mathematics, science and technology teacher preparation and curriculum enhancement awards, pre-college awards for excellence in mathematics, science, engineering and technology, graduate student researchers program, undergraduate student researchers program, and track award and participation
- IV. Fund a \$100,000 study for representatives from industry, educational institutions, government, and non profit entities to explore ways to increase Hispanic participation in NASA fields
- V. Use the NASA Economic Development Strategy for Technology Transfer (NEST2) with HSIs to enhance the technology transfer and commercialization capabilities of HSIs and serve as an impetus for business and community development

Exemplary Programs

- I. Cientificos Science Project prepares students for scientific careers
- II. El Ingeniero is a summer research and educational outreach for 7th and 8th graders and their parents
- III. Texas Prefreshman Engineering Program aimed to attract Hispanic students in mathematics, science and engineering
- IV. Aerospace Education School Services is a program designed to increase the awareness of aerospace science of pre-college students, and is implemented in twelve HSI school districts in Arizona; four in California; and one in New York
- V. HSIs which have participated in various programs: California State University at LA, Florida International University; New Mexico Highlands University; New Mexico State University in Las Cruces; City University of New York City College; University of Puerto Rico at Humacao; University of Texas campuses at

Brownsville/El Paso/San Antonio/Edinburg; and Santa Fe Community College.

All awards are from discretionary funds. Participation rates were not reported for all programs and, so comparison between IHEs participation and HSIs was not conducted for this report.

National Endowment for the Arts (NEA)

The primary activity of the National Endowment for the Arts is grant-making to arts organizations and artists, to state, local and tribal governments, and, to a lesser extent, to Institutions of Higher Education (IHEs). When IHEs apply to the Arts Endowment, it is on behalf of arts-related entities within the institutions.

1993-95 and 1996 Hispanic American Participation

- I. \$9.5M awarded to minority Institutions of Higher Education (IHEs)
- II. Hispanic Service Institutions (HSIs) received 3.4% or \$323,699 of the \$9.5M*

Measurable Goals and Objectives

- I. Provide improved data by 1998 after the completion of the data collection system joint project with the National Assembly of State Arts Agencies (NASAA).

Exemplary Programs

- I. Grant issued through the Arts Plus program to the Guadalupe Cultural Arts Center in partnership with the San Antonio Independent School District. The project allowed economically underprivileged school students to work on the "Danza Folklorica San Antonio" project.
- II. The Arts Endowment awards grants to state arts agencies for re-granting to arts and cultural organizations, and for related administrative costs. In 1994, the arts agencies began reporting participation rates and dollar awards to NASAA. As of August 1995, NASAA had received reports from nine states with high Hispanic American populations which indicate that approximately 9% of the re-grants went to activities benefiting Hispanic Americans.
- III. Internships are usually advertised in the Latino Reporter, The Hispanic Register, the Latino Voice, the Hispanic Network, and the Hispanic Association of Colleges and Universities.
- IV. The peer panel review process, by Congressional mandate, must be reflective of the country's cultural, ethnic, geographic, and gender diversity. Since 1993, 300 panels have convened. Of the 2,766 panelists selected, about 246 or 9% were Hispanic American.

All funds awarded are discretionary.

Participation information is not tracked by the agency, and information for 1996 was not available at the time of submittal. In 1996, NEA expects to reduce or eliminate internships due to drastic budget reductions from Congress. Fellowships are also provided but information on ethnic background is not collected or tracked.

National Endowment for the Humanities (NEH)

The National Endowment for the Humanities is a grant-making agency that supports preservation, research, education, and public programs in the humanities.

1993-95 and 1996 Hispanic American Participation

- I. \$72.3M awarded to Institutions of Higher Education (IHEs) each year for research and development, facilities and equipment, and fellowships and internships
- II. Hispanic Serving Institutions (HSIs) received 2.4% in 1993 and 3.3% in 1994; most of these grants were for research and development

Measurable Goals and Objectives

- I. Establish formal responsibility and direction for completion of the annual plan in the office of the Deputy Chair
- II. Continue to provide technical assistance, in the form of grant-writing workshops and staff reading, to Hispanic American and HSI applicants
- III. Focus special attention on individuals and not-for-profit organizations in Puerto Rico through the Fundacion Puertorriqueña de las Humanidades
- IV. Seek participation of the faculty from HSIs and Hispanic Americans as panelists and outside reviewers in the grant application review process
- V. Encourage applications that respond to Executive Order 12900 requirements.

Data was submitted by agency and not by program. Only two years of awards data, 1993 and 1994, were presented. All funds awarded were discretionary. Participation information was not presented in a manner that could be compared.

National Science Foundation (NSF)

The goal of the National Science Foundation is to uphold a position of world leadership in all aspects of science, mathematics, and engineering; promote the discovery, integration, dissemination, and employment of new knowledge in service to society; and achieve excellence in U.S. science, mathematics, engineering, and technology education at all levels. NSF programs fall within the following categories: Biological Sciences; Geosciences; Engineering; Mathematical and Physical Sciences; Computer & Information Science and Engineering; Social, Behavioral and Economic Sciences; Education and Human Resources; Academic Research Facilities and Instrumentation; and Science and Technology Infrastructure.

NSF reported on the following education-related programs: Educational System Reform, Experimental Program to Stimulate Competitive Research, Graduate Student Programs, Informal Science Education, Pre-college Education, Research, Undergraduate Student Support, Young Scholars, Teacher & Faculty Enhancement and Development, and Technology Utilization.

1993-95 and 1996 Hispanic American Participation

- I. \$6.5B awarded to Institutions of Higher Education (IHEs) in a three year period
- II. \$180.5M or 2.8% was awarded to Hispanic Serving Institutions (HSIs)
- III. \$2.3B is projected to be awarded to IHEs in 1996; a 3% increase from 1995
- IV. HSIs are projected to receive 3% in 1996, reflecting no change from 1995

Measurable Goals and Objectives

- I. Support systemic reform and other educational activities to significantly increase the number of under represented minority students who graduate from high school to pursue baccalaureate degrees in science, mathematics, engineering, and technology (SMET)
- II. Encourage research and educational activities that allow faculty in HSIs to contribute to the SMET enterprise and provide quality research experiences to under represented groups in all SMET fields at all educational levels
- III. Improve research equipment and facilities at HSIs
- IV. Provide opportunities for under represented minorities to pursue graduate education in SMET disciplines and for minority faculties to serve as NSF program officers.

Note: Awards data was reported in aggregate for all IHEs. All awards were made from discretionary funds. Participation numbers, however, were reported for a select number of programs only and not for all NSF programs. A participation assessment, therefore, was inappropriate.

Office of Personnel Management (OPM)

The Office Personnel Management is responsible for advising, recommending and implementing policy , guidelines, and programs affecting all areas of personnel. Although OPM is not directly responsible for awards to Hispanic Serving Institutions and organizations, they provide guidance to agencies on how to maximize participation. Given this role, the following is a report on efforts to increase employment and promotions of Hispanic Americans in the Federal government.

1993-95 and 1996 Hispanic American Participation

Measurable Goals and Objectives

- I. Establish a working relationship with school districts and Hispanic Serving Institutions
- II. Sponsor short briefing for placement officials to inform on student volunteer and other programs
- III. Participate in job fairs, career days, and conferences
- IV. Involve agency employees as liaisons, mentors, and ambassadors
- V. Improve the use of the student employment programs
- VI. Link recruitment of Hispanic American students to the Federal Equal Opportunity Recruitment Program

Exemplary Programs

- I. Pioneered partnerships among Federal agencies and Hispanic educational/academic associations
- II. Encouraged the use of the Intergovernmental Personnel Act to assign staff to educational agencies
- III. Provided electronic access to nationwide Federal job information to HACU members
- IV. Streamlined student employment programs and appointing authorities
- V. Made the National Hispanic Student Organization Directory available electronically to Federal agencies
- VI. Promoted the HACU National Internship Program
- VII. Issued guidelines on Strategies for Increasing Recruitment of Hispanic Students
- VIII. Issued a report on Federal employment of Hispanic Americans in August 1995

Hispanic Americans in the Federal Government: A Statistical Profile
1994 Hispanic American Population and Civilian Federal Workforce Profile

- I. Hispanic American population is approximately 27 M of the nation's 260 M people
- II. Between 1980 and 1990, the Hispanic American population grew by 53% while the total population grew by 10%
- III. Hispanic American population is expected to reach 41M by year 2010 and 63 M by 2030; this does not include Puerto Rico
- IV. Median age for Hispanics is 26 years compared to 36 years for non-Hispanics
- V. Hispanic Americans comprised 10% of the U.S. workforce
- VI. Hispanic American labor force participation rate is 66.1%; compared to 67.1% of whites; 63.4% of African Americans

Civilian Federal Workforce

- I. Average age of the Federal workforce is 42.4 years
- II. Federal service tenure is approximately 14 years
- III. Average adjusted salary is \$33,604 worldwide and \$47,882 for the Washington, DC metro area
- IV. Average civilian Federal GS grade is a GS-8
- V. Hispanic Americans comprise 10% of the workforce but only 5.7% of the Federal workforce
- VI. White males comprise 40.6% of the workforce and 44.1% of the Federal workforce; African-Americans comprise 10.6% of the workforce and 17% of the Federal workforce; Asian-Americans comprise 3.8% of the workforce and Federal workforce; and women make up 46% of the workforce and 42.7% of the Federal workforce
- VII. 9.2% of the 5.7% Federal workforce is supervisory or managerial
- VIII. Men make up 58.3% and women 41.7% of Federal workforce
- IX. 77% of Hispanic Americans are in the Air Force, Army, Veterans Affairs, Treasury, Navy, and Justice.

Source: 1994 Census Bureau and OPM

Note: the Hispanic Association of Colleges and Universities and National Association of Hispanic Federal Executives recognized OPM for its commitment to increased recruitment of Hispanic students in the Federal government.

Peace Corps

The Peace Corps recruits nearly four-thousand volunteers a year for service in 93 countries. Over half of the recruits are college graduates. Peace Corps offers them immediate practical experience in their field, and international work and travel, foreign language training and a real sense of mission in helping people help themselves.

1993-95 and 1996 Hispanic American Participation

- I. \$8.21M awarded to Institutions of Higher Education (IHE)
- II. Hispanic Serving Institutions (HSI) received \$10,000 or .1%
- III. Total awards reduced from \$7.2M in 1993; \$.9M in 1994; \$50,000 in 1995 and 1996
- IV. Of the \$50,000 awarded in 1995, HSIs received 20%
- V. \$50,000 to be awarded in 1996; HSIs will receive 20%

Participants

- I. 219 or 3.3% Hispanic American participants
- II. 12% of schools formally enrolled in the World Wise Schools Programs are Hispanic serving schools or institutions with 25% or more enrollment. The program provides quality educational materials to students in the K through 12 grades, teaches students about cultures and peoples of the Hispanic world, and utilizes such techniques as Internet and educational television broadcasting.

Measurable Goals and Objectives

- I. Increase the number of Hispanic American volunteers
- II. Continue, and where possible, expand the various education related efforts

All grants to IHEs are in the form of fellowships and related activities. This information is not tracked by ethnic groups. All awards are from discretionary funds.

Small Business Administration (SBA)

The Small Business Administration mission is to assist Americans in establishing and retaining their own businesses, and through these efforts, to contribute to the backbone of our country's free enterprise system. The agency has historically provided services through five education-related programs: Management and Technical Assistance, Small Business Development Centers, Small Business Institutes, Service Corps of Retired Executives (SCORE), and the Women's Demonstration Program. SBA provided aggregated agency totals for awards issued to IHEs and HSIs and participation rates within SBA programs.

1993-95 and 1996 Hispanic American Participation

- I. \$170.6M was awarded to Institutions of Higher Education (IHE)
- II. Hispanic Serving Institutions (HSI) received \$16.M or 9.4% of \$170.6M
- III. \$56.5M is projected to be awarded to IHEs in 1996
- IV. 9.9% of the 1996 awards will go to HSIs; a 5.2% increase from 1995

Participants

- I. Average number of participants during 1993-95 was 868,562
- II. 59,533 or 6.9% were Hispanic Americans
- III. 7.3% Hispanic American participation rate is projected in 1996, an increase of 7.5% from 1995

Measurable Goals and Objectives

SBA's goals were established following the assessment conducted to comply with Executive Order 12900 and are reflective of downsizing efforts:

- I. Establish formal responsibility and direction for completion of the annual plan in the Administrator's Office, Assistant Administrator for EEO and Civil Rights Compliance
- II. Continue to actively reach out to the Hispanic American community to offer management and technical assistance, counseling and training
- III. Increase the Hispanic American rate of service from 6.7% to 7.3%
- IV. Achieve a 10% level of funding for HSIs, or more, as a portion of total SBA awards to IHEs
- V. Aggressively recruit and increase the representation of Hispanic Americans in the agency
- VI. Open at least three Business Information Centers in areas with a high concentration of Hispanic Americans: Miami, Albuquerque, and Denver
- VII. Develop a process to systematically collect data on co-sponsored training events targeted for Hispanic Americans and minorities
- VIII. Open five new One-Stop Capital Shops in areas with high Hispanic American populations: Rio Grande Valley (Texas), Los Angeles, Houston, Chicago, and NY
- IX. Establish a target of 275,000 clients for the SCORE program for counseling and training, of which at least 6.5% will be Hispanic Americans
- X. Encourage organizations of Hispanic American service providers in highly Hispanic American populated areas

to promote business members to export

XI. Increase funding levels for Women's Demonstration Projects in areas with high concentrations of Hispanic Americans.

All awards are mandated by legislation. Note that Congress did not provide 1996 funding for the Small Business Institutes Program or the Veterans Entrepreneurial Training. And, SBA has not yet received full funding for the Management and Technical Assistance Program. The participation rates exclude the SCORE program.

Social Security Administration (SSA)

The Social Security Administration is responsible for the Social Security Act of 1935 which created a social insurance program designed to pay retired workers age 65 or older, or to their aged wives/widows, children under age 18, and surviving aged parents, a continuing income after retirement. The Act was amended to include disabled workers in 1954 and under the Amendments of 1961 the retirement age was lowered to 62. It is also responsible for Medicare enacted in 1965, the Supplemental Security Income authorized in 1950, and the Social Security Amendments of 1980 which focused on work incentives for social security and disability benefits.

1993-95 and 1996 Hispanic American Participation

- I. SSA reported that they did not have education-related programs.
- II. Data for educational support for programs such as retirement, survivors, disability, and supplemental security income was not provided.
- III. Data for the Stay-in-School program and cooperative education programs was not provided.

Measurable Goals and Objectives

- I. None provided.

State Department

The State Department is responsible for planning, conducting and implementing U.S. foreign policy. Foreign Service Officers carry out the foreign policy of the United States under the direction of the Secretary of State. They participate in the development of policies, represent the United States in relations with other governments and with international organizations, keep the President and Secretary of State informed on developments abroad and protect American interests in foreign countries.

1993-95 and 1996 Hispanic American Participation

- I. \$45.2 M was awarded to Institutions of Higher Educations (IHEs) from discretionary funds
- II. Over 60% of awards made to IHEs was for research and development
- III. \$1.11 M or 2.5% went to Hispanic Serving Institutions (HSIs)
- IV. All awards to HSIs was for fellowships, internships, student tuition, and scholarships
- V. \$500,000 was spend in recruitment to meet Menendez Amendment requirement in 1994 and 1995
- VI. \$12.9 M is projected to be awarded to IHEs in 1996
- VII. HSIs will receive \$597,000 or 4.6%; no increase from 1995; an increase from 2.9% in 1994 and .25% in 1993
- VIII. In 1996, State projects spending \$47,300 for travel to colleges and universities; 30% of funds will be spent in travel to HSIs

Participants

- I. Ten or 26% Hispanic American participation in the Fellowship Program for a three year period
- II. Student Employment Programs did not provide information by ethnic category only by minority and non-

minority; 1993 minority participation was 34% out of 670; 1994 was 35% out 728; 1995 was 34% out 830.

- III. 3.8% of the 13,813 full time and part time permanent State Department workforce is Hispanic American; 3.2% of the 4,877 foreign service officers are Hispanic American; 3.3% of the 3,572 foreign service specialists; 3.7% Civil Service officers out of 5,364
- IV. 6% of the 12,151 foreign service exam takers were Hispanic Americans in 1993; a 22% increase from 1992
- V. 3% of the 2,748 who passed were Hispanic Americans in 1993; a 23% increase from 1992*

Exemplary Programs

- I. Hispanic Outreach and the Five-Year Recruitment Plan to meet the Menendez Amendment
- II. Student Employment Program: Student Intern (paid and unpaid), Cooperative Education, Foreign Affairs Fellowship, Presidential Management Intern, Fawcett Fellowships, Stay-in-School, Summer Clerical, Federal Junior Fellowship, Student Volunteer

Note: Workforce statistics are for 1994. Foreign service exam information was only provided for 1992 and 1993.

Department of Transportation (DOT)

The Department of Transportation is comprised of the following programs: Small & Disadvantaged Business Utilization, U.S. Coast Guard, Federal Aviation Administration, Federal Highway Administration, Federal Railroad Administration, National Highway Traffic Safety Administration, Federal Transit Administration, Maritime Administration, and Research & Special Projects Administration. Fifty-five (55) education-related programs were identified with one-third legislatively mandated.

1993-95 and 1996 Hispanic American Participation

- I. \$227.3 M awarded to Institutions of Higher Education (IHEs) from discretionary funds
- II. \$3.7 M or 1.6% awarded to Hispanic Serving Institutions (HSIs); 68% of the \$3.7 M was for tuition, fellowships, scholarships, etc.
- III. 80% of the awards to IHEs was for research and development
- IV. From 1993 to 1994 there was a 1.73% increase in funds; from 1994 to 1995 there as 73% reduction
- V. \$166 M was awarded to IHEs from legislatively mandated funds
- VI. \$7.5 M or 4.5% went to HSIs; 85% of the \$7.5 went to student tuition, scholarships, etc.
- VII. 65% of awards to IHEs was for student tuition, scholarships, etc.
- VIII. \$35 M from discretionary funds are projected to be awarded in 1996; 1.1% is projected for HSIs
- IX. \$64 M is projected from legislatively mandated funds; 3.6% is projected for HSIs

Participants

- I. Estimated 6-7% Hispanic American participation calculated from available data for selected programs

Measurable Goals and Objectives

- I. Increase participation by no less than 5% in 1995; 7% in 1996
- II. Increase participation in internships, professional development, etc. by at least 5% in 1995; 7% in 1996
- III. Establish formal responsibility and direction for completion of the annual plan
- IV. Develop a process to systematically collect data
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- V. Minority Officer Recruitment Effort, US Coast Guard
- VI. Claude Pepper Junior ROTC, US Coast Guard
- VII. Government and Industry Partnerships, Federal Aviation Administration (FAA)
- VIII. FAA and NASA Joint University Program
- IX. HACU Program, FAA
- X. Center of Excellence, FAA
- XI. Federal Information Exchange Minority On-line Information System, FAA
- XII. Transportation and Civil Engineer Career Center, Federal Highway Administration (FHWA)
- XIII. HACU Transfer Advisement Center, Federal Transit Administration (FTA)

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- XIV. Los Angeles Transportation Career Academies , FTA
 - XV. Mi Casa, Disadvantaged Business Enterprise Training, FTA
 - XVI. US Merchant Marine Academy Minority Recruitment Program
 - XVII. University Transportation Center, Research & Special Projects Administration (RSPA)
 - XVIII. University Research Institute, RSPA

Note: the average participation rate calculated from data available was 5-7% in these programs. In some cases, the percent is higher and others the percent is zero percent.

Department of Treasury

Treasury manages Federal finances, collects taxes and duties, pays the nation's bills, prints the U.S. currency, mints U.S. coins, manages the nation's debt, supervises national banks, advises on international finances, enforces finance and tax laws, and protects the President, Vice President, their families, and candidates for those offices.

The U.S. Treasury is organized into thirteen bureaus: Headquarters; Alcohol, Tobacco and Firearms (ATF); Comptroller of the Currency; U.S. Customs; Bureau of Engraving and Printing (BEP); Federal Law Enforcement Training; Financial Management Service; Internal Revenue Service; Office of Thrift Supervision; Public Debt; Secret Service; U.S. Mint.

1993-95 and 1996 Hispanic American Participation

- I. \$9.9M awarded to Institutions of Higher Education (IHE) for training, student aid, third party awards
- II. Hispanic Serving Institutions (HSI) received .4% or \$37,969
- III. Awards to IHEs decreased by 45% from 1993 (\$4.2M) through 1995 (\$2.3M)
- IV. HSI awards increased from \$2,075 (.05%) in 1993 to \$28,242 (1.21%) in 1995

Measurable Goals and Objectives

Treasury acknowledges the need to take more proactive steps to enhance the participation of Hispanic Americans in education-related programs and in its workforce. Treasury ranks sixth among forty agencies in the number of Hispanic Americans in its workforce 1994. Nevertheless, Treasury proposes positive steps to increase and upgrade Hispanic American participation.

- I. Establish formal responsibility and direction for completion of the annual plan in the office of the Assistant Secretary for Management, Office of Equal Employment Programs
- II. Ask bureaus to institute mechanisms for tracking the data required for this report
- III. Demand bureaus to allocate a larger share of the IHE funds to HSIs
- IV. Establish a Departmental Advisory Committee on Hispanic Americans
- V. Prompt bureaus to contact Hispanic-serving organizations to establish summer internship programs

VI. Network with Hispanic professional organizations to advertise vacancies

VII. Encourage bureaus to take non-monetary action such as mentoring, tutoring, and donating surplus equipment

Exemplary Programs

I. Bilingual/Bicultural Hiring Authority and the Co-op Program are used to increase Hispanic American employees

II. The Bureau of Alcohol, Tobacco and Firearms Gang Resistance, Education and Training Program (GREAT) trains police officers, who teach students techniques on how to avoid gangs and resolve conflicts without violence. The program is nationwide including regions with high concentrations of Hispanic American populations

III. The U.S. Customs Canine Program is delivered to K-12 schools nationwide and involves a drug prevention and "civics" program, conducted by officers and "detector" dogs

IV. IRS has initiated a local training program to assist Spanish-speaking taxpayers

V. Adopt-A-School programs in schools with heavy Hispanic American population are at the Bureau of Engraving and Printing, Customs, and the Mint. They provide workshops on job interview techniques, dressing for success, goal setting, shadowing and mentoring, tutoring, school to work programs, summer internships, career days, etc.

VI. The Federal Law Enforcement Training Center has invited Hispanic American college students throughout the U.S. to participate in its internship program. Selectees serve at different locations for one college quarter or semester.

VII. Financial Management Services and the IRS have assigned two staff members to the White House Initiative on Educational Excellence for Hispanic Americans for a period of one year; Headquarters office has provided two employees to the White House Initiative to render on-going management support on special projects

VIII. The Comptroller of the Currency recently signed an interagency agreement with HACU for summer internships.

Treasury notes that since this is the first time this inventory has been produced, the majority of its bureaus did not track the information with any consistency or reliability. Consequently, the data in this report is incomplete and understated. The information is presented in aggregate form rather than by bureau. All awards made to HSIs are from discretionary funds. Participation information was insufficient to arrive at any conclusion, and information for 1996 was not available for this report.

Department of Veterans Affairs (VA)

The Department of Veterans Affairs programs and services contribute to the well-being of America's Veterans and the quality of life of the entire nation. VA comprises eight education-related programs: Associated Health Professions Education Programs, Tuition Support Program, Tuition Reimbursement Program, Student Career Experience Program, Research Training Initiative, VA Education Program, and Management Development Program.

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- I. \$692.5M was distributed to Institutions of Higher Education (IHE) for training, fellowships, internships, student tuition, and scholarships
 - II. 99.1% of the distribution was made from discretionary funds
 - III. Hispanic Serving Institutions received \$17.4M (2.5%); awards were from discretionary funds only

Measurable Goals and Objectives

- I. Biomedical and behavioral research opportunities will be increased in the Research Training Initiative
- II. HSIs will be encouraged to apply for special funding to support collaborative research studies with VA scientists to promote and facilitate the pursuit of biomedical and behavioral research
- III. VA Health Administration will continue to provide clinical training to Hispanic American students in schools of medicine, dentistry, nursing, associated health and allied professions and provide funding to support medical and dental residents/fellows, specialized physicians and students in other health areas
- IV. High School Student Career Experience Programs in the VA Medical Centers in NJ, NYC, and Chicago will be expanded
- V. Supervisors will be encouraged to nominate Hispanic American employees for programs such as the Women's Executive Leadership Program, Leadership VA, and the Executive Potential Development Program
- VI. Regional offices will be requested to identify HSIs in their geographical areas and encouraged to enter into property and equipment sharing agreements
- VII. Distribution of the VA Recruitment Bulletin will be expanded to include HSIs and will continue to maintain high visibility at Hispanic American national professional conferences and conventions
- VIII. Awareness of tuition assistance programs for employees will be increased
- IX. State-of-the-art database services will be used to distribute information on education and research.

Exemplary Programs

- I. The College Assistance Migrant Program (CAMP) is an ongoing cooperative education agreement between VA Medical Center in Boise, Idaho and Boise State University. CAMP seeks to financially assist members of the Boise community of migrant workers (predominately Hispanic Americans) with their education while receiving on-the-job training in health care disciplines
- II. The San Antonio VA Medical Center High School Program works with local high school principals, teachers, and counselors, and VA Medical Center staff on a one year training program for seniors
- III. Student Career Experience Programs at HSIs is an on-the-job training program in the student's field

Information on awards and grants was provided by agency rather than by program. Participant information was not presented for all programs, so comparisons could not be made.

Federal Programs Inventory Conclusions and Recommendations

The following conclusions and patterns were drawn from the data provided by the agencies. Based on this information, we are recommending corrective actions or replication of exemplary models.

Conclusions and Recommendations

1. *Executive Order Responsibility.* The White House Initiative on Educational Excellence for Hispanic Americans established a liaison network to establish a link between the Initiative office and the departments. Many departments, but not all, have now identified the best office and staff responsible for the annual collection of data and submission of the information to the White House Initiative office.

We recommend that all agencies identify the appropriate office and staff to respond to this request by FY 96.

2. *Data Tracking.* All agencies were not prepared to report on data requested. Therefore, many of them stipulated that data had not been collected. Several, but not all agencies, identified data tracking as a goal to accomplish in FY 96.

We recommend that all agencies establish a data system which tracks number of participants and awards distributed for research and development, program evaluation, training, facilities and equipment, fellowships, internships, recruitment, student tuition, scholarships, private sector involvement, and administration to IHEs, HSIs, school districts (K-12), Hispanic school districts, organizations, and Hispanic American organizations.

3. *Rate of Awards to HSIs.* With the exception of a few agencies, like the Small Business Administration and Corporation for National and Community Services, most agencies reported a three-year average below 5% for awards distributed to Hispanic Serving Institutions. Many agencies identified programs designed to increase participation but did not identify a percent goal to achieve in FY 96.

We recommend that agencies with a participation rate of less than 10% identify an annual percent increase beginning with FY 96.

4. *Exemplary Programs.* All agencies presented excellent examples of successful models designed to increase the number of Hispanic American students and/or employees. Some agencies focused on parts of the "pipeline", i.e., Pre K-12 students, college and professional school students, and/or employment. Few developed programs designed to address the educational gaps in Hispanic American education in a coordinated or systematic manner.

In order for education-related programs to be effective in establishing a strong pipeline, we recommend that in FY 96 each agency identify specific programs to address each of these pipeline components: Pre K-12, college and professional schools, and employment. We further recommend that departments collaborate to build off or complement existing programs and use successful models identified in this report, i.e., K-12 programs at the Corporation for National and Community Service, Higher Education Colleges and Universities (HACU) programs at Commerce, Transportation and Agriculture, professional school programs at HHS and NASA, Centers of Excellence at HHS and Agriculture, etc.

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5. *Federal Agency Employment Profile.* As outlined in a report prepared by the Office of Personnel Management, two clear trends emerge: first is the aging Hispanic American Federal workforce and second is the concentration of Hispanic American Federal employees in GS 9-12 levels which are support staff and entry level professional positions. Management and decision making positions are at the GS 14-15 and Senior Executive Service (SES) levels. The professional pipeline from entry level to senior executive service is not well established. Consequently, promotions to management and senior executive service levels are rare.

We recommend that Office of Personnel Management and agencies establish programs to upgrade the Hispanic American employee "pipeline" from internships, to entry level, to mid management, to management and senior executive service positions.

6. *Interagency Collaboration.* Executive Order 12900 specifies that the White House Initiative office is authorized to utilize the services, personnel, information, and facilities of other Federal agencies. To date, agencies which have provided personnel include Army, Education, Labor, NASA, Navy, Transportation, and Treasury. Agriculture and Commerce have also provided services. These are highlighted in the exemplary program.

Since the Initiative office is an interagency effort, we recommend that in FY 96 all agencies, currently participating in the Re-invention Working Group, identify measurable contributions in services, equipment, and/or personnel to the White House Initiative on Educational Excellence for Hispanic Americans.

7. *Executive Order Renewal.* The executive order is the tool used by the executive branch to direct agencies to execute programs. Executive Order 12900 is scheduled for renewal in 1997.

We recommend that the renewal version include clarification on agency responsibility to implement the executive order as outlined in recommendation #1 and language on the type of data to be tracked as described in recommendation #2; that procurement and contract language be inserted to allow for equitable Hispanic American participation; and that personnel hiring language be included to increase Hispanic American employment at all levels, but especially at the management and senior executive levels.

We also recommend that language be included to allow the Office of Management and Budget (OMB) budget oversight for contributions to the White House Initiative Office.

8. *White House Initiative Office.* Given the importance improving Hispanic American education and the outreach to the community, it is important that this office be staffed with career-service employees to promote and encourage continuity. Currently the office has two appointed positions and one support career staff. The remaining staff are detailees. Although detailees will continue to be an important part of the interagency aspect of this office, the permanent career staff are needed to establish long-term working relationships with agencies and other entities and for program coherence.

We recommend that the Department of Education assign eight full-time-equivalent permanent employees to the Initiative office.

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