

Withdrawal/Redaction Sheet

Clinton Library

DOCUMENT NO. AND TYPE	SUBJECT/TITLE	DATE	RESTRICTION
001. email	To Ruby Shamir from MaryEllen C. McGuire re: Service/Philanthropy programs (2 pages)	n.d.	P6/b(6)
002. email	To Ruby Shamir from Shirley S. Sagawa re: Service/Philanthropy programs (1 page)	07/16/99	P6/b(6)
003. list	Re: addresses (partial) (1 page)	n.d.	P6/b(6)

COLLECTION:

Clinton Presidential Records
First Lady's Office
Ruby Shamir (Subject Files)
OA/Box Number: 20364

FOLDER TITLE:

Convening on Hispanic Children and Youth/Promising Practices

2012-0565-S

ry1240

RESTRICTION CODES

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

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

- P1 National Security Classified Information [(a)(1) of the PRA]
- P2 Relating to the appointment to Federal office [(a)(2) of the PRA]
- P3 Release would violate a Federal statute [(a)(3) of the PRA]
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- P6 Release would constitute a clearly unwarranted invasion of personal privacy [(a)(6) of the PRA]

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

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

RR. Document will be reviewed upon request.

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COMMITTEE FOR HISPANIC CHILDREN AND FAMILIES, INC.

PURPOSE AND MISSION

The purpose and mission of the Committee for Hispanic Children and Families, Inc. is to improve the quality of life for Latino children and families through community education, human services training, and public advocacy at the city, state, and national levels. Underlying this mission is the belief that Latino children and families are best served and protected by building upon their existing strengths and fostering self-sufficiency.

MAJOR PROGRAMS AND ACCOMPLISHMENTS

During its 16-year history, CHCF has developed and implemented programs that meet the needs of low-income families and children in such critical areas as family violence, foster care, youth development, teen pregnancy prevention, HIV/AIDS prevention, and child care. The following highlights some of CHCF's major programs and accomplishments:

FAMILY/DOMESTIC VIOLENCE

CHCF has a long and ongoing history of addressing family violence as described below:

- **In 1987, CHCF produced *Dolores*.** The first Spanish language film depicting the impact of domestic violence within the Latino family. The film has received several film critics' awards and has been used to train more than 4,000 human/social service professionals throughout the state on the issue of domestic violence. A film guide was produced in 1996 that contains general background information on domestic violence and specific statistics and legal information. Both are used in CHCF Domestic Violence workshops.
- ***Domestic Violence Education Project.*** As part of a domestic violence training collaboration with the Dominican Women's Development Center, CHCF is providing culturally sensitive training for police at two precincts in Washington Heights that will help them provide more adequate assistance to Latina victims of domestic violence.
- ***Relationship Abuse and Violence Prevention Training Project.*** In response to the growing incidence of dating rape and relationship abuse among teenagers/young adults in New York City, CHCF recently conducted training on violence prevention for staff from 29 organizations that serve youth citywide and workshops for homeless and runaway youth at four city funded agencies.

CHILD CARE PROVIDER TRAINING AND REFERRALS

Cognizant of the important role that adequate child care plays in allowing single parents to join the work force and attain economic security and independence, CHCF advocates unceasingly for more and better child care services and operates two interrelated programs:

- ***Cuidando Nuestros Niños.*** This program assists parents in locating child care, educates them in child care issues via bilingual brochures and workshops, publishes a quarterly bilingual newsletter, and offers the use of a resource library for parents and child care providers
- ***"Entre Familias" (Family Day Care Training).*** This program trains low-income Latinas to qualify as certified day care providers and assists them in starting their own home-based child care "businesses." Many of the women are Family Assistance recipients enrolled in the City's welfare-to-work program.

HIV/AIDS PREVENTION FOR IMMIGRANT COMMUNITIES

Two years ago, CHCF created *Proyecto Goal*, an HIV/AIDS peer education and prevention program aimed at reaching Latino immigrant men, primarily in the Mexican community, at soccer fields where they congregate on Sundays. This past summer, the project was expanded to reach out to the women who attend the soccer games—wives and significant others, sisters, daughters, and female park vendors. The pilot project for the women included distribution of informational literature, condom use demonstrations, skits that conveyed and reinforced information included in the literature, pre-and post-assessment questionnaires, and question and answer sessions.

ORGANIZING FOR YOUTH EMPOWERMENT (OYE/CAPS)

By placing CHCF staff in five public schools throughout the city, these programs target youths who are at risk of dropping out and work toward increasing their attendance and academic performance. Emphasis is also placed on involving parents in their children's education. OYE/CAPS' students receive individual and group counseling, home visits, tutoring, educational workshops, cultural and recreational outings, and parent and staff training. Participants are encouraged to build confidence in their own thoughts and ideas and are taught the insights and skills to handle the demands of social, academic and professional life in New York City.

CENTER FOR ADVOCACY AND COMMUNITY BUILDING

The Center for Advocacy and Community building was created in order to fulfill the challenge of enlarging and improving our advocacy function. The Advocacy Center has been charged by the CHCF Board with accomplishing the following goals:

- **Public Policy Advocacy.** To identify, articulate and promote the interest of the Hispanic community in critical public policy matters with the federal, state and city government.
- **Social Services Networks & Coalition Building.** To bring together Hispanic community-based organizations to identify and mobilize around social services and educational issues that will have a major impact on the quality of services Hispanic clients receive.
- **Local Consortiums.** To help organize local service consortiums for the sake of community building and planning efforts that are required for the Hispanic service delivery system to expand and prosper.
- **Public/Private Partnerships in Program Development and Policy Research.** To actively pursue public/private partnerships with a variety of policy stake holders to ensure that the Hispanic community is on the cutting edge of program development and policy research initiatives that will define program needs of New York City poor neighborhoods and community-based organizations.
- **Culture and Social Justice.** To actively promote the cultural values of the Hispanic community in any efforts directed at community building or social justice.

NETWORKING AND COLLABORATING

Over the years, CHCF has developed a broad network of institutions, organizations, and programs with which it collaborates on various initiatives. Among them are: Family Dynamics, Violence Intervention Program, Coalition for Asian-American Children and Families, Dominican Women's Development Center, Board of Education, and several High School and Middle Schools in the Bronx. Our networking and collaboration allows us to link our constituents to a wide array of resources, helps increase and diversify attendance at our workshops and training, helps prevent a duplication of services, and helps to strengthen our advocacy efforts.



The Committee for Hispanic Children and Families, Inc.

140 West 22nd Street, Suite 301, New York, New York 10011 Tel: (212) 206-1090 Fax: (212) 206-8093 E-Mail: CHCFinc@aol.com

Cecilia Gastón, Chairperson
Elba I. Montalvo, Executive Director

*← She has been recommended
by 2 # of people*

CHCF BOARD OF DIRECTORS

JANUARY, 1999

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Inwood House
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New York, NY 10028
New York, NY 10028
Tel: (212) 861-4400 x 249
Fax: 212/535-3775
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Bronx, NY 10459
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Fax: 718/589-4744

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500 Pearl Street, Room 230
New York, NY 10007
Tel: 212/805-0689
Fax: 212/805-0697

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Director/Station Relations
NBC-TV
30 Rockefeller Plaza, Suite 615
New York, NY 10112
Tel: 212/664-5247
Fax: 212/956-6029

Michael L. Cafarelli

Associate Executive Director
Fresh Air Fund
1040 Avenue of the Americas
New York, NY 10018
Tel: 212/704-7581
Fax: 212/302-7875

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Sandra Vega

(No Business Address at Present Time)



Joe Hernandez

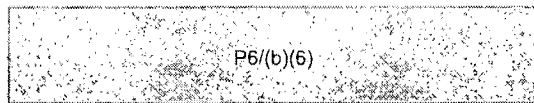
(No Business Address at Present Time)



[003]

Minerva Urrutia

(No Business Address at Present time)



ELBA MONTALVO
Executive Director
Committee for Hispanic Children and Families, Inc.
140 West 22nd Street, Third Floor, New York, N.Y. 10011
(212) 206-1090

PROFILE

Ms. Elba Montalvo is the Executive Director and Co-founder of the Committee for Hispanic Children and Families, Inc. (CHCF), a New York City not-for-profit agency. Under her direction, the Committee -now in its 15th year - has developed a four-pronged approach to address the needs of Latino families: community education, social services, professional training, and public policy advocacy. The agency's Community Education program focuses on issues such as child/abuse neglect, domestic violence, and HIV/AIDS prevention; the Professional Training series is designed for low-income women seeking to become state-certified family day care providers, as well as child welfare, health and human service workers, and provides participants with cultural strategies and service plans; the agency's social services include Project OYE (Organizing for Youth Empowerment), intended to prevent young people from dropping out of school. The Committee operates the only Spanish/bilingual Child Care Resource and Referral Network in New York State. In addition, CHCF's Center for Latino Family Policy monitors governmental services and policies, as well as promotes new initiatives to improve the quality and quantity of services available to Latino families.

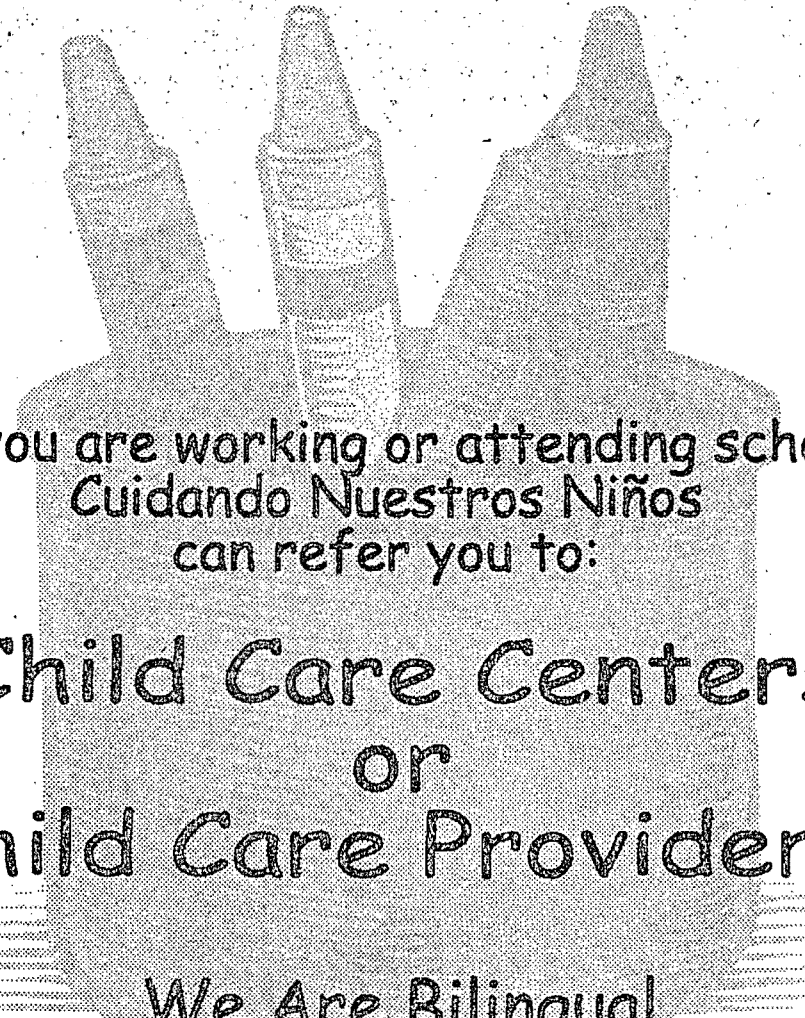
Ms. Montalvo was formerly the Director of the Hispanic Adoption Program for the New York Council on Adoptable Children, the first adoption program for Latinos in the nation. She is the former chairperson of the Hispanic Task Force on Child Abuse and Neglect. She has served on numerous boards and commissions, including the President's Advisory on Welfare Reform, the U.S. Advisory on Child Abuse and Neglect, the New York City Mayor's Commission on the Foster Care of Children, and the New York City Civilian Complaint Review Board. She is currently a member of the New York State Permanent Judicial Commission on Justice for Children and the Board of Directors of Children of Bellevue, Inc. In December 1997, Ms. Montalvo was invited by the President of the United States to attend the National Conference on Child Care at the White House.

Ms. Montalvo was the recipient of the 1991 KOOL Achiever Award for community services. That same year she received the Brooklyn History Maker Award from the Brooklyn Historical Society. In 1992, she was the recipient of the "No Time to Lose" Award from the New York State Department of Social Services. In 1996, Ms. Montalvo received the Youth and Empowerment Award for 1996 Latina Excellence, sponsored by Mobil and featured in HISPANIC Magazine. In 1998, she received the Rev. Dr. Martin Luther King, Jr. "Living the Dream" Award from Governor George E. Pataki.

Ms. Montalvo has a B.A. in Child Development from St. Joseph's College for Women and a M.A. in Bilingual Education from Hunter College.

Cuidando Nuestros Niños

a child care resource and referral program,
is offering free assistance to help you locate
child care in your neighborhood of choice.



If you are working or attending school
Cuidando Nuestros Niños
can refer you to:

Child Care Centers
or
Child Care Providers

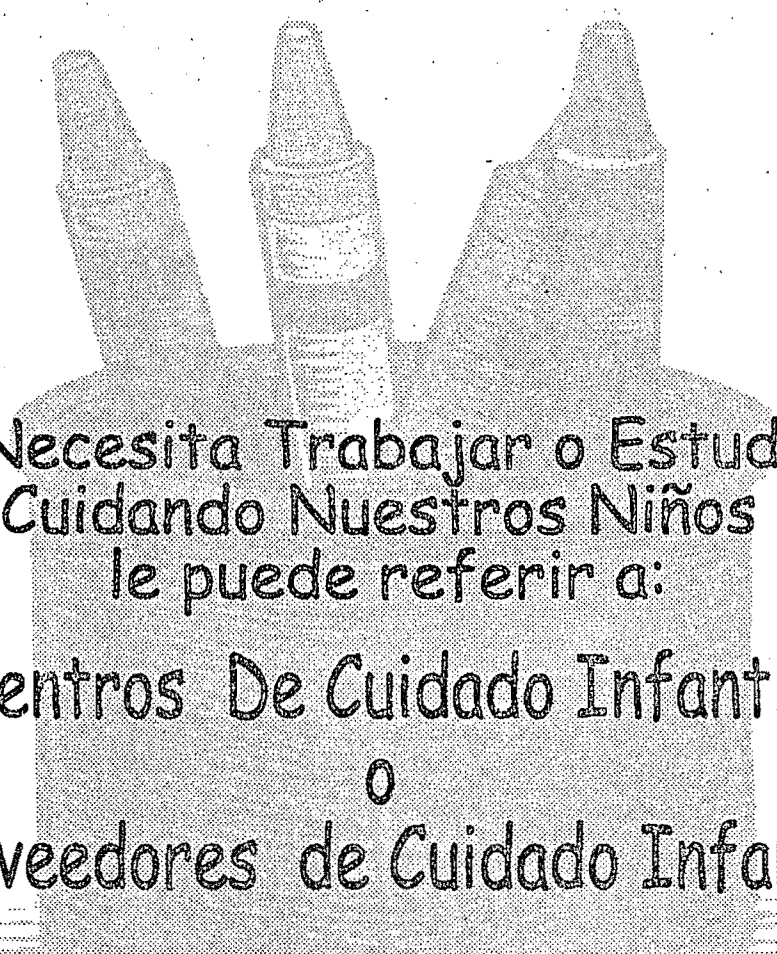
We Are Bilingual
Call Us Today
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Committee for Hispanic Children and Families, Inc.
140 West 22nd Street, Suite 301
New York, New York 10011

Funds provided by the Department of Social Services. Office of children and families

Cuidando Nuestros Niños

un programa de información y referencias,
ofrece asistencia gratuita para ayudarle
a localizar cuidado infantil en su vecindario



Si Necesita Trabajar o Estudiar
Cuidando Nuestros Niños
le puede referir a:

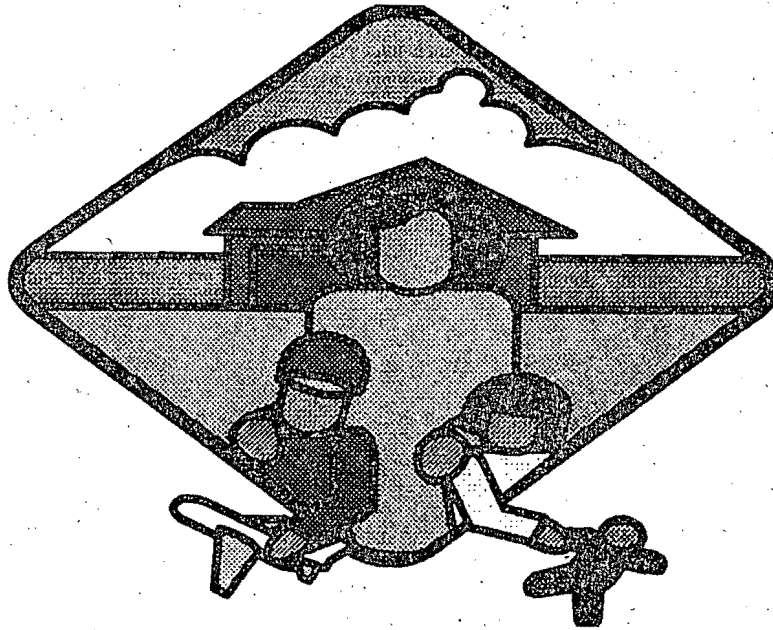
Centros De Cuidado Infantil
o
Proveedores de Cuidado Infantil

SERVICIO BILINGÜE
Llámenos Hoy al
(212) 206-8043

Comite para Niños y Familias Hispanas, Inc.
140 West 22nd Street
New York, New York 10011

Auspicado por el Departamento de Servicios Sociales. Oficina de Niños y Familias

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para
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o

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Committee for Hispanic Children & Families, Inc.

140 West 22nd Street

New York NY 10011

Project GOAL!

HIV warning is the goal at soccer games

A NEW GAME is being played on the city's soccer fields. It involves thousands of people, and the stakes are much higher than those at a regular soccer game — even the World Cup. Winning at this game means saving lives. Losing is simply not an option.

Proyecto Goal/Project Goal is the name of the game, and it is an extremely smart idea. Its objective is to educate the Mexican population about HIV prevention by reaching the thousands of soccer players in the city, many of whom reside in Queens.

"We have been in the fields this year seven times," says project coordinator César Rodarte, a young Mexican. "Our aim is to show the players how to practice safer sex and to share HIV prevention information with their peers."

The importance of Rodarte's work becomes crystal clear as soon as some basic facts about the local Mexican

population are known.

Mexican Consul José Antonio Lagunas, who takes care of relations with the city's Mexican community, believes that no less than 250,000 of his compatriots live in the New York metropolitan area.

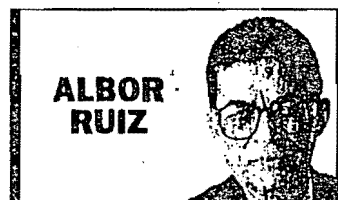
Most of them hail from the countryside in the states of Puebla, Oaxaca and Guerrero, and are ill-equipped to deal with the complexities of urban life. Very little, if any, information on the AIDS epidemic reaches them, and most are uninsured.

"The great majority of our people fall in the 18-32 years range," Lagunas says, "which means that they are at the peak of their productive — and reproductive — years. This, together with the disparity in the gender ratio — 69% male to 31% female — makes them easy prey to prostitution."

The incidence of drug use and homosexuality is anybody's guess because there is

no reliable data.

Almost inevitably, the AIDS epidemic began to exact an increasingly intolerable price among the Mexicans in the New York area. To find ways to stem its ad-



vance became an urgent problem.

Yet, Mexican communities and social organizations were practically nonexistent. How to reach a population with no formal support system or organizational infrastructure was a challenge.

Then, last year, Proyecto Goal was founded as a collaboration of the Committee for Hispanic Children and Families — a nonprofit or-

ganization that administers the project — the Mexican Consulate and the two largest soccer federations in the Northeast.

Money was provided by the New York City AIDS Fund.

"Rodarte was in the field last week talking to the players," says Julio Sierra, a Mexican businessman who in 1976 founded New York's Mexican Soccer League, with which Proyecto Goal is working this year.

"His visits are effective because the kids learn to take care of themselves and their families, get educational material, ask questions," Sierra adds.

"The players like to get condoms personalized with their team's names and logos."

To realize how effective Proyecto Goal can be, consider that Sierra's league, one of five in the city, has 72 teams, each with 20 to 22 players, or more than 1,400 people.

"We talk to the players in

their own language, very informally," Rodarte says. "The message is, 'Because you are athletes, you need to learn to take care of your bodies.' The response is very positive."

Rodarte and the Committee for Hispanic Children and Families would like to see Proyecto Goal grow and reach other groups of newly arrived immigrants.

"AIDS is on the rise among Latinos and blacks," Rodarte says. "We are effective at informing the most uninformed groups about AIDS prevention. But resources are very scarce. We are trying to obtain additional funding for next year."

HOPEFULLY, they'll get it. After all, no one thinks twice about professional athletes making millions of dollars, and Proyecto Goal is a much cheaper investment with incomparably greater benefits. How about a World Cup for saving lives on the soccer fields?

DOLORS



The film, "Dolores" is a dramatization of an Hispanic family troubled by domestic violence. Although the characters in the film are all fictional, they are based on a composite of real people and real stories.

While this film depicts the effects of domestic violence in a Latino family, this does not mean that domestic violence occurs more often in Latino families than in other families. Domestic Violence is a national problem, affecting all segments of society. This film illustrates some of the cultural values that may be manipulated to keep Latina women in violent situations.

"Dolores" demonstrates many aspects of domestic violence. We see the power and control that the batterer has over his wife and children. The effects of the violence on the entire family are also illustrated. The roles in the family are portrayed in a manner that demonstrate a number of Hispanic cultural values.

COMMITTEE FOR HISPANIC CHILDREN AND FAMILIES, INC.

140 WEST 22ND STREET, SUITE 301

NEW YORK, NEW YORK 10011

Tel: (212) 206-1090

Fax: (212) 206-8093

INVOICE

DATE: _____

To: _____

Ship To: _____

QUANTITY	DESCRIPTION	UNIT PRICE	AMOUNT
1	Dolores Film Guide and Film	\$50.00	\$50.00
SUBTOTAL			\$50.00
TOTAL DUE			\$50.00

Make all checks payable to: Committee for Hispanic Children and Families, Inc.

If you have any questions concerning this invoice, call at Jasmine Galarza, (212) 206 - 1090

THANK YOU FOR YOUR BUSINESS!

Convening Around Hispanic Youth

Purpose and Themes

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

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

Logistics

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

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

First session: The Pathway to Success for Children

(focus is on pre-K through 6th grade)

Issues to discuss:

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

Second session: Achievement and Risk Factors for Youth

(focus is on 6th through 12th grade)

Issues to Discuss:

- . Academic preparation
- . Disparities in academic achievement
- . Risk Factors and resulting problems
 - . Dropout rates
 - . Teen Pregnancy
 - . Other risk factors, (ie crime, drugs, suicide, depression)

PROMISING PRACTICES

EXCELLENT.....	3
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EXCELLENT

Early Childhood & Elementary Programs

Avance Parent Child Education Program

Dr. Gloria Rodriguez, CEO
301 S. Frio Street, Suite 380
San Antonio, TX 78207
(201) 270-4360
(201) 270-4612 (fax)

Website: www.avance.org

Issues Addressed: early childhood development; parental involvement, reading development; bilingual education

Population: Latinos in Texas

Mission: AVANCE Family Support and Education Program is a private, non-profit organization whose main purpose is to strengthen and support families. AVANCE was created in 1973.

Services: Direct services have formed the core of the Avance Intervention Model for hard to reach families. The center-based 9-month intensive parent education program serves low-income families with their children under two and one half years of age. Parents attend weekly parenting classes, which are divided into 3 one-hour segments: toy making, parenting skills, and community awareness which includes information on available community services & how to access them. Other services include: nutrition classes and monthly home visits to observe parent-child interactions. These services promote effective parenting leading to healthy child development, optimal progress, both socio-emotional and educational, of young children and enhancement of family support systems and parental self-esteem. This program has been recognized as a national model for impacting high risk families.

Evaluation: A scientific program evaluation study by the Carnegie Corporation provided strong evidence supporting the effectiveness of the program. Two annual cohorts were followed for 2 years at 2 program sites. Control groups were randomly assigned at one site and matched at the second site. Data was collected concerning maternal knowledge, behavior, attitudes and continuing education upon completion of the program and then again one year later. AVANCE program mothers were observed to: provide a more organized, stimulating and responsive home environment; provide more developmentally

appropriate toys; be more positive in interacting with child; initiated more social interactions with child; use more contingent praise with child; spend more time teaching child; talk more with child; use more developmentally appropriate speech with child; be more encouraging of child verbalizations.

Descubriendo la Lectura/ Reading Recovery

Yvonne Rodriguez, Chairperson
6900 Catalpa Trail
Plano, TX 75023
(972) 517-5275
(972) 527-2827 fax

Website: www.readingrecovery.org/r/dll.htm

Issues Addressed: Early childhood; reading development

Population: First grade students who are receiving their initial literacy instruction in Spanish and who have demonstrated they are at risk of learning how to read and write in their native language.

Mission: The intent of Descubriendo la Lectura (DLL) is to enable bilingual students to develop reading and writing strategies.

Services: 1) Intensive daily one-to-one instruction for first grade children most at risk of reading failure. 2) A year-long training course and continuing professional development through which educators learn and continue to explore, proven, research-based theory and procedures. 3) A research/evaluation program to monitor program results and provide support for participating educators and institutions. 4) A long-range plan to chart the course toward full implementation and literacy for all children.

Evaluation: In the spring of 1997, a national study of former DLL students then in the second and third grade was conducted. 92% of former DLL students in the second grade and 93% of former DLL students in the third grade met or exceeded the average band on Spanish Text Reading. A standardized Spanish reading measure (SABE-2 and SABE-3) yielded 75% of the second graders and 79% of the third graders met or exceeded the average band on the standardized Spanish reading measure.

Project SEED

Hamid Ebrahimi, National Director
William Glee, Jr., Dallas Director
3414 Oak Grove Ave
Dallas, TX 75204
(214) 954-4432
(214) 954-0507 fax

Website: www.cofc.edu/~wayne

Issues Addressed: Math enrichment; parental involvement

Population: Minority and educationally disadvantaged youth

Mission: To increase the number of minority and disadvantaged youth majoring in and pursuing careers in mathematics and related fields. It also strives to increase student's academic self-confidence, develop problem solving and critical thinking skills, and raise their mathematics achievement levels.

Services: Direct Instruction: The program bring highly trained project SEED mathematics specialists into full size classes of elementary or middle school students as a supplemental to their regular curriculum. The instructional methodology is a non-lecture, Socratic group discovery format designed to guide children to discover mathematical concepts by answering a carefully planned sequence of questions posed by the SEED specialist. *Staff Development:* Project SEED provides training to teachers from elementary through secondary and university level in its instructional pedagogy and in advanced mathematics curriculum. *Family Involvement:* Activities include – recognition and awards program, workshops for parents on mathematics, problem-solving and strategies to help students succeed, participation in school-sponsored parent and community workshops, meetings and functions. *Curriculum Development:* Project SEED develops its own curriculum for all direct instruction, teacher training, staff development, corporate training and family-community workshops.

Evaluation: Repeated and consistent evaluation results show that Project SEED instruction has a powerful positive effect on students at all levels and particularly in the upper elementary grades 4, 5, and 6. In studies conducted at a variety of Project SEED sites in the 1970's, 1980's, and 1990's, researchers outside of Project SEED and from school districts showed that students receiving a semester or more of Project SEED instruction scored significantly higher on standardized tests than did matched comparison students who did not receive SEED instruction. In a longitudinal evaluation conducted over a 12-year period with students receiving Project SEED instruction in 4th, 5th, and/or 6th grade(s), research by the Dallas school district showed that Project SEED students scored higher than comparison students on standardized tests after one semester of instruction. The effect after multiple semesters of Project SEED instruction (up to three semesters in some cases) was cumulative, increasing the growth of SEED students over comparison students. The effect of Project SEED instruction was persistent, as seen in SEED students scoring higher than comparison students on standardized tests for up to five years (the longest period that was tested) after the last exposure to Project SEED instruction. Project SEED students took more upper division mathematics courses in high school than did the comparison students. Project SEED students were retained (held back) in grade less than were the comparison students as they advanced through school. Project SEED has been the subject of numerous positive articles in books, journals, and newspapers. Project SEED was one of four programs asked to testify at a US House of

Representatives subcommittee hearing in January of 1996 on "Programs That Work" in public education. The program has also received validation through the Department of Education's National Diffusion Network's Program Effectiveness Panel.

Hispanic Pre-College Project – Academia del Pueblo / Project Success

University of St. Thomas

Ramona de Rosales, Executive Director

2115 Summit Ave., ALB 103

St. Paul, MN 55105-1096

(651) 962-6340

(651) 962-6353 fax

Website: www.stthomas.edu/www.hpcp_http/index.htm

Issues Addressed: Educational attainment

Population: Latino "at risk" 1st – 8^h graders

Mission: The Project is a community based youth enrichment program that works with targeted schools in the Twin Cities area.

Services: *Academia del Pueblo* and *Project Success* are after-school and summer-enrichment programs offered by the University of St. Thomas Hispanic Pre-College Project. They are designed to help students in grades one through eight get a positive start in school and build an academic and personal foundation for success.

Academia del Pueblo aims to reduce early academic failure and increase retention among Hispanic students in first through fifth grade by using teaching methods such as language experience approach, work stations, and small group and hands-on activities.

Project Success is designed to provide students in sixth through eighth grade with career and cultural awareness, academic enrichment activities, homework assistance, personal development, motivation and skills to succeed in school. One of the program's goals is to direct students toward a future in which college is a possibility.

Both *Academia del Pueblo* and *Project Success* focus on hands-on and minds-on activities in math and science. These programs: improve reading, writing and problem-solving skills, build self-esteem and self-confidence, develop skills and habits that promote success in school, incorporate cooperative learning activities, provide instruction in English and Spanish.

Evaluation: The Project serves 85 Latino students per year. No evaluation provided.

La Clase Magica

University of California, San Diego

Olga Vasquez, Ph.D.
9500 Gilman Drive
La Jolla, CA 92093
(619) 534-5271
(619)

Website: www.communication.ucsd.edu/LCHC/lcm

Issues addressed: parental involvement, technology literacy

Population: Latino 4 – 16 year olds and their parents

Mission: The program is a collaboration between residents of the Eden Gardens community, and a research group headed by Olga Vasquez, Ph.D. of the University of California, San Diego. The research team has successfully established a partnership with the University of California, San Diego that provides the opportunity for university students to work with the children in a collaborative fashion as "Amigos" [friends], while receiving college credits. La Clase Mágica is a bilingual/bicultural manifestation of the "Fifth Dimension," the core activity of an eight-team research consortium organized by the Laboratory of Comparative Human Cognition (LCHC) at the University of California at San Diego.

Services: La Clase Mágica is an after-school computer-mediated activity in North San Diego County. Three times a week, approximately 20 children and their parents get together with university students to play computer games. The children work through a 20 room labyrinth of almost 70 computer games and interact with an electronic figure known as "El Maga" [The Wizard] via telecommunications technology.

Evaluation: Program began in 1989. It was instrumental in the creation of UC Links, a new consortium of university-community partnerships designed to bring about change in the educational experiences of minority students. Besides being an educational activity, it is designed as an educational "pipeline" to higher education, as the children interact with UCSD students, faculty and campus as part of their participation

National Center for Latinos with Disabilities, Inc.
Maria Elena Rodriguez-Sullivan, Executive Director
1921 S. Blue Island Ave.
Chicago, IL 60608
(312) 666-3393
(312) 666-1787 fax

Website: www.intraccess.com/~ncld

Issues Addressed: early childhood development; parental involvement; disabled issues

Population: Latino parents and children with special needs

Mission: NCLD was founded originally as Illinois Fiesta Educativa in 1984 by a group of concerned parents of children with disabilities and professionals who worked with them. Twelve years later, NCLD has expanded its unique range of services without losing touch with its original vision. Services are organized into 2 areas of emphasis: advocacy and training. NCLD serves 3 constituencies: individuals with disabilities, their families and professionals who work with these individuals and families. NCLD also seeks to educate local businesses and institutions in both the English and Spanish speaking communities.

Services: *Training Academy:* workshops, ASL classes, presentations for parents and students with disabilities, school personnel, universities and social service agencies throughout the state of Illinois. NCLD works toward equal participation of Latinos with disabilities in all aspects of society in an independent, productive and meaningful manner. *Educational Programs:* ADA, Special Education Rights (IDEA), Transition, Section 504 of the Rehabilitation Act, self esteem, peer advocacy, prevention of abuse and neglect, disability awareness and cultural sensitivity. *Free ASL/ESL classes* for individuals who are deaf and hard of hearing and their families are offered. *Leadership Program:* Free program to persons with disabilities and parents of individuals with disabilities. The training occurs through a series of intense weekend training sessions focusing on leadership development. Other services include: bilingual advocacy, parent support groups, early intervention support group, information and referral 1-800 toll free line, lending library, deaf services and advocacy, TTY distribution.

Evaluation: A Client Satisfaction Survey was conducted with 46 clients that had a closed case in the Advocacy Services Department in the past 12 months or who has used the training services in the past 2 years. The average overall rating for the advocacy services was 4.3 (on a scale of 1 –5, 1 = poor, 5 = excellent). The average rating for overall services of NCLD was 3.86.

Migrant Child Development Program

Lincoln Intermediate Unit, No. 12

Dr. Edgar Leon, Director

52 Foth Alley

Gettysburg, PA 17325

(717) 334-0006

(717) 334-9608 fax

Website: none provided

Issues Addressed: early childhood development; parental involvement

Population: children of migrant farmworkers

Mission: Our goal is to help migrant children experience success: to ensure that all enrolled migrant students receive educational services necessary to develop to their fullest potential. Our vision is to promote life-long learners and productive citizens of the world community.

Services: Day Care/Preschool Centers, summer school programs, migrant tutorial public school intervention, adult literacy, adult basic education, GED, ESL, employment training.

Evaluation: none provided. This program was recommended by the Migrant Office at ED.

Alisal Community Healthy Start

Terry Espinoza Baumgart, Coordinator
1437 Del Monte Avenue
Salinas, CA 93905
(831) 753-5748
(831) 753-5273 fax

Website: none provided

Issues Addressed: K-6, parental involvement; other risk factors

Population: Community members within the Alisal Union School District. The families served by the Center are about 98% Latino, some bilingual, and many monolingual Spanish speaking.

Mission: The mission of the Alisal Community Healthy Start is for our community members, parents, children, public and non-profit agencies, and businesses to empower each other to ensure that families are healthy and self-sufficient, and that children have strong affiliations to their school and achieve school success. Alisal Community Healthy Start is a large multi-agency community-driven collaborative that works with families in a comprehensive manner by providing access to a myriad of resources. All staff are bilingual, bicultural with some being residents and former consumers of Healthy Start services.

Services: Support groups: women's crisis, planned parenthood teen mothers, case management, serious illness, self-improvement for parents. Classes/Training: ESL/Citizenship, adult literacy, nutrition classes, families in control, P.A.R.T.S. (Preventing Alcohol Related Trauma in Salinas), speakers. Health Services: CHDP physical exams, health fair, special needs (bone marrow, blood drive, etc.), Health Department speakers, completion of medical-cal, healthy families applications. After school/weekend activities for youth. Community development: Vecinos Neighborhood

meeting, safety patrol meetings, real gun and toy gun exchanges. Family development: Saturday Family Celebrations, volunteer community activities.

Evaluation: The family Center is owned and administered by the Alisal Union School District, a K-6 grade elementary district, but the community members, agency partners, and other collaborative members share in the governance of the program. There is a strong emphasis on what the individual, family and community identifies as the areas of focus rather than the common phenomenon of allowing external forces to identify needs and “problems.” Alisal Community Healthy Start does not subscribe to the deficit model, but has a focus in strengths and assets.

Family Star

Lereen D. Castellano, Executive Director
2246 Federal Blvd.
Denver, CO 80211
(303) 477-7827
(303) 477-7756 fax

Website: www.clem.mscd.edu/~kirbyk/FamilyStar/index.htm

Issues Addressed: infant development; parental involvement

Population: Northwest Denver community – 62.3% Latino, 18.9% African American, 17.3% other ethnicities. Two thirds of the families served are low income. A high percentage of the families are female headed by single, teenage moms, many with less than a high school diploma.

Mission: Transformation through education; education that empowers by developing the potential of people of all ages and cultures to think for themselves, do for themselves and to create better lives. Family Star, a non-profit, grass roots organization, was created in 1988 when inner city Denver parents and neighbors of Mitchell Elementary School took over an abandoned building, across the street from the school, which was being used as a crack house. In January 1991, after renovation of the crack house, rose a model Montessori Child Parent Education Center serving a racially, culturally and economically diverse mix of families in a full day, year round program for children.

Services: Early Childhood Development Program – a year round, full day, full week Montessori program for children aged 8 weeks through 6 years. Parent Education – classes on child development, early literacy, techniques for reading with children. Family support – service coordinator, pediatric nurse guidance on site, identification of disabilities, mental health coordinator. Family Star has a unique collaboration with Denison Montessori School, a Denver Public School magnet program, whereby certain “graduating” Family Star children are able to automatically enter the Denison Montessori School. A middle school component has also recently been added.

Evaluation: This is the only public/private collaboration of its kind in the nation which offers urban children a continuous Montessori education from birth through the end of their middle years. All of Family Star's five year olds are reading. The Montessori education approach has proven to be successful in boosting academic achievement performance for Latino children. 75% of the Latino sixth grade students at Denison Montessori had a composite score at or above grade level on the Spring, 1999 Iowa Test of Basic Skills. Throughout the rest of the district, the average Latino sixth grader scores approximately two years below grade level. It is expected that the Latino Family Star children who enter Denison will have greater academic success as they will have received continuous Montessori education from birth through the end of middle school.

The Signature Project

Latino Issues Forum

Ana Montes, Project Director

785 Market Street, 3rd Floor

San Francisco, California 94103

(415) 284-7208

(415) 284-7210 fax

Website: www.lif.org

Issues Addressed: technology literacy, disparities in academic achievement

Population: low income, minority elementary schools

Mission: The Signature Learning Project is an innovative, replicable model that can be used in any community to enhance the educational outcomes of low income and minority students. By providing technology access to all the families we are seeking to reduce technological and educational disparities, increase student motivation, make the families more participatory in their children's education, and to empower a multi-ethnic low-income community to support the children, the school and the project. In addition, the children and adult learners will have an opportunity to compete advantageously in a global marketplace.

Services: Develop teacher education curriculum that instructs teachers on how to effectively incorporate technology in the classroom. Introduce a parental involvement and education curriculum that trains parents on how to use technology to assist their children's learning. Involve the local community based organizations and the business community.

Evaluation: Now entering its third year, the pilot SLP equipped a computer lab in a low-income elementary school with 30 brand new state of the art computers, completed wiring of the lab and classrooms for internet access, provided the classrooms and teachers with printers, and refurbished computers and training to almost 200 parents. The Project is being replicated in Watsonville, CA with funding from Wells Fargo Bank.

Head Start, Region 19
Blanca Enriquez, Director
11670 Chito Samaniego
El Paso, TX 79936
(915) 774-4600
(915) 774-4602 fax

Website: none provided

Issues Addressed: Parental involvement; child development

Population Served: 3-5 year olds in El Paso and Hudspeth Counties. Total: 3,098
Hispanic, 104 Caucasian, 48 African American, 3 American Indian, 6 Asian, 8 other.
Staff are 99% Hispanic.

Mission: Region 19 ESC Head Start believes we are in the business of empowering children, families and staff through lifelong learning thus making a positive impact on themselves and the people around them. We believe in adhering to high principles, and in cultivating the social, emotional, linguistic, educational, physical and mental development of those we serve. Our organization values creativity and participatory decision making. It is a dynamic, evolving high quality system which fosters leadership and positive interdependence with ourselves and collaborating partners.

Services: State adopted core curriculum. Assessments – Denver II, Davis Observation Checklist of Texas, Preschool Behavior Checklist. Classroom volunteer training. Family development center – GED, ESL, parenting classes. Male Involvement Program – designed to increase the number of male participants in our Head Start Program. Career Development – trains parents for employment in child development, administrative assistance and certified drivers. Immunization collaboratives. Transition Program for children entering public school. Quality management.

Evaluation: In a customer survey conducted in March, 1999, 85.93% stated that they strongly agreed to recommending the Head Start program to others. 11.68 % they would agree to recommend the Head Start program to others.

Middle & High School Programs

Just Us, Inc.

Edward Auerbach, Executive Director
87 East 116th Street, 3rd Floor
New York, NY 10029
(212) 831-3980
(212) 987-1625 fax

Website: none provided

Issues Addressed: educational disparities; career development; after school programs

Population: "at risk" youth

Mission: Primarily, Just Us reaches out to youth in East Harlem.

Services: *ACHIEVE Project* is designed for out-of-school youth (ages 16 – 21).

Community Achievement Program (CAP) provides individual and group counseling for children who have been designated as "at risk" due to excessive absences and reading remediation for students within the context of an Extended School Day component.

Hospitals Career Program provides youth ages 16-18 with the opportunity for part-time employment at Mount Sinai and Metropolitan Hospitals, with weekly seminars.

Evaluation: In 1997-98, CAPS Program 66% of participants improved reading proficiency by 10 or more percentile points. 15% improved by at least one percentile point. In 1997, Just Us, Inc. was presented with a Community Service Award from United Way.

The Brotherhood/SisterSol

Box 11 Teachers College
Columbia University
New York, NY 10027
(212) 678-3828
(212) 678-3297 fax

Website: none provided

Issues Addressed: Leadership development; other risk factors

Population: young Black and Latino men and women

Mission: The Brotherhood/Sister Sol brings together young sisters and brothers as a means to foster understanding and strengthen the essential bonds between men and women, bonds necessary for bringing about social change in our communities.

Services: afterschool program; job opportunities; internships; wilderness retreats; summer camps; tutoring; legal representation.

Evaluation: Participant quotes in program information sheets.

AVID

Achievement Via Individual Determination (AVID) Center
2490 Heritage Park Row
San Diego, CA 92110
(619) 682-5057
(619) 682-5060 fax

Website: www.avidcenter.org

Issues Addressed: Academic disparities

Population: Underachieving students entering middle or high school

Mission: To increase the enrollment of underserved students in postsecondary education.

Services: AVID as an elective course in school.

Evaluation: Program began with one group of students in 1980. It has expanded into different states and has been evaluated.

Upward Bound – University of Texas at El Paso

Sandra Braham, Assistant Vice President for Outreach Programs
500 W. University
El Paso, TX 79968
(915) 747-5149
(915) 747-8060 fax

Website: none provided

Issues Addressed: Educational disparities; leadership development

Population: low income, potential first generation college students (93% Hispanic)

Mission: To generate in program participants the skill and motivation necessary to complete a program of secondary education and to enter and succeed in post secondary education and graduate.

Services: All day classes at the University, 3 Saturdays per month, from September through May and for 6 weeks daily in the summer months. Additional classes include foreign language classes, computers and career curriculum clusters. Juniors and seniors participate in a regional college tour, annually to visit up to 6 colleges and universities. The participants commit to Upward Bound for 3-4 years.

Evaluation: 1996 graduates – 91% remain in college; 1997 graduates – 78% remain in college/9% in military; 1998 graduates – 81% remain in college/13% in military.

Upward Bound – Colorado State University
Center for Educational Access and Outreach
Division of Student Affairs
Maria Escobar
304 Student Services
Fort Collins, CO 80523
(970) 491-6473
(970) 491-1077 fax

Website: none provided

Issues Addressed: Educational disparities; leadership development

Population: low income, potential first generation college students (59.3% Hispanic)

Mission: To generate the skills and motivation necessary for success in completing high school and enrolling in post secondary education. To encourage youths to enroll in post secondary education and graduate.

Services: Weekly academic, personal and college prep advising; after school study sessions; college visitations; home visits; leadership conference; six week academic program; risk taking activities; cultural experiences

Evaluation: For the past 5 years, 100% of Upward Bound seniors have graduated; 85-100% enrolled in college; 75 – 85% retained in college

The Hispanic Program for Educational Advancement / Learning to Lead
Western Illinois University
Carol Fimmen, Director
Macomb, IL 61455
(309) 298-2924
(309) 298-2226 fax

Website: none provided

Issues Addressed: educational disparities; leadership development

Population: Hispanic students enrolled at Western Illinois University, Black Hawk College, Sauk Valley Community College, Rock Valley College

Mission: Learning to Lead is a comprehensive summer institute designed to develop and nurture the leadership skills of students and prepare them for the leadership roles they will be expected to fill. The program promotes and fosters the development of a new generation of leaders within the rapidly changing social and economic environment of the United States.

Services: The *Hispanic Program* was implemented as an academic support program with the purpose of increasing the number and academic success of Hispanic students in post-secondary education. Its primary purpose is to generate the necessary skills and motivation to help prospective students gain access to institutions of higher education. The *Learning to Lead* program was developed to increase the leadership development of Hispanic students.

Evaluation: Total Hispanic student enrollment at WIU has increased dramatically since the Hispanic Program was implemented in the Fall of 1989. Retention figures for Spring, 1999 of 88.9% show an improvement over the second highest levels that were seen in 1998 of 87.9%. The number of Hispanic students graduating from WIU since the Hispanic Program was implemented has increased 190%. Hispanic enrollment at Black Hawk College Adult Education, GED and ESL programs has increased by 62% from 1990/91 to 1998/99. Other graphs and totals are available. Ms. Fimmen is the author of various articles produced by the Julian Samora Research Institute.

STEM Institute/ SAT/ SOAR

Center for the Advancement of Hispanics in Science and Engineering Education

Andrea Guendelman, Esq., Assoc. Director

The George Washington University

707 22nd Street, N.W. Room 105

Washington, D.C. 20052

(202) 994-6529

(202) 994-2459 fax

Website: None provided

Issues Addressed: Leadership development; academic disparities

Population: Latinos are targeted; all youth served

Mission: To ensure that talented Latino science and engineering students achieve academic excellence and professional success through their pipeline of rigorous academic

programs, leadership training, networking and other support activities during their pre-college, undergraduate and graduate years.

Services: STEM Institute for 8th – 11th graders. The goal of the STEM Institute is to provide gifted Hispanic and other underrepresented minority pre-college students with a rigorous and nurturing academic environment. It imbues pre-college students with high academic expectations, psychologically preparing them to pursue careers and advanced degrees in science, mathematics and engineering.

SAT/ SOAR Program for 10th – 11th graders. This program maintains continuity with workshops and seminars for high school participants of the STEM Institute.

Evaluation: 1998 Executive Summary – 41 students participated (19 sophomores, 22 juniors). Students score at or above the national average for high school seniors. As the program is only open to sophomores and juniors, their expected senior scores are: 60% above 1200, 45% over 1300, 30% over 1400, 15% over 1500. STEM classes offered in 1998: college algebra & topology, chemistry & physics, probability & statistics & vector mechanics, calculus & C- programming. The average student performance was 82% - this would constitute a B performance at a college or university. This is a very high performance, since the participant range is from 8th – 11th grade.

East Harlem Tutorial Program

Carmen Vega-Rivera, Executive Director
2050 Second Avenue
New York, NY 10029
(212) 831-0650
(212) 289-7967 fax

Website: none provided

Issues Addressed: disparities in academic achievement, technology literacy, other risk factors

Population: African American, Latinos and Asian children

Mission: To enhance the knowledge, skills and interest of children and youth, and to foster their love of learning.

Services: After school program (one to one tutoring), arts workshop, youth leadership development programs (Tutorial Internship Program, Young Adolescent Program), summer day camp, Media/Technology Education Program, social work services.

Evaluation: "In their own words" included in program brochure.

Gonzalo Garza Independence High School

Victoria Baldwin, Principal
1600 Chicon Street
Austin, TX 78702
(512) 414-8600
(512) 414-8610 fax

Website: none provided

Issues Addressed: disparities in educational attainment; other risk factors

Population: High school students

Mission: Gonzalo Garza is designed to be an alternative to the traditional high school for students who may not have had successful educational experiences in the past.

Services: Individualized instruction; flexible schedule; career planning; technology program; supportive programs

Evaluation: none provided

Engineering Vanguard Program

National Action Council for Minorities in Engineering, Inc. (NACME)
Tracy Wilson, Contact
Empire State Building
350 Fifth Ave., Suite 2212
New York, NY 10118
(202) 279-2626
(202) 629-5178 fax

Website: www.nacme.org

Issues Addressed: disparities in educational attainment; technology literacy

Population: High school seniors

Mission: The Engineering Vanguard Program is a groundbreaking high school-to-university initiative that targets and recruits students from underserved communities, and provides intense academic preparation and full tuition and housing scholarships at selected universities.

Services: Using a non-traditional assessment process, the program identifies seniors who are likely to be overlooked by student recruitment practices at engineering schools, but who possess the skills, motivation and interest to be successful in top tier engineering education environments. Once identified, students participate in intense academic

preparation programs that integrate math and science knowledge and immerse students in the culture of engineering delivered by a carefully chosen cadre of university faculty members. Selected Vanguard scholars are offered scholarships to participating universities.

Evaluation: none provided

MESA Program

Arizona State University – College of Engineering and Applied Sciences
Office of Minority Engineering Programs
Mary Ann McCartney, Director
P.O. Box 875506
Tempe, AZ 85287-5506
(602) 965-4328
(602) 965-8398 fax

Website: www.eas.asu.edu/~omep/

Issues Addressed: disparities in educational attainment; career development

Population: underrepresented minorities interested in math, science and engineering

Mission: The Mathematics-Engineering-Science-Achievement (MESA) Program and the Minority Engineering Program (MEP) provide a comprehensive approach for recruitment and retention of historically underrepresented groups in science, engineering and mathematics. Through a collaborative effort: industry, government, the community and ASU implement an effective matriculation plan, ensuring the academic and professional development of these students.

Services: Engineering Day at ASU, MESA Day, MESA liaisons, Engineering Summer Institute, FHWA Summer Transportation Institute, MEP Summer Bridge Program.

Evaluation: The 1997 MEP Summer Bridge Program provided 39 students with room/board, classroom materials, and academic scholarships. 38 of the 39 participants are currently enrolled in CEAS. The first year retention rate of the original 43 students from summer 1996 is 88.4% within the university and 76.7% within CSEA. The retention rate for all students in the college is 77.3% and 66.2%, respectively.

K-12 Programs

PUENTE Learning Center

Sister Jennie Lechtenberg, Executive Director

Puente Learning Center

501 S. Boyle Ave

Los Angeles, CA 90033

(323) 780-5312

(323) 780-0359 fax

Website: none provided.

Issues Addressed: Early Childhood and Youth Development Programs/Technology Training

Population: Student profile: predominantly Boyle Heights, East and South Los Angeles; 87% Latino, 8% African American, 5% other; 1,700 adults, 300 children and adolescents; 60% female, 40% male; 62% below \$16,000, 18% between \$16,000 - \$24,000, 20% above \$24,000.

Mission: PUENTE (People United to Enrich the Neighborhood Through Education) Learning Center is a non-sectarian, non-profit educational organization, that offers individuals of every age and background a learning experience and empowering them toward lifelong productivity. PUENTE's blend of traditional classroom instruction and computer technology [many computers donated by the L.A. Times] provides tuition free educational opportunities for people limited by literacy, poverty, and inadequate English Language skills.

Services: *Adult education* – ESL, individualized instruction, reading improvement, Spanish literacy, power of speech, computer applications. *Youth programs:* pre-school readiness, after school enrichment, high school tutorial, effective parenting. Job training: business English and math, computer applications, job referral services.

Evaluation: PUENTE was selected as an exhibitor in the Technology Showcase of the President's Summit for America's Future. PUENTE was visited by First Lady Hillary Clinton in 1996.

HOSTS Corp. - Helping One Student to Succeed

Linda Martinez

8504 Woodstone Drive

Austin, TX 78757

(512) 453-2339

(512) 453-4417 fax

Website: none provided

Issues Addressed: child development; K-12 systemic reform; reading development; disparities in academic achievement

Population: low-achieving students K-12, who need assistance in language arts, math, Spanish language arts, or readiness.

Mission: Helping One Student to Succeed (HOSTS) is the nation's largest and oldest academic structured mentoring program (and serves as a model for the GEAR UP Programs). It helps schools create tutoring programs for at-risk students using a mentoring approach.

Services: HOSTS matches students with trained business and community volunteer mentors as well as cross-age mentors.

Evaluation: Students in HOSTS structured mentoring program have consistently demonstrated academic gains of 2.0 grade levels for every nine months in the program. In a spring to spring California evaluation that had a 95% population of Hispanic students, students in second, third, and fifth grades had NCE gains of 11.4, 9.5, and 9.9 respectively. These NCE gains exceeded those of the school and the state. During its 28-year history, HOSTS has served over 500,000 students and is used in over 1,000 HOSTS sites in 41 states, the District of Columbia and El Salvador. This program is for-profit.

Intercultural Development Research Association

Linda Cantu, Executive Director
5835 Callaghan, Suite 350
San Antonio, TX 78228
(210) 684-8180
(210) 684-5389 fax

Website: www.idra.org

Issues Addressed: Disparities in education; research; systematic reform

Population: schools, school districts and other partners

Mission: IDRA is an independent organization that advocates the right of every child to a quality education. It has worked for equity and excellence in education in Texas and throughout the country.

Services: *Early Childhood Education* services for educators include: Emergency Literacy, Playtime Is Science, Dual Language, Multicultural Education, Multi-age Project, Administrators Training for Early Childhood Settings, Playtime and Playgrounds; Parent Involvement, Parenting for Teenage Parents. *Project Pathways* is directed at teachers and students and it emphasizes training to better prepare minority students to be

successful on the Texas Assessment of Academic Skills. *Links for Involving Families in Education* (LIFE) training is provided for secondary principals. Other services include: professional development, programs and materials development, research and evaluation, policy and leadership development, consulting.

Evaluation: Coca-Cola Valued Youth Program; recognized as an exemplary program by the U.S. Department of Education's Program Effectiveness Panel.

Alliance Schools

Ernesto Cortes

1106 Clayton Lane, Suite 120W

Austin, TX 70723

(512) 459-6558

(512) 459-6551 fax

Website: none provided

Issues Addressed: disparities in educational achievement; parental involvement

Population: low achieving schools

Mission: School improvement through creating a space in which community leaders, parents, teachers, administrators, business leaders, and elected officials can engage each other in serious conversations about issues impacting their children.

Services: The creation of after-school enrichment programs and summer programs.

Evaluation: When Texas A&M evaluated programs in Austin, they discovered that 96% of the parents and teachers involved would "strongly recommend" the program to other parents. Over 90% of the children who participated indicated that they would like to sign up for after school classes next year. Most of the Alliance Schools have waiting lists for students who want to participate in the after school programs.

Project GRAD

National Center for Urban Partnerships

Sharon Jacobson, Director of Operations

P.O. Box 2511

Houston TX 77252

(713) 757-5973

(713) 757-3144 fax

Website: www.hern.org/~grad

Issues Addressed: academic disparities; systematic reform

Population: at risk schools with African American and Latino children

Mission: Project GRAD (Graduation Really Achieves Dreams) is a school-community collaborative to improve the instructional quality and culture of at risk feeder systems of schools. The philosophy guiding the program is that all pre-K through 12th grade students can be effective learners, regardless of demographic background if appropriate and timely programmatic interventions are infused into the primary grades.

Services: Various curriculum models are implemented simultaneously at Project GRAD sites, involving students in bilingual and regular classrooms. These include: Move It Math, Communities in Schools, Success for All, Consistency Management Program, University of Chicago School Math Project. Scholarships are offered to 9th grade participants of Project GRAD. Other services include: staff development, parental involvement and funding.

Evaluation: While this is a long-term program and final outcomes will not be determined for many years, early indicators are very positive. 173 Davis High School graduates (75% of the graduating class) qualified for the college scholarship in 1997, up from 138 scholarships in 1996. 72% of students in Davis elementary schools passed math in 1997 as compared to 60% in 1996 and only 44% in 1994 before the program started. 74% of students in Davis elementary schools passed reading in 1997 as compared to 64% in 1996. 76% of students in Yates elementary schools passed math in 1997 as compared to 70% in 1996 before the program started. 57% of students in Marshall Middle School passed math in 1997 as compared to 42% in 1996 and 21% in 1995 before the program started. 63% of students in Marshall Middle School passed reading in 1997 as compared to 47% in 1996 before the program started.

Passport to College

Amy Cardullo, Assistant Director
Riverside Community College Foundation
4800 Magnolia Avenue
Riverside, CA 92506
(909) 222-8626
(909) 222-8670 fax

Website: none provided

Issues addressed: academic disparities

Population: students within the Riverside Community College District (42% Caucasian, 41% Hispanic, 11.4% African American, 5.2% Asian/Pacific Islander, .4% Native American/Alaskan; 65.2% of participants come from households in which neither parent has a college degree)

Mission: Passport to College is a collaboration of Riverside Community College, the Riverside County Office of Education and six area unified school districts, who with the active commitment of businesses and individuals throughout the region, seek to make a college education possible for an entire class of students enrolled in the Riverside Community College District.

Services: Campus tours; classroom presentations; teacher training workshops; parent meetings; financial aid workshops; mentors; college guaranteed admission to 11,500 participants who graduate from high school and two years of tuition and fee assistance who successfully completes the program and enrolls at RCC.

Evaluation: Initiated in 1996, the program now targets 11,500 students now in 7th grade.

Multi-service Agencies

Mexican American Community Service Agency, Inc.

Esther Medina, Executive Director

Enrique Arreola, Contact

130 N. Jackson Avenue

San Jose, CA 95116

(408) 928-1122

(408) 928-1169 fax

Website: none provided

Issues Addressed: parental involvement; other risk factors; disparities in education

Population: young people in Santa Clara County

Mission: It is the mission of MACSA to identify the social, economic, health and educational needs of the Latino community of Santa Clara County, and to provide services that address those needs. Funded in 1964, as a non-profit organization, MACSA has historically been one of the leading providers of services to Latino youth, families and seniors in Santa Clara County.

Services: Youth Programs – Computer literacy, Eagle Warrior Athletics, Eagle Warrior Recreation, Aztec dance, Homework Club, Friday/Saturday Nite Jams, Teatro Familia Aztlan, Zero Drop Out Youth Academy, Latchkey Day Care; Youth Development Programs – Academica Calmecac, Sound Mind, Sound Body Weight Training, Choices Program, Youth Employment Program, Homeless Youth Connection; Gang Intervention Programs – Street Reach, New Image, Las Hermanitas, Restorative Justice Program; Family Wellness Programs – *Male Involvement Program*, Gardner Family Health Network, school linked services, Alum Rock Counseling Center, A Tu Salud.

Evaluation: Male Involvement Program- from March 1, 1997 – March 31, 1998, a total of 3,699 adolescent males and young adult men were reached with this program. 73% Latino, 8% White, 6% African American, 5% Asian.

A Place Called Home

Deborah Constance, Director

2830 S. Central Ave.

Los Angeles, CA 90011

(323) 232-7653

(323) 232-0139 fax

Website: none provided

Issues Addressed: Disparities in academic achievement; mentoring

Population: Inner city youth ages 9–20. Clientele is 63% Latino and 37% African American. Community profile: 65% of households are defined as below the poverty level; 17% unemployment rate; 73% of all people over the age of 25 within the 90011 zip code do not have a high school diploma; the Newton LAPD jurisdiction reported one of the highest crime rates in LA County in 1994.

Mission: APCH offers a unique family environment that features one-on-one mentoring, compassion and unconditional love with a mission to enable inner city youth to find their dreams and lead a more self-reliant life.

Services: Mentoring by staff, volunteers and collaborating agencies; gang prevention, intervention counseling and addiction recovery; health, wellness and recreation; art, dance, music, theater; computer training, tutoring and college preparation; job readiness, placement and apprenticeship; community outreach and cultural awareness.

Evaluation: APCH began in 1993. In 1997, it was recognized at the President's Summit as one of the "top 50 teaching examples" in the U.S. Over 1,500 youth were served in 1997.

Delhi Community Center

Irene Martinez, Executive Director
542 E. Central Avenue
Santa Ana, CA 92707
(714) 549-1317
(714) 549-5738 fax

Website: none provided

Issues Addressed: At risk, parental involvement, teen pregnancy

Population: Southeast area of Santa Ana – including the Dehli neighborhood. Community profile: Infant mortality was reported to be 6.5, compared to 5.9 for Santa Ana and 5.4 for the county. The birth rate was reported to be twice as high as the county. 45% of the households are linguistically isolated, meaning that no one in the household speaks English well. 40% of all Santa Ana homicides occurs in this area. Nearly 3 out of 4 persons in the community over age 25 do not have a high school diploma.

Mission: Dehli Center is a community effort that addresses social, economic and health issues in Orange County.

Services: *Youth Enrichment Programs* –Homework Center, Academia Del Pueblo (a summer after-school program), Summer Youth Employment Training Program/Youth Leadership Development Program, Summer Food Program. Other services include: parenting classes, support group for adolescent mothers and pregnant teens, leadership

promotion, Caminos Positivos for HIV positive Latinos in Orange County, Entre Nosotras for Latina women in Orange County, Entre Hombres for Latino Gay men in Orange County.

Evaluation: none provided

Alianza Dominicana, Inc

Moises Perez, Executive Director
2410 Amsterdam, Ave., 4th Floor
New York, NY 10033
(212) 740-1960
(212) 740-1967 fax

Website: none provided

Issues Addressed: Mentoring/Youth Development/Dropout Prevention

Population: Latino “at-risk” youth ages 13-21 in Manhattan, in the predominately Dominican Washington Heights Neighborhood.

Mission: Alianza’s mission is to help children, youth and families break the vicious cycle of poverty and fulfill their potential as members of the community at large.

Services: Youth Development and Community Revitalization Programs – The Triangle Project (a community revitalization for-profit project to support youth entrepreneurship, employment training programs and social service activities), La Plaza Community Center (a school based community center), START (Striving Together to Achieve Rewarding Tomorrows), Attendance Improvement and Drop Out Prevention, Center for Employment, Training and Education, General Youth Council. Other programs include: domestic violence prevention, drug prevention/foster care prevention, family preservation services, immunization project, AIDS services, lead hazard prevention, mental health services.

Evaluation: Agency has existed for 12 years.

Mi Casa – Resource Center for Women, Inc.

Aurora Mejica, Executive Director
571 Galapago Street
Denver, CO 80204
(303) 573-1302
(303) 595-0422 fax

Website: www.micasadenver.org

Issues Addressed: disparities in academic achievement; teen pregnancy; other risk factors

Population: Latina women and youth

Mission: The mission of Mi Casa is to provide quality employment and education programs that promote self-sufficiency for primarily low-income Latina women and youth.

Services: Youth Development: Mi Carrera (a four-year dropout prevention program for low-income, girls attending West High School), Mi Camino (designed to help single mothers between ages 17-25 complete their GED and pursue post-secondary education or vocational opportunities), FENIX (an HIV/STD/teen pregnancy prevention program), after school, weekend and summer programs for middle school youth. Other services include: business development training promoting small business ownership, microlending projects, career development in both traditional and non-traditional jobs.

Evaluation: Initiated in 1979. In 1993 and 1994, 100% of Mi Carrera participants graduated from high school and 85% enrolled in college. In 1997, 11 young women graduated from high school and 9 enrolled in a college. Mi Camino program enrolled 44 participants in 1997 – 35 completed the program, with 23 receiving their GED and 1 re-enrolling in high school. Over 12,000 youth were reached in 1997 through all the Youth Development programs.

Family Service – Proyecto Familia

Steve Hug, Vice President

55 Hope Street

Providence, RI 02906

(401) 331-1350

(401) 274-7602 fax

Website: none provided

Issues addressed: parental involvement; mental health services; other risk factors

Population: Latino families in Providence, RI (near Perry Middle School)

Mission: To protect, maintain, enhance and strengthen the social and psychological well-being of children, adolescents, adults and families, especially those of less economic means, through flexible, vibrant continuum of behavioral health care and social services.

Services: “Wrap around” services (one-worker-to-one-family) to clients. Case management provided in the home. Services are provided

Evaluation: The Proyecto Familia study found that families stayed in the program an average of 5.6 months, with 96% of clients keeping 75% of the appointments. 80% of

clients identified more than three goals, and all identified at least 2 goals. 75% of goals were achieved, 18% were partially achieved.

Latino Community Development Agency

Patricia Fennell, Executive Director

420 S.W. 10th Street

Oklahoma City, OK 73109

(405) 236-0701

(405) 236-0737 fax

Website: www.unitedwayok.org/latino.html

Issues Addressed: leadership development; academic disparities; teen pregnancy; other risk factors

Population: Latino community of Oklahoma City

Mission: Working to enhance the quality of life in the Latino community through education, leadership, services and advocacy.

Services: HIV/AIDS/STD prevention program; teen pregnancy prevention; cultural and arts awareness program; leadership clubs at 14 schools; gang prevention and intervention; Vacunas desde la Cuna immunizations clinics; Nuestras Familias child abuse prevention, domestic violence and family preservation program; job referrals; small business development; Tony Reyes Bilingual Child Development Center.

Evaluation: HIV/AIDS/STD prevention program served 643 Hispanic youth. Teen pregnancy prevention program served 600 Hispanic youth since 1995. Vacunas desde la Cuna program provided 170 home visits, 50 hospital visits. Nuestras Familias provided 673 home visits, with 45 families receiving over 1000 hours of service. This agency was featured at the President's Summit in 1997 as a "teaching example."

GOOD

Early Childhood and Elementary Programs

Expanda Su Mente y Lea

Dr. Laurel Shader

The Fair Haven Community Health Center

374 Grand Avenue

New Haven, CT 06513

(203) 777-7411

(203) 777-8506 fax

Website: none provided

Issues Addressed: Early childhood education; Reach Out and Read

Population: ages 2 months to 5 years old

Mission: This program is an extension of the national Reach Out and Read program and encourages book-sharing activities between children and their parents.

Services: Expanda su Mente y Lea At each well child visit, the child is given a new age-appropriate book in English or Spanish to take home. During the developmental assessment portion of the well child visit, the book is used to demonstrate gross and fine motor skills, attention, recognition of objects and expressive and receptive language skills. Project Shine, a program designed to enhance healthy child development and support working families by improving their access to quality care, was created by a grant from ConnectiCare Fund and Reach Out and Read. Services now include home visits, a child care resource room at FHCHC to serve as a lending library, and a phone advice line for child care providers to ask about health, safety, and child development.

Evaluation: In a random survey of 62 families with young children who receive their health care at FHCHC, we found that 33% of these families owned no children's books at all. FHCHC is the sole source of health care in an isolated neighborhood of New Haven to over 10,000 patients in over 50,000 visits per year. There are currently 1,500 children five years and younger served by Expanda Su Mente y Lea.

Texas Fiesta Educativa

Project PODER; El Valle Center

1017 N. Main Ave., Ste. 207

San Antonio, TX 78212

(210) 222-2637

(210) 475-9283 fax

Website: www.tfepoder.org

Issues Addressed: Parental involvement; disabled issues

Population: Latino parents and children with special needs

Mission: The mission of Texas Fiesta Educativa is to advocate for, and provide bilingual, multicultural educational services to persons with disabilities, their families, and the professionals who serve them.

Services: Training parents; advocacy;

Evaluation: None provided

Casa en las Escuelas / Youth Brigade

La Clinica de la Raza

Jane Garcia, Executive Director

1515 Fruitvale Avenue

Oakland, California 94601

(510) 535-4000

(510) 535-4189 fax

Website: www.laclinica.org/tche

Issues Addressed: leadership development, other risk factors

Population: Latino community of the Fruitvale and San Antonio Districts

Mission: La Clínica de La Raza-Fruitvale Health Project, Inc. is dedicated to improving the health of East Bay residents. Located in the Fruitvale and San Antonio Districts of the city of Oakland, La Clínica operates three sites: La Clínica de La Raza, Clínica Alta Vista (a teen clinic), and San Antonio Neighborhood Health Center. La Clínica also operates a school-based clinic at Hawthorne-Whitton Elementary School.

Services: Casa en Las Escuelas (CELE), or Home in the Schools, is Casa CHE's mode of outreach to youth in the place where they spend most of their time: in schools. Health Educators work with groups of students in local elementary, middle, and high schools for periods ranging from 6 weeks up to an academic year. In their work, the educators cover health topics: tobacco control, teen pregnancy prevention, Family Life Education, and HIV/AIDS, issues of self esteem and values to cultural identity using teaching styles such as role-playing and discussion.

The Youth Brigade is a group of students who learn leadership and community action skills and participate in various community-based activities under the guidance of a Casa CHE mentor. The training is tailored for adolescents 12-19 years of age. Youth Brigade members assist in outreach at fairs and La Clínica events, conduct peer education

sessions on a variety of subjects, conduct needs assessments, and conduct community actions.

Evaluation: Classroom attendance on Casa en Las Escuelas days is often markedly higher than on other days, and students repeatedly cite the Casa en Las Escuelas program as one of the most important and powerful components of their education. Over the years, the CELE program has reached thousands of children at approximately a half dozen public and private schools. Demand is perpetually high for the classes; a waiting list often exists. The Youth Brigade is now in its sixth generation.

SER Child Development Center
1575 W. Mockingbird Lane, Suite 300
Dallas, TX 75235
(214) 637-8307
(214) 637-8313 fax

Website: none provided

Issues Addressed: parental involvement; early childhood development

Population: low income, minority children – 6 weeks to 5 years of age

Mission: Our mission is to provide bilingual, literacy focused child development programs which guide and prepare children toward success in primary and secondary education.

Services: degreed teachers and on-site in-depth training, parent teacher conferences, screening for developmental delays, immunization clinic, field trips, USDA nutrition program, vision and hearing screening, senior volunteers.

Evaluation: none provided

Middle & High School Programs

Communities in Schools – Upward Bound Program
Maria Luisa Villarreal
San Antonio, TX
(210) 520-8440
(210) 520-1104 fax

Website: none provided

Issues Addressed: Academic disparities

Population: Students in San Antonio, Texas

Mission: The program was designed to improve academic success at the high school level and ensure that a participant enroll in and successfully complete postsecondary education.

Services: Tutoring, counseling, guidance, Saturday classes in Algebra I & II, Pre-Calculus and Calculus, and science courses. Workshops are provided for taking the PSAT, ACT, and SAT tests.

Evaluation: Statistics show that the program has an average annual high school rate of 98%. Of those graduating, over 90% attend college and receive more than \$89,000 annually in scholarships and financial aid.

Proyecto Adelante / Proyecto Conexión / Proyecto Ofelia

Oregon Council for Hispanic Advancement (OCHA)

Erick Thomsen, Contact

108 NW 9th, Suite 201

Portland, OR 97209

(503) 228-4131

(503) 228-0710 fax

e-mail: info@ocha-nw.org

Website: www.ocha-nw.org

Issues Addressed: academic disparities, technology literacy, other risk factors

Population: Latino high school students

Mission: To provide leadership for educational opportunity, economic development and social justice for Hispanics in Oregon and Southwest Washington.

Services: In 1995, OCHA entered into a partnership with Portland Public Schools to design Adelante, a model student retention project with goals of 100 percent graduation of participating Hispanic students, increased parent participation, and long term institutional change in the schools. Adelante is currently operating at Marshall, David Douglas, Madison and Roosevelt High Schools with funding from Multnomah County and the Meyer Memorial Trust. Over 400 youth and their families are served annually and the dropout rates have substantially reduced at these schools.

A high technology institute for Latino youth, Proyecto Conexión, was started in 1995 with the guidance and support from Intel Corporation, Manpower Temporary Services, and the YMCA Columbia-Willamette. The purpose of this eight-week summer program is to encourage high school age students to explore the field of computers and high technology, Oregon's major industry. Every summer, 20-30 students learn to build,

maintain and operate computers as well as participate in corporate visits and a nutrition and fitness program. Graduates of this program earn one elective credit and a computer.

Evaluation: none provided

HERMANITAS Project

MANA

1725 K Street, N.W., Suite 501

Washington, D.C. 20006

(202) 833-0060

(202) 496-0588 fax

Website: none provided

Population: teenage Latinas

Mission: To empower Latina youth through education, leadership development, cultural enrichment and community action.

Services: Summer Institute; leadership activities; workshops.

Evaluation: None provided. 9 Hermanitas Projects around the country. It has the support of the Girl Scouts.

Communities in Schools – Upward Bound Program

Maria Luisa Villarreal

San Antonio, TX

(210) 520-8440

(210) 520-1104 fax

Website: none provided

Issues Addressed: Academic disparities

Population: Students in San Antonio, Texas

Mission: The program was designed to improve academic success at the high school level and ensure that a participant enroll in and successfully complete postsecondary education.

Services: Tutoring, counseling, guidance, Saturday classes in Algebra I & II, Pre-Calculus and Calculus, and science courses. Workshops are provided for taking the PSAT, ACT, and SAT tests.

Evaluation: Statistics show that the program has an average annual high school rate of 98%. Of those graduating, over 90% attend college and receive more than \$89,000 annually in scholarships and financial aid.

El Puente

Luis Garden Acosta
211 South 4th Street
Brooklyn, NY 11211
(718) 387-0404
(718) 387-6816 fax

Website: none provided

Issues Addressed: Preventive/Crime Prevention

Population: youth ages 12-21

Mission: El Puente is committed to inspire and nurture leadership for peace, justice and human rights through youth and community development. El Puente has addresses the wave of gang violence in the surrounding areas that had claimed the lives of 48 young people in one year.

Servics: After school programs – tutoring, health, internships, cultural programs

Evaluation: Established in 1981. The program has provided after-school programs for over 17 years. There are 300 members at its two locations in Brooklyn, Williamsburg and Bushwick.

Chicano Latino Youth Leadership Project

P.O. Box 161566
Sacramento, CA 95816
(916) 446-1640

Website: www.assembly.ca.gov/latinocaucus

Issues Addressed: leadership development, disparities in academic achievement

Population: Latino 11th & 12th graders

Mission: The Chicano-Latino Youth Leadership Project, Inc.'s primary purpose is to prepare students to more fully participate in California's economic, social and political development in the 21st century and beyond. Goals and objectives are to: strengthen the student's knowledge of state government and politics, emphasize the importance of cultural and family values; inspire students to realize their educational and professional

potential through individual and group interactions with business, community and political leaders; encourage students to pursue post-secondary educational opportunities by providing them information on public/private institutions of higher education.

Services: A weeklong leadership training program held at California State University, Sacramento during the summer. Each year 120 students are selected to participate by the Project organizing committee. The selection criteria is based on letters of recommendation, grade point averages, community and school service, three written essays and overall demonstrated leadership potential.

Evaluation: CLYLP was organized in 1982. No evaluations stated.

Lorenzo de Zavala Youth Legislative Session

National Hispanic Institute

P.O. Box 220

Maxwell, TX 78656

(512) 357-6137

Website: www.xnetworks.com/nhinet/ldz.html

Issues Addressed: academic disparities, leadership development

Population: 10th and 11th graders

Mission: It is an experience where gifted students learn to mobilize others into action, develop an appreciation for the skills of communication, and gain valuable insight by working in organized efforts - all in an atmosphere of mutual support, acceptance and cooperation.

Services: The LDZ is an eight day leadership experience that uses a mock youth government to introduce participants to the intellectual, psychological, emotional, and organizational requirements of leadership.

Nosotras Viviremos

National Coalition of Advocates for Students

Rosie Muñoz-López, Project Director

100 Boylston Street, Suite 737

Boston, MA 02116

(617) 357-8507

(617) 357-9549 fax

Website: www.igc.org/ncas/nosvivir.htm

Issues Addressed: other risk factors

Population: female migrant farmworker youth ages 13-18; mothers/mentors of female migrant youth ages 10-12

Mission: *Nosotras Viviremos* is a theory-based, culturally competent, age appropriate and gender sensitive HIV/AIDS prevention training curriculum for Latina farmworker youth and their mothers and/or mentors. This curriculum was designed for use in non-school setting by CBO staff who is interested in working with female farmworkers.

Services: The program combines culturally and linguistically appropriate training experience with holistic and developmentally appropriate HIV prevention and sexuality education to build and strengthen the capacity of community based farmworker organizations with the focus on behavioral outcomes.

Evaluation: A third party evaluation report states that the project accomplished all of the objectives that were supported in their approved budget. The program is currently in the second year of a five year cooperative agreement with the Center for Disease Control and Prevention's Division of School and Adolescent Health.

K-12 Programs

Proyecto Educar / Amigos de la Comunidad
Latin American Research and Service Agency (LARASA)
Luci Aandahl, Program Director
309 West First Avenue
Denver, CO 80223
(303) 722-5150
(303) 722-5118 fax
e-mail: larasa@larasa.org

Website: www.larasa.org

Issues Addressed: disparities in academic achievement, parental involvement

Population: Educators of Latino children, including parents

Mission: LARASA is committed to leading and influencing change to improve the quality of life for Latinos in Colorado.

Services: Proyecto Educar offers a comprehensive curriculum on delivering culturally competent teaching methods to Latino students through its *Cultural Competency Training Institute for Educators*. The training provides educators with demographic information pertaining to Latinos, information on Latino risk factors and barriers to education, information on cultural values and beliefs affecting educational attainment, and techniques for bridging the gaps inherent in educating the Latino student.

Amigos de la Comunidad is designed to be a replicable neighborhood support and parent leadership development project for the Latino community. Currently targets the low educational achievement of youth by providing leadership and educational opportunities to parents in their neighborhoods.

Evaluation: Organization has been in existence since 1964.

Youth Center

Latino Family Services

Amanda Caballero, Executive Director

3815 W. Fort Street

Detroit, MI 48216

(313) 841-7380

(313) 841-3730 fax

Website: www.comnet.org/local/orgs/latino

Issues Addressed: Educational attainment; "at risk" youth; other risk factors

Population: Latino children, youth, adults and families in Wayne County, MI

Mission: Latino Family Services is a community agency which provides and coordinates comprehensive human services to residents of Wayne County with particular emphasis on enhancing the quality of life for Latino children, youth, adults, families, and the developmentally disabled.

Services: The *Youth programs* are designed to build confidence and give recreational outlets to participants. Services include: Drop-in center to provide recreation, social and cultural art activities; delinquency prevention; school based and after school personal development groups to focus on self-awareness, communication skills, decision making, peer groups and substance abuse prevention; computer tutoring program; community substance abuse and AIDS awareness workshops; cultural awareness and "rites of passage" ceremonies celebrating passage to young adulthood; Field trips and camping

The *Family Prevention Unit* offers a variety of referral and supportive services to enable parents and their children to stay together and grow as healthy productive families. Services include: Neighborhood Baby Shower - expectant mothers are invited to participate in this community-wide event that is held semi-annually. New infant clothing, furnishings and accessories are given to assist and prepare them for their new arrivals. Prenatal Program - offers follow-up services and support throughout the duration of the program. Parent Education Project - offers a 20 week parenting skills class along with referral and supportive services to families with children from newborn to 4 years of age. Parent Involvement Project - a 10 week parenting skills class along with referral and supportive services is offered to families with children from 5-18 years of age. Infant

Mortality Project - offers aid to pregnant women in obtaining quality prenatal care and other supportive services needed to deliver healthy babies.

Evaluation: The Center collaborates with the University of Michigan and area businesses. No evaluations provided.

ASPIRA, Inc. of New Jersey

William Colon Executive
390 Broad Street
Newark, NJ 07104
(201) 484-7554

Website: www.aspira.org

Issues Addressed: Mentoring/Youth Development Programs/Technical Training

Population: Puerto Ricans/Latinos and other minority youth

Mission: ASPIRA, Inc. of New Jersey is a community-based organization providing leadership and counseling to Puerto Ricans/Latinos and other minority youth in urban centers throughout the state

Services: The program gives students the encouragement and mentoring that inspires them to strive toward the highest possible levels of education, effective leadership, and commitment to their community.

Evaluation: Founded in 1968. Since its foundation, ASPIRA has helped over 30,000 low-income minority youths complete high schools and go on to post-secondary education.

AHORA Program

Concilio Hispano de Cambridge
Alexandra Lozada, Coordinator
459 Broadway Street, Room A-106
Cambridge, MA 02138
(617) 864-0980

Website: www.shore.net/~concilio/hispano

Issues Addressed: Educational attainment

Population: AHORA is a bilingual/ bicultural youth enrichment program geared toward Latino youth at Cambridge Rindge and Latin School (CRLS) and in the Cambridge community.

Mission: AHORA fosters academic achievement, develop leadership and a sense of community, enrich cultural awareness and promote a positive self-image among Latino/Hispanic youth. Our goal is to help Latino(a) youth to realize their potential by the following objectives: completing their studies at the high school level; going on to higher education; preventing the use and abuse of alcohol, tobacco and other drugs as well as early parenting; staying in school at all cost when one is pregnant or parenting; seeking adequate services when faced with barriers to a academic success; feeling positive about themselves.

Services: Tutoring and mentorship; educational, sports, recreational and cultural events; individual and group counseling; advocacy to ensure adequate academic placement of students; direct communication with Latino parents regarding our services and their children's performances; facilitating communication between the CRLS staff and administration and the Latino families.

Evaluation: none provided

Hijos del Sol

La Familia Counseling Service
Agustin Arteaga, Coordinator
26081 Mocine Avenue
Hayward, CA 94544
(510) 881-5921
(510) 881-5925 fax

Website: none provided

Issues Addressed: after school program; leadership development; other risk factors

Population: youth

Mission: none provided

Services: Provides various youth programs: ALMA, a peer AIDS awareness program, a teen pregnancy prevention program, after school program and leadership development.

Evaluation: none provided

Gang Prevention –Youth Services

Community Service Programs, Inc.
Margot Carlson, Executive Director
16842 Von Karman, Suite 425
Irvine, CA 92606
(949) 250-0488

(949) 251-1659 fax

Website: www.cspinc.org/welcome.html

Issues Addressed: Crime prevention; other risk factors

Population: Orange County residents

Mission: Community Service Programs, Inc. is a non-profit human service organization in Orange County working in conjunction with the police, schools, probation and courts.

Services: CSP was established in 1972 as a field study project for students at the University of California Irvine, providing diversion counseling for delinquent youth and their families at the Costa Mesa Police Department. Since that time CSP has grown dramatically in size and scope and has designed and implemented some of the most respected prevention and intervention programs in Southern California. CSP, which now celebrates its 25th year of providing services in Orange County, is comprised of seven model programs assisting over 50,000 persons a year--abused children, victims of crime, struggling families, acting out adolescents, people in need of mediation services and recovering substance abusers. Youth services; Families First; Gang Prevention; Victim's Assistance; Dispute Resolution; Youth Shelter

Evaluation: Gang Intervention Program – active in 6 Orange County cities. Provided services to 1,666 at risk, wannabe and full fledged gang members and their families. 673 youths and parents received counseling. Assisted 35 youth from juvenile detention to obtain tattoo removal. 24 youth performed 980 hours of community service work.

Mary's Center for Maternal and Child Care

Maria Gomez, Executive Director

2333 Ontario Rd. NW

Washington, DC 20009

(202) 483-8196

(202) 797-2628 fax

Website: www.maryscenter.org

Issues Addressed: Teen pregnancy; other risk factors

Population: Latino women in Washington, D.C.

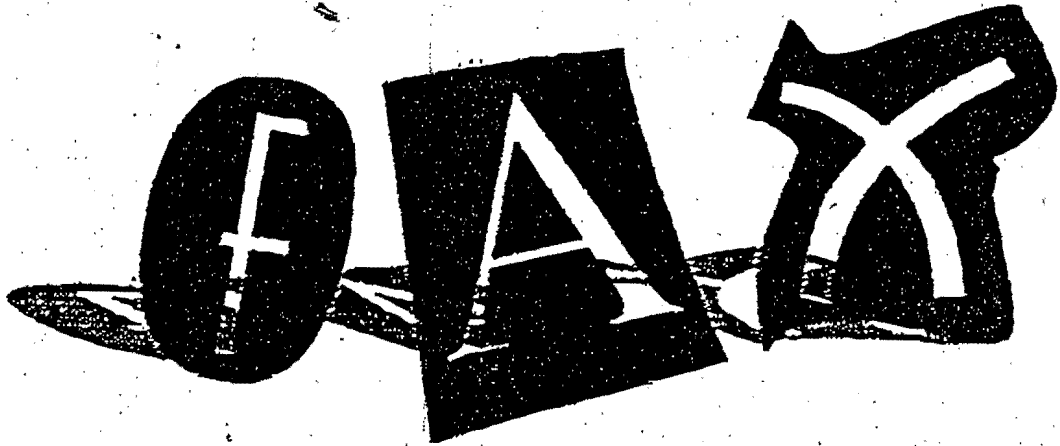
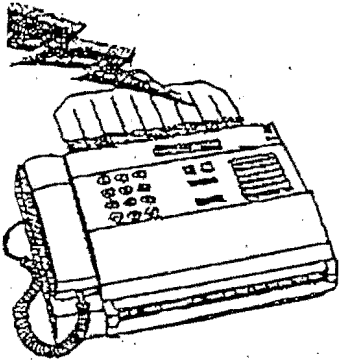
Mission: The Center's mission is to provide holistic and culturally responsive health care to women and their families, recognizing the critical importance of the women's social environment and emotional well being.

Services: Pregnancy prevention, testing and counseling for sexually transmitted diseases; HIV testing; job development; teen parenting classes; father mentors; case management services.

Evaluation: Center was established in 1988. No evaluation provided.

Grand Street

SETTLEMENT



DATE SENT: 7/16/99

TO: Ruby Shamir

COMPANY: White House

PHONE: 202-456-5696

FAX: 202-456-6687

FROM: Margarita Rosa, Esq.

NUMBER OF PAGES INCLUDING COVER SHEET: 10

MESSAGE/INSTRUCTIONS: Enclosed please find a description of
youth programs serving Latino youth at Grand Street Settlement
and a list of other Latino youth-serving agencies in New York
City. More will follow

PHONE #:(212)674-1740, Ext.210 or 212
FAX #:(212)358-0025

MARGARITA ROSA, ESQ.

**EXECUTIVE DIRECTOR
GRAND STREET SETTLEMENT**

July 16, 1999

TEL: (212) 674-1740 Ext. 212 80 PITT STREET
FAX: (212) 358-0025 NEW YORK, N. Y. 10002
E-mail: mrosa@unhny.org

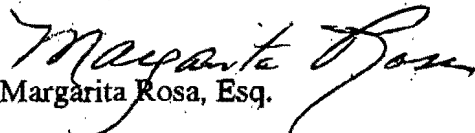
Ruby Shamir

Dear Ms. Shamir:

Enclosed as per our conversation of July 15 is a brief summary of Grand Street Settlement's Youth Services. I hope you find the material useful. I will forward a list of other New York City-based organizations that serve Latino youth early next week.

Please contact me if you have any questions.

Sincerely,


Margarita Rosa, Esq.

Grand Street Settlement, Inc
80 Pitt Street
New York, New York 10002

Margarita Rosa, Esq.
Executive Director
July 16, 1999

Grand Street Settlement

Since its founding in 1916, Grand Street Settlement has been dedicated to providing effective and culturally-sensitive services to residents in the Lower East Side. The agency's comprehensive array of services assists some 5,000 area residents annually—from toddlers in Early Head Start and Day Care to older adults. Participants in our programs include residents of public housing; public school students and their families; teen parents needing guidance and supportive services; elementary and secondary school students requiring academic assistance and personal and career counseling; working mothers with preschool children; youths and adults seeking employment; seniors needing hot meals, companionship, and social services; and families and individuals affected by HIV/AIDS and other debilitating illnesses.

Lower East Side Demographics

The Lower East Side of New York City, traditionally, has been a gateway to America for generations of immigrants. While it continues to be home to a vibrant, multicultural population, predominantly Latino (32 percent) and Asian (30 percent), the area has some of the worst health, crime, educational, and economic characteristics in the state.

More than half of Lower East Side families with children live in poverty and 48 percent of adults lack a high school diploma. Youth are especially affected by the depressed environment and must cope with limited educational and employment opportunities, unsafe streets, crime, and substance abuse.

School counselors have reported that drugs, HIV/AIDS, violence, and child abuse affect 75 percent of local students. The nearby housing projects, in which many of our constituents live, are among the developments targeted by the Federal Government under the Public Housing Drug Elimination Program. Teen pregnancy rates are high, with 12 percent of all babies in 1995 being born to teen mothers.

Youth Development Services

In response to continuing high rates of school drop-out, low educational achievement, teen pregnancy, substance abuse and crime in our community, Grand Street has a special commitment to providing quality youth development and prevention programs that help at risk students avoid risky behaviors, remain and do well in school, and engage in safe, constructive, and enriching activities that will help prepare them for successful futures. **Between 80-85 percent of the youth served by the agency's programs are Latino (from Puerto Rico, the Dominican Republic, Central and South America).** Grand Street's services for young people include:

- ***Project TEAM: Attendance Improvement /Dropout Prevention Program:*** This project provides intensive support services in local elementary and junior high schools for 300 participants each year, boosting school attendance and improving student academic performance.
- ***Dropout Prevention in High Schools:*** Approximately 450 students in three high schools--Seward Park in Manhattan and Bushwick and Automotive High Schools in Brooklyn receive counseling, tutoring and support services through this program.
- ***The Lower East Side Action Plan (LEAP):*** This dropout prevention and after school academic enrichment and summer employment initiative serves 70 youths year-round.
- ***Girls' and Young Women's Initiative (GYWI):*** This program provides more than 100 girls and young women, between the ages of 9 and 19, with an array of services and projects that help them cultivate their strengths and talents, develop personal, academic, and career goals, and gain the maturity and insight necessary to make intelligent and constructive life choices. Activities include leadership and peer education training, counseling, mentoring, computer and Internet training, arts, sports, drama, homework assistance, and tutoring. The *Women's Health/Peer Education Component* recently graduated its first group of 15 Peer Educators who will share the information they've learned about safe sex, body image, HIV/AIDS prevention, and other health issues with schoolmates and other teens through GYWI-sponsored peer education workshops scheduled to start in the fall. Through the Grand JUMP to Success, a mentoring program offered in partnership with the U.S. Department of Justice, more than 30 girls have been teamed up with mentors from a wide variety of professional fields. The mentors have weekly face-to-face or telephone contact with the mentees, and twice a month they visit museums, have dinner, or attend plays and movies. The mentors serve as role models and friends to the girls offering them support and encouragement.

- ***Bushwick Teen Mothers Project:*** This project helps 60 to 100 pregnant girls/teen mothers, each year, to address the obstacles that prevent them from attending school; guides them in making responsible and informed decisions; helps them access the health and social services they need for themselves and their children; provides them with parenting and child development training and problem-solving skills; and helps them establish long-range goals that will enable them to lead independent, productive lives. The program boasts a 0 percent repeat pregnancy rate and a growing number of high school graduates, GED recipients, and 2 college graduates. Prior to the program's inception, not one teen mother had graduated.
- ***HIV/AIDS Peer Education Initiative:*** In response to the growing rate of HIV/AIDS among Lower East Side youth, their lack of information about the virus/disease, and their continued engagement in high risk sexual activity, this initiative has disseminated culturally sensitive materials and provided peer instruction and counseling to more than 2,000 area adolescents. The initiative has also infused HIV/AIDS education throughout Grand Street's programs and services.
- ***Afterschool Latchkey Program:*** This program provides a safe haven and a full range of after school activities—academic and cultural enrichment, recreation, and leadership development—for 80 children between the ages of 6 and 12. Not only does the program keep the children safe and out of trouble during the critical after school hours, but boosts their literacy, science, math, and computer skills and exposes them to the visual arts, dance, and theater. Special activities have been designed to address the learning deficits of younger children who are entering the program with severe reading and writing deficits, requiring enhanced educational approaches and methodologies. The program operates from 3-6 p.m. Monday through Friday, during the school year.
- ***Summer Day Camp:*** Summer Day Camp serves about 175 youngsters between the ages of six and thirteen in a full-day educational and recreational program each summer.
- ***Progressive Adolescent Vocational Exploration Program (PAVE):*** Thirty-five participants, annually, broaden their knowledge of career opportunities and intensify their interest in pursuing meaningful careers through PAVE.

Community/Family Programs

The Settlement's **High Road Beacon Center (HRBC)**, which is housed in JHS 22, provides a safe haven in a drug-free zone and a comprehensive array of community-based, family-focused services that empower youth and adults to develop their strengths and skills and to become economically and socially self-sufficient. HRBC serves more than 2,000 youths and adults each year.

Programs include:

AmeriCorps at HRBC: Through this federally-funded program Grand Street provides opportunities for 40 AmeriCorps volunteers, ages 16 and older to help the community by escorting children in the Safe Passage Program, working in the after-school program, and volunteering in Grand Street's *Early Head Start Program*, as well as other community-based organizations. Through Grand Street's *Summer Internship Program* at JHS 22, AmeriCorps members orient new students to junior high school life and the Beacon Center, and provide informal peer education and guidance.

- **Careers In Training Program (CIT):** Offers job-related workshops; career exploration (including trips to colleges, corporations, professional offices, internships); team-building activities; culinary arts training; an entrepreneurship program that assists program participants in starting small business enterprises and selling their products at fairs, housing developments, and other community outlets; and self expression activities including drama and dance.
- **Tutoring:** Skilled graduate students and AmeriCorps volunteers, under full-time staff supervision, assist Beacon Center participants with homework assignments in math, reading, and other academic subjects, and help prepare some young participants for college.
- **Pregnancy Prevention Services Initiative:** This initiative engages young men and women in a comprehensive pregnancy prevention program that offers health education, case management services, job readiness training, sports, creative arts, tutoring, and other education related services. The program also engages the youths' parents. The initiative is funded by the Robin Hood Foundation and is a replication of the highly effective Carrera-Dempsey pregnancy prevention model, which originated at the Children's Aid Society.
- **Safe Passage/After School Program:** Trained community youths safely escort 6-12 year-olds from three local schools to HRBC's after school program which serves about 100 youth during the school year. Once the children and youth are safely at the Beacon Center, these teens help the children "travel" from one program activity to another and assist them with homework, tutoring, and art assignments. After school activities include computer classes, English and math remediation classes, arts and crafts, dance and theater, homework assistance and tutoring.

- **Programs for Parents:** These include Board of Education-funded ESL and GED programs for approximately 200 adults, Computers for Moms, and Career Opportunities for Women, intergenerational folk arts, workshops, and recreational and leisure activities.
- **Parent and Child Therapy (PACT):** This program offers individual and family therapy by professionally trained psychologists and social workers to about 150 families annually.
- **Leadership Development Clubs:** Designed for 12-16 year-old youths and their parents, this program helps promote conflict resolution and mediation skills, increase knowledge of and involvement in Beacon and community affairs, enhance critical thinking skills, and improve interpersonal, intercultural, and leadership skills.
- **Community Change for Youth Development (CCYD):** Grand Street serves as the lead agency of this youth development collaboration with two other settlement houses. The initiative serves about 350 youth annually.
- **Male Rap Sessions:** This new initiative brings together 35 young men, ages 13-21, bi-weekly to discuss such critical issues as drugs, crime, police brutality, violence prevention, teen fatherhood, self-esteem, and career exploration. The sessions, which are facilitated by Beacon Center staff, have been effective in steering the young men away from gangs and other destructive and risky behaviors. They are required to participate in the rap sessions in order to be eligible to play in the Beacon Center's basketball league. When they miss sessions they are assigned community service projects such as watering the JHS 22/Beacon Center garden, painting over the "graffiti of the day," making presentations on assigned topics at the next rap session. Many of these young men come from single parent homes, often lack male role models, and seldom have the opportunity to discuss issues that affect their development as young males. Because of the success of the project, plans are to expand the number of participants to 50 or 60.

Alma, Ruby - This list was obtained directly from the NYC Dept. of Youth and Community Development. It has not been vetted or edited.

~~Boriquen-Batutas del Barrio Latino, Inc.~~

~~P.S. 72~~

~~131 East 104th St~~

~~New York, NY 10029~~

~~212-369-3265~~

~~Director: Iris Rivera~~

Puerto Rican Workshop/Taller Boricua

1685 Lexington Avenue

New York, NY 10029

212-831-4333

Dir. Fernando Salicrup

Youth Social, Cultural & Recreational Ser.

111th St. Old Timers

413 E 120th Street]

New York, NY 10035

212-410-7707

Dir. Jose Encarnacion

Youth Social, Cultural & Recreational Ser.

* Alianza Dominicana, Inc.

2410 Amsterdam Ave. 4th flr

New York, NY 10033

212-304-5441

Dir. Moises Perez

Peer Counseling.

Children's Arts & Science Workshops, Inc.

300 Ft. Washington Ave.

New York, NY 10032

212-923-7766

Florence Cronin

Academic Enhancement, Youth Social, Cultural & Recreational Ser.

General Development & Orientation Council, Inc.

340 East 149th St.

Bronx, NY 10451

718-585-0066

Manuel Ortiz

Youth Leadership Development and Violence Prevention

* Seneca Center

1241 Lafayette Avenue

Bronx, NY 10474

718-589-9789

Dir. Bernardo Rodriguez

Educational Support, Truancy and Dropout Prevention

***Committee for Hispanic
Children & Families Inc.*

140 W. 22nd St. Suite 302

N.Y., N.Y. 10011

Elmer Montalvo

Exec. Dir.

Youth & Family Services

212-206-1090

* Organizations and persons known to M. Rosa, Exec. Dir. Grand Street Settlement.

Latino Educational Community Association, Inc.
IS 206
2280 Aqueduct Avenue
Bronx, NY 10468
718-584-1570
Dir. Rafael Negron
Educational Support, Truancy and Dropout Prevention
Youth Leadership Development and Violence Prevention

Aspira of New York, Inc.
470 Seventh Avenue - 3rd flr
New York, NY 10018
212-564-6880
Youth Leadership Development and Violence Prevention

* Arriba Juntos/Forward Together
96 South 9th Street
Brooklyn, NY 11211
718-384-2121
Dir. Matthew Foley
Youth Leadership Development and Violence Prevention
Educational Support, Truancy and Dropout Prevention

Hispanic Service Society
231 Troutman Street
Brooklyn, NY 11237
718-821-5161
Florencio Agron, Jr.
Youth Leadership Development and Violence Prevention

* Hispanic Young People's Alternatives
P.O. Box 205-098, Sunset Station
Brooklyn, NY 11220
718-871-4972
Dir. Herminia Ramos-Donovan
Youth Job Readiness

Dominico-American Society of Queens
102-48 43 Avenue
Corona, NY 11368
718-457-5395
Educational Support, Truancy and Dropout Prevention



GWEN ZUARES <GZUARES@doleta.gov>
07/22/99 04:49:06 PM

Record Type: Record

To: Ruby Shamir/OPD/EOP
cc: KNOLL@doleta.gov
Subject: Companies and Foundations with Hispanic Programs -Forwarded

Ruby, we prioritized and tried to select entities that are targeted to the Hispanic communities. There are still several possibilities that I shall be happy to forward tomorrow, but they need further investigation.
Thanks.

Gwen

Date: Thu, 22 Jul 1999 16:41:07 -0400
From: "Kathy Noll" <KNOLL@doleta.gov>
Subject: Companies and Foundations with Hispanic Programs
To: GZUARES@doleta.gov
MIME-version: 1.0
Content-type: MULTIPART/MIXED; BOUNDARY="Boundary_(ID_ipaCSUjF09E3UBkjBYAC6A)"

Dear Gwen:

Attached please find several foundations and companies that are directly involved in programs that support and promote the well-being of those in the Hispanic Community.

Please advise if I can be of any further assistance to you.

Thanks you,
Kathy



- WHYOUTH0.WPD

Foundations and Companies working to Improve Conditions for Youth in Hispanic Communities

Ms. Foundation for Women is providing \$2 million dollars in funding for its Collaborative Fund

for Healthy Girls/Healthy Women programs. The Healthy Girls/Healthy Women programs promote girls health and strength by cultivating girls' and young women's activism and leadership. The funding will be dedicated to provide technical assistance, evaluation and best practices on exemplary youth programs that serve out-of-school youth, teen pregnancies and foster youth. At the Mi Casa Resources Center in Denver, CO, Mi Casa wants to build economic independence for girls by providing young women with after-school workshops for leadership development, cultural and community service activities and entrepreneurial skills training. The Organizations associated with other Kulick programs are: After School Action Program, Chicago; Youth Fighting For A Change, New York; and Asian Pacific Environmental Network in Oakland. *Contact: Kelly Parisi, 212-742-2300.*

The California Endowment announced over \$16 million in grants to youth and youth-related programs serving California. The focus of these grants is to link youth employment and training to healthy communities. The California Endowment awards grants to organizations and institutions that directly benefit the health and well-being of the people of California. Proyetco Pastoral-Jobs for a Future Program, is a basically Hispanic serving program which focuses on getting gang members into jobs and off the streets via **Homeboy Industries**.

Contact: Peggy Hinz, 818-703-3311.

The State Farm Organization's Hispanic Outreach Program: Includes a variety of programs designed specifically to target the Hispanic population in its various markets throughout the country. *Contact: Chanda, 202-466-5208*

Toyota Motor Sales USA will commit up to \$1 million over three years to Los Angeles area nonprofit organizations that the company finds meets specific criteria, including referring qualified 18 to 22 year olds who will be admitted to the Los Angeles Urban League Automotive Training Center. Toyota pledges to hire some of that program's graduates.
Contact: Steve Sobeicher, 310-618-5278

THE
NATIONAL
CAMPAIGN TO
PREVENT TEEN PREGNANCY

2100 M STREET NW SUITE 300
WASHINGTON DC 20037

PHONE: 202.261.5655

FAX: 202.331.7735

E-MAIL: CAMPAIGN@TEENPREGNANCY.ORG

WEB: WWW.TEENPREGNANCY.ORG

FAX TRANSMISSION

TO: Neera Tanden / Ruby Shamer DATE: 4/29/99

FAX NUMBER: 456-2878

FROM: Beth Davidson

SENDER'S PHONE:

SENDER'S FAX: 202-331-7735

NUMBER OF PAGES INCLUDING COVER:

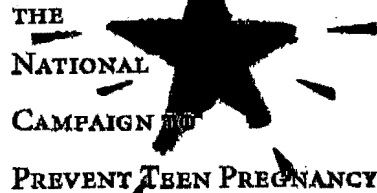
3

MESSAGE:

Neera / Ruby:

Info on the kids we'd like to
invite - if they look OK, let me
know so we can prep them!!

Best
Regards,
Beth



2100 M STREET NW SUITE 300
WASHINGTON DC 20037

PHONE: 202.261-5655

FAX: 202.331.7735

E-MAIL: CAMPAIGN@TEENPREGNANCY.ORG

WEB: WWW.TEENPREGNANCY.ORG

Memorandum:

To: Neera Tanden, Ruby Shamir
From: Beth Davidson
Re: Youths for Hispanic Convening
CC: Marisa Nightingale
Date: 4/29/99

Below you will find information on both the local program and the individual teens that we think would be a fantastic addition to this event. They are all members of the Latin American Youth Center Teen Health Promoters program. Once you have okayed them to be invited, we are happy to prepare them, so that they are ready to represent Latino youth at this important event. Please let me know what you think as soon as possible so we can get that training planned for next week!

Latin American Youth Center (LAYC) Teen Health Promoters (THP) program. The THP program is part of the Health Education Division at the LAYC; it trains 11th and 12th grade students as lay health educators, who present and distribute accurate information to other teens on health-related issues of concern to youth in their communities. The program primarily serves youth who reside in wards one and two of the District of Columbia.

The Promoters staff a biweekly Teen Clinic at Mary's Center for Maternal and Childcare that provides culturally competent preventive health care for uninsured and underinsured adolescents. They greet patients, assist in the completion of intake forms, provide information about the clinic's services and staff, perform preliminary vision, hearing, and vital signs tests, translate for providers, and conduct health education workshops while clients wait for health care services. They also provide health education workshops in schools; other community-based organizations and the community, all the while encouraging healthy behaviors. In addition, the THP's serve as role models in their communities while gaining valuable experience, support and encouragement to pursue higher education and health related careers.

THE STUDENTS:

Jennifer Lopez, 18

301-588-0841

Jennifer Lopez attends Blair High School in MD. She is committed to serving her community and her peers. She is an outstanding student who has just been accepted to the Honors program at the University of MD-College Park. She wants to pursue a career in medicine and be able to help her community improve their health and their lives.

Milton Medrano, 18

202-387-3957

Milton Medrano is a student at Bell Multicultural High School. Milton has extensive training in HIV/AIDS education, which he received from many trainings conducted at Mary's Center for Maternal and Childcare. He has been involved with the education of HIV testing and counseling peers for almost three years. This is his first year in the Teen Health Promoter Program at the Latin American Youth Center. He is outgoing and well spoken.

Hugo Caraballo, 19

202-722-8882

Hugo arrived in the United States about 2 years ago from the Dominican Republic. During his short stay in the US he has already achieved academic excellence and community leadership. He has consistently been on the Honor Roll since he arrived here. He was also one of the founders of a high school organization called Teen Harmony, which helps to educate peers and the community on a variety of issues. Hugo has been a Teen Health Promoter for two years. He is an excellent role model for both peers and adults. He has been admitted to nine colleges and has received full scholarships from all of them.

Excelencia en Educación

THE Role of Parents IN THE Education of Their Children

June 4-5, 1999 CUNY-City College of New York, Shepard Hall

Friday, June 4, 1999

8:00 a.m. Conference registration and Information Fair begins

8:45 a.m. (Cultural presentation) The Great Hall

9:00 a.m. **Bienvenidos-Welcome**

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

Guillermo Linares, Vice-Chair, President's Advisory Commission on Educational Excellence for Hispanic Americans and City Council Member, New York

Gloria Rodriguez, President's Advisory Commission on Educational Excellence for Hispanic Americans and founder and CEO, AVANCE

Greetings and introduction of speaker

Yolanda Moses, President, CUNY-City College

"Educational Excellence for All"

***Richard Riley*, Secretary of Education, U.S. Department of Education**

Greetings from Congressional Hispanic Caucus members

Congressman *Robert Menendez*, New Jersey, Vice Chair Democratic Caucus (video)

Congresswoman *Nydia Velazquez*, New York

Congressman *Jose Serrano*, New York

Randi Weingarten, United Federation of Teachers

Parent's Perspective: *Maria Vega*, Parent of high school and elementary school children

10:00 a.m. **Parents as First Teachers**

Panel session addressing early childhood development, with attention to the learning process and parents' role in nurturing their children's development.

Special Greeting from First Lady Hillary Rodham Clinton (video)

Moderator: *Luz Towns-Miranda*, President, Association of Hispanic Mental Health Professionals

Parent's Perspective: *Sonia Toledo*, Parent of elementary school children

Judith Heumann, Assistant Secretary, Office of Special Education and Rehabilitative Services, U.S. Department of Education

Patricia Montoya, Commissioner, Administration on Children and Families, Department of Health and Human Services (HHS)

11:15 a.m. **Excelencia Para Todos: A Quality Education for All**
Panel session addressing what parents can do to support their children's acquisition of strong English language skills and academic content. The session will include perspectives on how the learning needs of Spanish speaking children are met by the school system.

Moderator: Herminio Martinez, Professor of Education and Director, Bronx Institute, CUNY Lehman College

Parent's Perspective: Soledad Hiciano, Parent of elementary school children

Delia Pompa, Director, Office of Bilingual Education and Minority Language Affairs, (OBEMLA) U.S. Department of Education

Nancy Cloud, Ph.D., Professor, School of Education, Department of Curriculum and Teaching, Hofstra University

Irma Zardoya, Superintendent, Community School District #10

Doris Citron-Nabi, Bilingual Education Program, School of Education, City College

12:30 p.m. Greetings: *Judith Rizzo, Deputy Chancellor, New York City Board of Education*

Strong Communities Help Build Strong Schools
Maria Echaveste, Deputy White House Chief of Staff (invited)

1:00 p.m. Luncheon Program North Academic Center

2:00 p.m. **A Quality Learning Environment for All**
This panel will focus on the kinds of activities and resources schools should have to provide a quality education for all children.

Moderator: Alex Betancourt, United Way of New York City

Parent's Perspective: Amy Velez, Parent of middle school parent.

Michael A. Rebell, Esq., Director, Campaign for Fiscal Equity

Jorge Izquierdo, Principal, P.S. 163M

Bill Valdez, Office of Science, U.S. Department of Energy

3:30p.m. **Workshop Sessions** **Adjacent Sites**
Check separate listing for workshop descriptions and locations

America's Largest Classroom—A Look Inside [Department of Interior]

Chris Raabe, Educational Consultant, New Jersey Field Office, U.S. Fish and Wildlife Service
Susan Robinson, Computer Specialist, New Jersey Field Office, U.S. Fish and Wildlife Service
Sylvia Jones, Acting Director, Office of Educational Partnerships, U.S. Department of Interior

Resources for Families of Children and Youth with Disabilities

Mirta Cuadra-Lash, Sinergia
Beatriz de Obdalia Mitchell, Special Assistant to the Assistant Secretary, Office of Special Education and Rehabilitative Services (OSERS) U.S. Department of Education

Workshop Sessions

Adjacent Sites

Preparing Your Child for College

Lidice Rivas, U.S. Department of Education, Think College Early

Diana Phillips, U.S. Department of Education, Think College Early

Educating and Protecting Our Children From Pesticides

Delta Valente, Program Manager, Farm Workers' Protection Health, Environmental Protection Agency

Early Intervention for Substance Abuse Prevention and Treatment

Substance Abuse and Mental Health Services Administration, U. S. Department of Health and Human Services

Meeting the Health Information Needs of Minorities

Jose T. Carneiro, Director, Office of Minority Health Resource Center, U.S. Department of Health and Human Services

Television as a Family Literacy Resource

Lisa Gale, Director of Outreach, Adult Literacy Media Alliance (ALMA)

Maternal and Child Health Programs-Healthy and Ready to Learn

Michelle Cravetz, New York State Department of Health

Maggie Nieves, Parent of two children with special healthcare needs

Mary Huber, Public Health Administrator, New York State Department of Health

Integrating Hispanic Children with the Technology of Tomorrow

Jeffrey Vargas, Hispanic Employment Program Manager, U.S. Department of Energy

Ivette Montalvo, Program Manager, U.S. Department of Energy

How to Evaluate Your School

Julia Kamin, Senior Advocate, Advocates for Children

Fathers Making a Difference in Children's Education: An Interactive Workshop

David Lopez, President, LD Associates

New Higher Education Initiatives in the U.S. Department of Education

Audrey Hutchinson, Chief of Staff, Office of Postsecondary Education

Mary Gonzales, Teacher Technology Program, Office of Postsecondary Education

Rights and Responsibilities in Helping Children Achieve

Hilda Crespo, Vice President, Public Policy & Federal Relations, ASPIRA Association Inc.

School Leadership Teams: Parent-School Collaboration

Annette Hernandez, Borough Deputy to the Chancellor, Brooklyn North, New York City Board of Education

Martha-Rodriguez-Torres, Principal, P.S. 156K

Performance Standards: What Do They Mean for My Child

Ronni Mann and *Catalina Fortino*, United Federation of Teachers

Parent Leadership to Improve Student Achievement

Ines Moscol Cedeño, President of Parent Association

Barbara Lowers, Parent

Maria Perez, Vice President of Parent Association

Sonia Reyes, Secretary of Parent Association

Priscilla Chavez-Reilly, Principal, Leadership Secondary School

Lorraine Liriano-Sanchez, Teacher, Leadership Secondary School

Workshop Sessions

Adjacent Sites

After-School Programs: The Benefits for Children, the Role of Parents

John Wright, *The After-School Corporation*

Helping Your Child Meet the Math Standards

Elieser De Jesus, Math/Science Resource Specialist, New York Board of Education,
Office of Bilingual Education

The Public Library: La Biblioteca Pública

Kate Todd, Connecting Libraries and School Project, Project Director

High Academic Standards... The Family Role

Rosa A. Fenton, Community Coordinator, New York City Board of Education, Office of Bilingual Education

Parenting Resources on the World Wide Web

Larry R. Yates, Associate Director, ERIC Clearinghouse on Urban Education

Native Language Literacy: Meeting the New Standards

Carmen E. Marin, Native Language Staff Developer, New York City Board of Education,
Office of Bilingual Education

¡Hagase Contar! Make Yourself Count!

Daniel Diaz, Regional Census Director, Mexican American Legal and Education Fund
Raymond Figueroa, Census Coordinator, Puerto Rico Legal Defense and Education Fund

Service Learning Programs at City College

Thomas D. Morales, Vice President for Student Affairs, The City College of CUNY
Doris Cintron-Nabi, Assistant Professor and Program Head of Bilingual and TESOL, School of Education

Improve a Mother's Education, Improve the Child's Chances for Educational Success

Kofi A. Boateng, Executive Director, National Puerto Rico Forum, Inc.

4:45pm Cultural presentation

The Great Hall

5:00 p.m.

Univision's Commitment to Education

✓ Giselle Blondet, co-host, *Despierta America*

Message from Henry Cisneros, President, Univision (video)

Message from corporate allies: AT&T, State Farm, Chase Manhattan Bank, Univision

or produce Christine Schwartz
UNIVISION

5:30 p.m.

Una Celebración de Excelencia

Faculty Club, North Academic Center

Corporate allies will host an evening reception for conference participants including,
Giselle Blondet, co-host, **Despierta America**

Excelencia en Educación

THE Role of Parents IN THE Education of Their Children

June 4-5, 1999 CUNY-City College of New York, Shepard Hall

Saturday, June 5, 1999

8:00 a.m. Conference registration and Information Fair continues

9:00 a.m. Cultural presentation The Great Hall

9:10 a.m. *Guillermo Linares*, Vice-Chair, President's Advisory Commission,
and New York City Councilmember

- Recognition of President's Advisory Commission on Educational Excellence for Hispanic Americans
- *Inocencia Taveras*, United Parent Associations

9:30 a.m. **High Academic Achievement for Latino students**
Panel session addressing New York's academic standards and the ways teachers, parents, and children will work together to achieve a quality education

✓ Moderator: *Lorraine Cortes-Vazquez*, President, Hispanic Federation

Parent's Perspective: *Juan A. Figueroa*, high school

Ricardo E. Oquendo, Member, New York State Board of Regents, 12th District (Bronx)

✓ *Eugene Cota-Robles*, Co-Chair, College Board National Task Force
on Minority High Achievement

Laura Rodriguez, Administrative Assistant Superintendent,
New York City Board of Education

11:15 a.m. **Heading Toward College**

Panel discussion about college preparation, including curriculum, career planning, and financial aid.

Moderator: *William Colon*, Executive Director, ASPIRA of New Jersey

Parent's Perspective: *Fay Frazer-Robinson*, parent of a college student

Jaqueline King, American Council on Education, *College is Possible*

Margarita Benitez, Special Assistant to the Deputy Secretary, Higher Education
Programs, U.S. Department of Education

Candice Camilo, graduate student, CUNY-City College

12:30 p.m. *(Cultural Presentation)*
Sarita Brown, Executive Director, White House Initiative on Educational
Excellence for Hispanic Americans

Message from Vice President Al Gore (video)

Secretary Riley's, Partnership for Family Involvement in Education

Comments by Victor Morisete, ACDP

1:00 p.m.	Luncheon Program	North Academic Center
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2:30 p.m. **Making It Happen in Your Community** The Great Hall

Moderator: *Rafael Pineda*, anchorman, Univision, Chanel 41

Representatives from Northwest Bronx Community and Clergy Coalition (NWBCCC), United Way of New York City/CAPS, New Visions, and United Parents Association

3:45 p.m. Cultural presentation

4:00 p.m. **Adios y Adelante**
Guillermo Linares, Gloria Rodriguez, Sarita Brown

4:30 p.m. Conference de-brief for organizers



MEMORANDUM

To: Maritza Rivera

From: Maria Guajardo Lucero, Ph.D.
Director, Assets for Colorado Youth
Denver, Colorado

Date: May 4, 1999

Re: White House Conference June 7

I appreciated being involved in the conference call May 4 to discuss Latino issues for the upcoming conference on mental health: Working for a Healthier America. One of the issues identified was the need to include a focus on Latino adolescent health. Here in Colorado I am the director of a statewide initiative, Assets for Colorado Youth. The focus is to build and strengthen the relationships between youth and adults, thus increasing the physical and mental wellbeing of adolescents and children. It is a grassroots effort involving youth, families and community organizations. Currently we are in over 40 communities throughout Colorado. The statewide initiative is paying special attention to communities of color and Spanish-speaking communities. Given the strength of this positive youth development model that is proving to be very innovative in working with Latino families, it would be important to include this approach at the June 7 conference. I would be very interested in attending the June 7 conference and would be excited about the possibility of presenting on this positive youth development model.

I have attached some brief information on work going on in Colorado, work that is also happening nationally in over 400 communities. Also attached is my bio. Please let me know at your convenience about the possibility of sharing this information at the conference.

Maria Guajardo Lucero, Ph.D.
Director, Assets for Colorado Youth
1580 Logan Street, Suite 700
Denver, CO 80203
303-832-1587
303-832-3280 fax

40 Developmental Assets

Search Institute has identified the following building blocks of healthy development that help young people grow up healthy, caring, and responsible.

	CATEGORY	ASSET NAME AND DEFINITION
External Assets	Support	1. Family support—Family life provides high levels of love and support. 2. Positive family communication—Young person and her or his parent(s) communicate positively, and young person is willing to seek advice and counsel from parent(s). 3. Other adult relationships—Young person receives support from three or more nonparent adults. 4. Caring neighborhood—Young person experiences caring neighbors. 5. Caring school climate—School provides a caring, encouraging environment. 6. Parent involvement in schooling—Parent(s) are actively involved in helping young person succeed in school.
	Empowerment	7. Community values youth—Young person perceives that adults in the community value youth. 8. Youth as resources—Young people are given useful roles in the community. 9. Service to others—Young person serves in the community one hour or more per week. 10. Safety—Young person feels safe at home, at school, and in the neighborhood.
	Boundaries & Expectations	11. Family boundaries—Family has clear rules and consequences and monitors the young person's whereabouts. 12. School boundaries—School provides clear rules and consequences. 13. Neighborhood boundaries—Neighbors take responsibility for monitoring young people's behavior. 14. Adult role models—Parent(s) and other adults model positive, responsible behavior. 15. Positive peer influence—Young person's best friends model responsible behavior. 16. High expectations—Both parent(s) and teachers encourage the young person to do well.
	Constructive Use of Time	17. Creative activities—Young person spends three or more hours per week in lessons or practice in music, theater, or other arts. 18. Youth programs—Young person spends three or more hours per week in sports, clubs, or organizations at school and/or in the community. 19. Religious community—Young person spends one or more hours per week in activities in a religious institution. 20. Time at home—Young person is out with friends "with nothing special to do" two or fewer nights per week.
Internal Assets	Commitment to Learning	21. Achievement motivation—Young person is motivated to do well in school. 22. School engagement—Young person is actively engaged in learning. 23. Homework—Young person reports doing at least one hour of homework every school day. 24. Bonding to school—Young person cares about her or his school. 25. Reading for pleasure—Young person reads for pleasure three or more hours per week.
	Positive Values	26. Caring—Young person places high value on helping other people. 27. Equality and social justice—Young person places high value on promoting equality and reducing hunger and poverty. 28. Integrity—Young person acts on convictions and stands up for her or his beliefs. 29. Honesty—Young person "tells the truth even when it is not easy." 30. Responsibility—Young person accepts and takes personal responsibility. 31. Restraint—Young person believes it is important not to be sexually active or to use alcohol or other drugs.
	Social Competencies	32. Planning and decision making—Young person knows how to plan ahead and make choices. 33. Interpersonal competence—Young person has empathy, sensitivity, and friendship skills. 34. Cultural competence—Young person has knowledge of and comfort with people of different cultural/racial/ethnic backgrounds. 35. Resistance skills—Young person can resist negative peer pressure and dangerous situations. 36. Peaceful conflict resolution—Young person seeks to resolve conflict nonviolently.
	Positive Identity	37. Personal power—Young person feels he or she has control over "things that happen to me." 38. Self-esteem—Young person reports having a high self-esteem. 39. Sense of purpose—Young person reports that "my life has a purpose." 40. Positive view of personal future—Young person is optimistic about her or his personal future.

ASSETS FOR COLORADO YOUTH ADVISORY COUNCIL

We appreciate your support via the Assets for Colorado Youth Advisory Council and are delighted to share with you our mission and some of our accomplishments to date.

ACY is a \$10 million, five-and-one-half-year initiative of the Minneapolis-based Search Institute in partnership with The Colorado Trust, the major funding source for the initiative. The asset movement promotes positive youth development through building 40 "developmental assets" for youth. The 40 assets are the essential building blocks that provide the support, positive experiences, opportunities, and values that all young people need to succeed.

The focus of the initiative involves engaging the interest of individuals, communities, schools, policy makers, youth-serving organizations, congregations, and businesses in the asset approach, and then supporting and evaluating their adaptations to help build assets for youth. ACY is the first and most comprehensive statewide initiative in the U.S. and serves as a bellwether for many people and groups—both within the state and across the nation—to determine how an entire state mobilizes around its young people.

Unlike many efforts aimed at remedying youth behavior, the asset approach promotes youth as resources to be tapped, not problems to be solved. It encourages looking for the positive traits a young person has to offer—not denigrating them for the negative ones. Building the 40 developmental assets for youth doesn't require a program; it doesn't take a lot of money; and it's something that all people—not just "professionals"—can do.

Following are some of ACY's accomplishments in 1998:

Community Mobilization

Approximately \$1.4 million has been allocated to Colorado communities for asset-building work. Grantees of the Assets for Colorado Youth Initiative have climbed to 23, up to 16 more will be selected for funding this year, and ACY has contracted with seven organizations working with communities of color. Grantee communities and organizations now extend across the state and reach most Colorado counties.

Mayor proclaims Denver an Asset-Building City

Denver Mayor Wellington Webb proclaimed Denver an Asset-Building City at a December press conference in which three youth presented findings from the Voices of Hope report written by Search Institute in collaboration with Norwest Banks. The press conference took place before a civics class at Rishell Middle School.

Assets for Colorado Youth hosts statewide conference

Assets for Colorado Youth's Statewide Conference gathered 400 people, including 125 youth, in Denver last August. Highlights included an award ceremony for 20 outstanding asset builders, 20 separate workshops, youth panels, and keynote addresses by Dr. Peter Benson, president of Search Institute, and Rev. Alfonso Wyatt, vice president of the Fund for the City of New York.

Media partners promote assets

Thanks to partnerships with several media outlets—including the Rocky Mountain News, all Denver's major broadcast television affiliates, the Colorado Broadcasters Association, and several outdoor advertising companies—ads promoting the 40 developmental assets have appeared around Colorado during 1998.

Colorado delegation attends national HC•HY Conference

Some 70 Coloradans attended the national Healthy Communities • Healthy Youth Conference in St. Paul, Minnesota in early November. Assets for Colorado Youth sponsored an adult and a youth from each of its 30 funded communities. This year the national conference will take place in Denver's Adams Mark Hotel, November 11-13, and is expected to draw in excess of 1,600 participants from every state and numerous Canadian provinces.

School districts across state administer youth survey

Search Institute's Profiles of Student Life: Attitudes and Behaviors survey, measuring the percentage of the 40 developmental assets in young people, has been administered in 40 school districts around Colorado. The survey findings identify the attitudes and behaviors of 6th-12th graders, and results of the survey enable school administrators and staff, as well as community members, to devise strategies that address the students' needs.

Spreading the asset message

Assets for Colorado Youth staff gave trainings and presentations to a total of 90 organizations during 1998, reaching more than 8,000 people. Some of the groups who requested presentations included: Bright Beginnings, parents of Wyman Elementary School, and Girl Scouts of America.

Introduction

The Colorado Youth and Adult Polls are the first statewide surveys Search Institute has undertaken to examine in depth the quality of relationships among adults and youth, and what adults and youth themselves are doing to ensure young people's healthy development.

These two polls were conducted as part of the Assets for Colorado Youth Initiative, a five-and-one-half-year statewide initiative of Search Institute in partnership with The Colorado Trust. Assets for Colorado Youth, based on the framework of "40 developmental assets" introduced by Search Institute (see Appendix, page 30), is concerned with changing the way youth are viewed and supported in their communities to ensure that young people are raised in a caring climate.

Many of the 40 assets are built through relationships, particularly relationships among adults and youth. Search Institute's research with 6th–12th graders nationwide has shown that young people who experience assets—such as positive relationships with adults, productive ways to spend their time, and ways of contributing to their communities—are more likely to be successful. They are less likely to engage in high-risk behavior and are more likely to realize positive accomplishments.

As part of the ACY initiative, Search Institute conducted two statewide polls: the Colorado Adult Poll in 1997 and the Colorado Youth Poll in 1998, with assistance from the Norwest Public Policy Research Program at the University of Colorado–Denver. The adult poll surveyed 934 Colorado adults over age 18; the youth poll involved 825 youth, aged 11 to 18. The three broad goals for these polls were:

- To learn what Colorado adults and youth think about themselves and each other
- To understand both adult and youth perceptions of what communities are doing for youth
- To discover the extent to which adults say they are building assets, as well as how many opportunities young people see available for building their own assets

In addition, Search Institute wanted to discover whether adults' and youths' responses to those issues would differ depending on their age, gender, race/ethnicity, income, place of residence, and other factors. However, as compelling as some of the differences are, they are fewer in number than expected. For many of the themes presented, the similarities across types of youth and adults outweigh the differences.

One important qualification to the data based on racial/ethnic groups needs to be considered: although the youth sample was closer to state proportions for different racial and ethnic groups than the adult sample, no sample other than that of whites had sufficiently large numbers of racial/ethnic groups for comparison across groups. To make any analysis possible, we had to combine all racial/ethnic groups other than whites into a "people of color" category. This solves a statistical problem, but creates an interpretation problem. It is recognized that there are differences between individuals from communities of color and that different realities exist for Latinos and Latinas, African Americans, Asian Americans, Native Americans, and multiracial adults and youth. It is therefore important that the results based on racial/ethnic analysis be taken with extreme caution; the findings may or may not apply to particular racial or ethnic groups combined to make up the people-of-color category.



Key Findings

The results of the Colorado Adult and Youth Polls reveal both opportunities and challenges for people in Colorado with regard to promoting healthy development—or asset building—for the state's young people. The key findings of the polls are the following:

- Most Colorado youth are valued, are involved in positive activities, and have caring adults they can turn to for support.
- Still, 30 to 40 percent of Colorado youth do not feel sufficiently valued, involved, or cared about.
- Among adults, from 40 to 50 percent know the names of several youth, volunteer in youth programs, believe youth are insufficiently valued, and strongly support public investment in asset-building activities for youth.
- However, between 50 and 60 percent of Colorado adults do not volunteer with youth, inconsistently engage in informal asset building, and have little to lukewarm support for spending more money on youth activities or for obtaining information about becoming involved with youth.

Most youth feel positive about their communities, their own asset-building opportunities, and how adults treat them. In many respects, adults are harder on themselves than youth are in evaluating how well adults support youth. However, many youth are not experiencing a positive community, close adult relationships, or enough asset-building opportunities. Most adults support asset-building actions, but the majority are not doing enough to make a difference in young people's lives.

Feeling valued

In general, most Colorado youth feel valued, and most adults feel they value youth. However, nearly 40 percent of adults do not feel that adults in general value youth and make them feel important, and more than 25 percent of youth say they do not feel valued.

Asset-building opportunities

The majority of both youth and adults agree there is an abundance of opportunities for youth in their communities, but about 30 percent of youth say they do not have a lot of activities outside of school and they do not have many opportunities to make their communities a better place. Close to half of adults and youth say opportunities are limited depending on family income.

Surprisingly, adults voice strong support for improving public schools and extracurricular activities, even if it means having to pay higher taxes: some 40 percent of Colorado adults say that, if such improvements and activities are needed, they strongly support paying additional taxes to fund them.

Although the majority of youth say they participate in many extracurricular activities and believe youth volunteer often in their communities, about 30 percent disagree. Meanwhile, only 40 percent of adults say they volunteer at all in youth programs.

Adult-youth relationships

Adults were polled to find out if they build assets for youth either through participation in formal, structured programs in schools, congregations, youth organizations, or other settings—or through informal acts of caring and support in everyday relationships they have with youth. Regarding informal relationships, only about 40 percent of adults say they know the names of many youth in their neighborhoods, and just 25 percent say they definitely know ways to support and provide opportunities for youth. Despite these gaps in informal asset building, only slightly more than half of adults want more information about getting involved with youth.

While more than 70 percent of youth say they have several adults other than their parents they can turn to, about 30 percent could only go to some—rather than most—of their friends' parents for help. The same proportion never talk meaningfully even once a week with their parents, once a month with their teachers, or ever with their neighbors.

Among adults, 70 percent say they *personally* make time to be with youth, but the same proportion say adults *in general* do not spend enough time with youth. More than 40 percent of youth agree that adults do not spend enough time with them.

How experiences differ among adults

Of course, neither youth nor adults respond with one voice on issues regarding their own asset-building experiences. Among adults, those most likely to volunteer and to do various kinds of informal asset building include parents of children under age 18, women, college graduates, and adults under 50. These individuals, as well as people of color, are most willing to pay additional taxes to expand asset-building activities.

Women and people of color see more inequities in youth access to opportunities, depending on gender and family income, than do men and white adults. And those more interested in receiving information about getting involved with youth are women, people of color, relative newcomers to communities, and adults under age 50.

How experiences differ among youth

Among youth, 5th–7th graders and white youth feel more valued than 8th–12th graders and youth of color. In addition, 5th–7th graders feel there are more positive activities available to them, and also more strongly agree their communities are good places to grow up.

Girls place a higher priority on being cared about and respected by adults than boys do, and girls also consider it more important to be able to contribute to their community than do boys.

Rural youth experience more informal asset building than Front Range youth or those in the metropolitan Denver area—especially in comparison with youth living in the City of Denver.

Youth of color, in comparison with white youth, are less positive about their communities as good places to grow up, and feel less safe and less treated as resources than do white youth, although the majority of youth of color do feel safe, respected, and positive about their communities. Youth of color are also more likely to say they do not get enough time with adults and have fewer adults they can turn to.

The following sections provide more details on these results and what they mean for building developmental assets among Colorado youth.





ASSETS
for Colorado
YOUTH

1580 Logan Street, Suite 700

Search Institute Colorado

Denver, Colorado 80203

303/832-1587

fax 303/832-3280

www.search-institute.org/acy

María Guajardo Lucero, Ph.D.

Director

Search Institute-Colorado, Assets for Colorado Youth

Professional Expertise

Dr. Guajardo Lucero is a licensed clinical psychologist with expertise in youth development and educational attainment issues. Her expertise in cultural competence makes her sought after as a regional and national spokesperson. Her participation in international peace efforts gained her the Soka University Award of Highest Honor in 1997. She continues to pursue her lifelong question: What role do children have in designing world peace?

Contributions to Search Institute

Dr. Guajardo Lucero provides leadership for Assets for Colorado Youth, a \$10 million, five-and-one-half-year initiative that strives to build developmental assets for and with Colorado's youth. The aim is to promote asset building through public education, community mobilization, and training and technical assistance. In addition to the promotion of asset-building work in the state, the initiative will provide an extensive research and evaluation piece that will serve to document the impact of developmental assets in Colorado.

Major Publications

- "Healing Kids and Cultures" (*Journal of Emotional and Behavioral Problems: Reclaiming Children and Youth*, 1997)
- Co-author, "Colorado's Community Speaks Out About School Discipline Legislation That Impacts the Latino Community" (*Harvard Journal of Hispanic Policy*, 1996)
- Co-author, *Latinos in Colorado: A Profile of Culture, Changes and Challenges* (LARASA, 1997)

Professional History

- Executive Director, Latin American Research and Service Agency, Denver, Colorado
- Dropout Prevention Coordinator, Colorado Department of Education

Education

- B.A., psychology/social relations, Harvard University, Cambridge, Massachusetts (cum laude)
- M.A. and Ph.D., clinical psychology, University of Denver, Colorado
- Executive Management Program, Kennedy School of Government, Harvard University

Professional and Community Activities

- Appointed by Donna Shalala to the Interagency Committee on Smoking and Health, Centers for Disease Control and Prevention
- Trustee, University of Denver
- President's Community Advisory Council, Metropolitan State College, Denver, Colorado
- Member, National Hispanic Women's Health Initiative, COSSMHO

Media Coverage

- Featured in "Top 20: Who's Who of Latino Medicine," *The Medical Herald*
- Featured in *The Denver Post* as "Colorado Emerging Hispanic Leader"
- Feature articles in *Colorado Women's News*, *Hispanic Magazine*, and *Hispanic Business Magazine*, *USA Today*, *Rocky Mountain News*



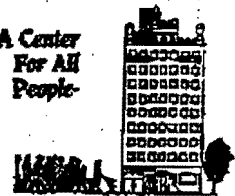
**FORDHAM-TREMONT COMMUNITY MENTAL HEALTH
CENTER**

2021 Grand Concourse, Bronx, NY 10453

EXECUTIVE OFFICE

Telephone: 718-960-0348 - FAX: 718-901-1345

A Center
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FAX TRANSMITTAL FORM

TO: *MARITZA RIVERA*
WHITE HOUSE LIAISON
MENTAL HEALTH CONFERENCE *May 7, 1999*
FAX: *202-456-6218* Date: *March 22, 1999*

FROM: Mildred Allen, Ph.D., Executive Director

Number of pages including cover sheet 3

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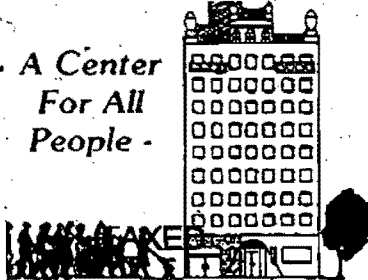
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FORDHAM-TREMONT

Community Mental Health Center

Affiliate of St. Barnabas Hospital

2021 Grand Concourse
Bronx, New York 10453
(718) 960-0300
Fax (718) 583-6610

Rev. David Casella
President, Governing Board

Mildred M. Allen, Ph.D.
Executive Director

May 6, 1999

Ms. Maritza Rivera
White House Liaison
Mental Health Conference

Dear Ms. Rivera:

Thank you for providing the opportunity to participate in White House Telephone Conference on Mental Health. The following information is forwarded as requested:

1. Best Practices Programs

- This program is sponsored by Fordham-Tremont Community Mental Health Center, a principal provider of mental health services in The Bronx. The Center is affiliated with St. Barnabas Hospital. The Latin American Program provides mental health services, consultation and referrals for mental retardation and alcohol abuse services, case management, and parenting workshops. The program's personnel is bicultural and bilingual and is well-trained in culturally acceptable interventions.
- Family Violence/Crisis Services Program is also sponsored by Fordham-Tremont CMHC provides short-term clinical services, crisis intervention/case management to individuals from five years of age through geriatrics population affected by family violence, or some form of victimization. Special assistance is provided for crime victims. Bilingual and culturally competent services are offered. In 1995, the program was selected for listing in New York State Directory of Innovative Programs.
- Day Treatment Program and Mental Health clinic

These culturally competent programs are sponsored by the Puerto Rican Family Institute.

2. Latino Executive Directors who should be invited to the conference:

- Mrs. Maria Elena Girone, M.S.W.
National Executive Director
Puerto Rican Family Institute
145 West 15 Street
New York, NY 10011
Telephone: 212-229-6912
- Dr. Humberto Martinez
Executive Director
South Bronx Mental Health Council
781 East 142 Street
Bronx, New York 10454
Telephone: 718-993-1400
- Dr. Mildred Allen
President, CEO
Fordham-Tremont CMHC
2021 Grand Concourse
Bronx, NY 10453
Telephone: 718-960-0348

I trust this information is helpful and look forward to participating in the conference.

Best wishes,

A handwritten signature in cursive script, appearing to read "Mildred Allen, M.D.", written in dark ink.

Mildred Allen
President, CEO

MA:dfb