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FOLDER TITLE:

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

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

August 2, 1999

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

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

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

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

(1) The Effects of Family Poverty

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

(2) Health Care

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

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

(3) Community Issues and Funding for Programs and Activities

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

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

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

(5) The Role of Immigration Status

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

in the current policy environment.

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

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

(1) Talented Children and Strong Loving Families and Communities

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

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

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

(3) Positive Effects of a Growing Economy

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

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

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

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

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

Hispanic Educational Attainment

Distinguished Mrs. Clinton

Honored Guests

This year, 1999, a little more than 700,000 Hispanic children are being born. By this date in 2015 the Hispanic children born today are turning 16 years old. Will they be facing the same challenges you face today as I ask you to visualize yourself as a teenage Hispanic somewhere between the 9th and 11th grades?

Challenges

If you are typical,

- You get tired, angry and frustrated that you always have to fight against the odds.
- The condition of poverty seriously impacts what your schools and teachers can and cannot do for you.
 - Poor or not, you probably have grown up knowing and speaking Spanish. It is at the core of your cultural experience with your family. You have learned, from school and society, that if you are bilingual and speak Spanish, you are not expected to succeed academically, if at all. You know that this is what happened to your parents. You wonder what the big deal is in understanding that speaking two languages is one of the best ways to get ready to live, work, compete and enjoy the new century.
- You experience one in every five of your friends dropping out of school or getting ready to. You fight a constant battle to stay engaged with your own learning.
- You know you cannot go to college if you do not graduate. You also are realizing you do not have the right credits, do not know how you could pay for it, anyway, and wonder if college can really be a hope for you.

Now see yourself as a Hispanic in the general population.

Remarks prepared by Dr. Carlos Rodríguez
The American Institutes for Research
202+944-5343
crodriguez@dc.air.org

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

- 20 percent (3.6 million) of you have less than 7 years of elementary schooling,
 - Only 27 percent (4.8 million) of you have graduated from high school,
 - Only 6 percent (1.06 million) of you have earned a Bachelor's degree, and
 - Only about 1 percent or less of you has earned master's, professional or doctoral degrees.
- Additionally,
- In the K-12 system, on average, among all the children, Hispanic students continue to lag about two years or more behind mainstream white students in reading, mathematics, and science – due not to innate, intrinsic factors, but rather extrinsic factors (e.g., contextual-poverty, standards and testing, safety and sanitation- and political factors - how schools are funded.)

These trends are incompatible with the role we must play now and in the years just ahead. Educational attainment is strongly correlated to economic and democratic prosperity for the individual and for society. Nothing short of excellence in equity and outcomes for Hispanic American youth is acceptable.

There are three major challenges I ask you to keep:

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

Opportunities for Policy and Practice

Based on over 25 years of personal experience as a teacher, researcher, and professor, I recommend these specific opportunities for policy and practice.

Remarks prepared by Dr. Carlos Rodríguez
The American Institutes for Research
202+944-5343
crodriguez@dc.air.org

1. Known, successful bilingual education models need wide dissemination and support. At the elementary level, in dual immersion programs, both 1st language Spanish and 1st language English speakers are scoring at or above grade level in reading and mathematics over control group peers. As a multi-racial population group, Hispanics have much to teach and share with each member of our American family.
1. Engaging children in grades one through three in challenging, hands-on problem based learning, we know from the research, has lasting positive effects on academic performance. Integrating peer tutoring - kids teaching kids across all subjects is the least costly, but rarely systematically utilized.
1. Hispanic students get the message early on that their academic success is not an expected norm but rather, an exception. Hispanic students also are generally tracked into non-college preparatory courses. Today, Hispanic students are receiving, on average, more vocational course credits than academics credits, and are less likely to take algebra, geometry and science courses – the minimum requirements for college acceptance. (Only 6 states require Algebra 1 of all students for high school graduation and none require Geometry.) We need to get serious about high standards and make school boards, and state departments of education accountable to provide the level of resources required. We invest in schools and teachers like gambling – we place small bets and expect huge winnings. We need to heavily invest in attracting the brightest and the best we can to teach - individuals who love what and how they teach and are not destroyed in the process by the way their schools and districts are structured.
1. Performance based learning in middle school and high school yields extraordinary gains in academic measures. Because it builds on self-directed learning like technology, it also yields the motivation to learn - which is what sustains learning for the rest of one's life. Performance based learning applies apprenticeships and mentorships to everyday real-world problems. Students perform the thinking and skills necessary for productive living giving them options to create solutions that are discipline specific, for example, in business, the arts, in health professions, and in science and engineering related professions. Most students do not enroll in college if they do not complete high school.
1. Several educational reforms based on systemic and partnership approaches are demonstrating success with Hispanic and other minority students. Working with regular and magnet schools, this is the arena where business, industry, philanthropy and community based and social service organizations can make significant contributions- which some have started.
1. Since the majority of Hispanic students and most minority students who complete high school or its equivalent enroll in higher education at the community college level, community colleges need support to:

Remarks prepared by Dr. Carlos Rodríguez
 The American Institutes for Research
 202+944-5343
crodriguez@dc.air.org

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- offer job training and re-training,
- develop literacy and numeracy among critical masses of U.S. and immigrant Hispanics,
- build Hispanic capacity in technology,
- ensure successful transitions to four-year institutions, and
- provide opportunities for life-long learning.

1. Graduating unprecedented numbers of Hispanic students from colleges and universities must become a national priority. How to do so is well established in the wide range of empirical research on student persistence and retention. I have examined this issue for over twenty years. We know how to keep students in college. The number one reason why Hispanic students do not complete college is financial. This has been the case, is the case and will continue to be the case. Grants and scholarships are much more likely to increase Hispanic post-secondary attainment than loans. Mentorships with faculty in collaboration with public and private sponsors also have been demonstrated to motivate students to complete post-secondary degrees.

Hispanics are a major player in the current and future prosperity of this nation. Only students with baccalaureate degrees can pursue post-graduate work for master's, doctoral and professional degrees. We know that higher education translates to high rates of community and public service, as well as benefiting economic and democratic progress.

I believe what Mrs. Clinton wants us to do is to change the course of the river for our Hispanic young people, starting now. Our responsibility is to fill our Hispanic students and their peers with the hope, the dreams, and the tools to build their futures with their minds and know-how, as well as their hands. We have the students. We have solutions.

Thank you, Mrs. Clinton for this unprecedented national dialogue today on Hispanic youth.

Suggestions for the First Lady's Comments:

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

Live births to Hispanic women are averaging increasingly greater than about 700,000 per year since the early 1990s. By 2015, there are about 10.5 million Hispanic American children who are 16 or younger. These children account for about half of all the Hispanic American growth in the U.S. since 1995. In that 20 year period, the Hispanic American population has grown about 20 million - ten million between 1995 and 2005 and another 10 million between 2005 and 2015.

Based on projected birthrates of the US Census Bureau Projections that exclude undocumented immigrants, between 1995 and 2005 the American Hispanic population increases by just under 10 million, and between 2005 and 2015 it increases again by just over 10 million.

Taken from the 1997 educational attainment statistics calculated by the National Center for Educational Statistics.

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

Kayball Alford

- Accountability full promise
- track community gaps
-

FIRST LADY HILLARY RODHAM CLINTON
REMARKS AT THE WHITE HOUSE CONVENING ON
HISPANIC CHILDREN AND YOUTH
THE WHITE HOUSE
AUGUST 2, 1999

Good morning and welcome to the first ever White House convening on Hispanic Children and Youth. I want to thank you all for coming.

Over the past six and a half years, the President and I have often brought experts to this room – where history has been made time and again -- to talk about how to meet some of the greatest challenges facing our children today. We've looked at school violence. We've looked at child care and early childhood development. We've looked at education and Social Security. But, few issues will have more influence on how our children will live in the next century than the one we will discuss today.

We know that, when we ring in the Millennium, there will be 15 million Hispanic young people living in our country. These children will be the next generation of parents and mentors. They will be our health care professionals, educators, and entertainers. They will be our Senators, Supreme Court Justices and, yes, one day our Presidents. Our future as a country depends on our Hispanic children. But their future depends on all of us.

And that is why this discussion is so important.

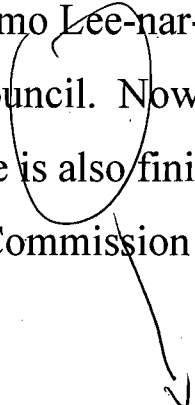
I especially want to thank Congresswoman Lucille Roybal-Allard, who is an expert on child development and a champion for children all over America. We are delighted that so many members of the Hispanic Caucus are also here:

Xavier Becerra [Hah-ve-air Bah-cer-ah], Charles Gonzalez, Ruben Hinojosa [Rue-ben He-noh-hoe-sah], Grace Napolitano, Ciro [See-roh] Rodriguez, Loretta Sanchez, and Robert Underwood. Could all of you please stand? Thank you.

I also want to thank all of the Administration officials who are here...and who everyday prove why an Administration that looks like America...can better serve all of America. I see Maria Echaveste, who has been a friend of mine for more than 15 years. She grew up in California – the child of farm workers – and because of her extraordinary achievements, she is now the Deputy Chief of Staff for the President of the United States. And I know there are other senior members of the White House staff here, including Mickey Ibarra and Janet Murguia.

We are also joined by Aida Alvarez, the Administrator of the Small Business Administration; George Munoz [Moon-yos], the President and CEO of OPIC; Nelba Chavez, the Administrator of the Substance Abuse and Mental Health Services Administration; Pat Montoya, the Commissioner of Children, Youth, and Families; and two Assistant Secretaries of Education -- Norma Cantu [Can-too] and Mario Moreno. Thank you all.

I also very much want to thank the President's Advisory Commission on Educational Excellence for Hispanic Americans, who are some of the finest educators in this country. They've reached out to teachers, parents, and communities to help our country improve the way we educate young Latinos. And they've done so under the leadership of a chair -- "Cha" Guzman [Chah Gooz-mahn], who brought to this position the passion and vision of a former bilingual education teacher. And a Vice-Chair, Guillermo Linares, [Gee-air-mo Lee-nar-as], the first Dominican American elected to a city council. Now, I'm told that, in addition to that prestigious day job, he is also finishing his doctoral degree in education. Could all the Commission members please stand?



And I am delighted that in the White House and via satellite [in Massachusetts, Florida, New York, Pennsylvania, Illinois, Indianapolis, Texas, Oklahoma, Missouri, and California] that we are joined by so many activists, educators and experts who have worked tirelessly to make sure no Hispanic child is left behind.

I will never forget touring PUENTE [Pwen-teh] Learning Center in East L.A. back in 1996. It was built on an abandoned lot – from the dreams of a community that wants the best for its kids. All around the area, you can see graffiti and broken windows. But, this center has never been a victim of any of it.

When I went inside, I met adults learning English, earning high school diplomas, and receiving job training. I saw 4 and 5 year-old children – many from bilingual homes -- learning to read, write, and use computers ~~before they enter school~~.

And I heard stories about young people like Miguel Flores, [me-Gehl Floor-es] whose lives have been turned around. When PUENTE^A [Pwen-teh] first found him, he was a young man with lots of potential, but he was hanging out with the wrong crowd. So, they brought him into their evening program for high school students. A UCLA Law Professor tutored and mentored him.

And, when he got into Yale University, PUENTE [Pwen-the] helped him find a way to pay for it. He has now graduated from Yale. He hopes to get a law degree. And he is here with us today. *(asked him to stand)*

I know that many of you have similar stories to tell – stories of mothers who were taught how to be their child’s first teacher or children who were inspired to finish school and make the most of their lives. It is up to us to ensure that all children get that same chance to go as far as their dreams and abilities will take them.

Now, there are many these days who promise to fight for children, and the schools and communities they rely on. But, I am reminded of something my mother taught me growing up: “Watch what they **do**, not what they **say**.” We can remember back to 1992, when we were plagued by deficits, crime and other problems some said couldn’t be solved. Think of what we’ve **done** since then.

It’s made a difference to working families that we raised the minimum wage, expanded the Earned Income Tax Credit, and lifted millions ^{of families} out of poverty. It’s made a difference to parents that we’ve expanded Head Start and college loans, increased access to child care and after-school programs and helped provide health insurance to millions of children.

And it's made a difference to all Americans that we never gave up on our commitment to bilingual education...or our belief that every single child has the right to smaller classes, tougher standards, and safer, more modern schools that aren't falling down. Because we know that, when it comes to our children's future: "Education is lo mas importante."

[eh-do-Cah-see-on Es Low Mahs im-poor-Tan-teh].

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[It was the Commission, the Hispanic Caucus, the Education Department, and the White House that came together to create the Hispanic Education Action Plan to improve the quality of education for Latino students.] We should all be pleased that the Administration won roughly \$500 million in 1999 to help Hispanic youth master the basics of English, reading and math...and to ensure that they stay in high school, prepare for college and graduate from college. And, for the year 2000, the President has proposed over \$650 million to build on these education programs.

[I am always stunned when I recall the fact that in the midst of our Civil War, President Lincoln and leaders in Congress passed the Land Grant College Act.]

[Can you imagine, in the middle of strife and agony of those times we had leaders far-sighted enough to understand that the war would come to an end, but the need to build for the future would always be present? We can do no less today.]

With the deficit gone and unemployment at record lows, we face a fundamental choice about whether to move forward or backwards: Do we retreat into our own worlds and say, "I'm fine, my family is fine, my business is fine, I don't have to worry about anyone else." Or do we take advantage of this historic opportunity to try to confront the toughest challenges we face?

This is not the time to approve a big tax cut – and forget about our obligations to our children. As we prepare for the day when Hispanics will be our largest minority and Hispanic children will fill more seats in America's classrooms... We cannot afford a tax cut which will dramatically cut education funding at every level, including programs in the President's Hispanic Education Agenda.

Because despite the progress made, we know not enough Hispanic children are getting a Head Start in life and going on to graduate from High School and College.

We know too many Latino teens are still getting pregnant. Too many still don't have health insurance. And far too many are born into poverty – and never have a fighting chance at the future all children deserve. These are not somebody else's children. They are all of our children. (24th use)

I have seen so many powerful examples of communities coming together to make sure all their children are educated. A few years back, I visited an elementary school in one of the poorest areas of the San Fernando Valley. The vast majority of students there are Hispanic – and in the past, student achievement was at an all-time low.

Finally, parents and teachers and ^{affirmative} business leaders and others in the community who cared about these children said “enough.” We know what will work. We just have to do it. So they did – that school became a charter school. They got rid of the crack house that was down at the corner. Now, there are computers in the classrooms, children wearing uniforms, parents volunteering as tutors. Academic achievement has soared. And it has been named a National Blue Ribbon School.

This school is the pride and joy of the community. And it is a powerful example of what can be accomplished when we take responsibility for each child as if he or she were our own.

And so I am very pleased to announce today a number of new efforts to help lift up the education and future of Hispanic children in America. ^{For example,} Head Start is taking new steps to better serve Hispanic children. AmeriCorps will work to increase the number of its Hispanic members. The Department of Education will ensure that schools participating in Title I are held accountable for helping the three million Hispanic students enrolled in them learn proficient English and meet challenging standards in core academic subjects. And, under the leadership of Secretary Bill Richardson, the Department of Energy will team up with the "Latino Science and Engineering Consortium" to identify, train, and nurture the next generation of scientists, engineers, technicians and educators in math and science.

I am also pleased to announce that the private sector has made a commitment to do its part as well. Over the next 3 to 6 months, AT&T will team up with Hispanic organizations to close the technology gap for Latino youth throughout the nation.

The Charles Stewart Mott Foundation, which has already pledged \$83 million for after-school programs, will now work to increase Latino participation in them. And, thanks to the National Campaign to Prevent Teen Pregnancy, Hispanic media leaders have made commitments to create PSAs, radio programs, talk shows, newspaper supplements, and magazine features to improve the lives of the Hispanic youth.

These are important steps. But, I hope that every parent, every business, every foundation, every school, every citizen who has a stake in our children's future, will join this fight.

I often think about the story of one of my top aides, Patti Solis Doyle, who has worked for me since 1991. She was one of six children born to Mexican immigrant parents in a poor neighborhood of Chicago. Her mother made it only through sixth grade. And her father had only a 3rd grade education. But they were proud to become American citizens. And they believed that education was the key to giving their children a better life.

Patti's father would say over and over to each of his children: "you must always value yourself." Imagine if all of us took it upon ourselves to show every child that she was valued.

Because many years from now, there will be another White House Convening on Hispanic Children and Youth, perhaps a virtual one. They will look back on this meeting – and the challenges we faced. And they will judge us not by what we say today, but by what we do tomorrow.

So, I hope they will say that this meeting was the beginning, not the end...that it sparked a dialogue around board rooms and kitchen tables...and that it led to action all over the country.

I hope they say that we didn't leave the Latino community – or any community -- to care for their children alone. Instead, when given the chance and the choice, I hope they will look back and say that we worked tirelessly to give all children the education and opportunities to reach their own God-given promise and lead our country in the next century. And when that day comes, I have a feeling it will be because those of you in this historic room once again led the way.

Thank you very much.

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

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

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

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

(1) The Effects of Family Poverty

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

(2) Health Care

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

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

(3) Community Issues and Funding for Programs and Activities

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

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

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

(5) The Role of Immigration Status

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

in the current policy environment.

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

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

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

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

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

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

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

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

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

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

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

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

Hispanic Educational Attainment

Distinguished Mrs. Clinton

Honored Guests

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

This year, 1999, a little more than 700,000 Hispanic children are being born.¹ By this date in 2015 the Hispanic children born today are turning 16 years old. Will they be facing the same challenges you face today as I ask you to visualize yourself as a teenage Hispanic today?²

So what do you face today as a Hispanic teenager? What challenges are in front of you?

[Imagine yourself as a Hispanic teenager filled with all the hopes and dreams that a teenager wants.] Imagine you are still in school, likely between the 9th and 11th grades.

Challenges

- You get tired, angry and frustrated that you always have to fight against the odds.
- The condition of poverty seriously affects what your schools and teachers can and cannot do for you.
- Poor or not, most of you have grown up knowing and speaking Spanish. It is part of your cultural experience with your family. You have learned that if you are bilingual and speak Spanish, you are not expected to succeed academically, if at all. You know that this is what happened to your parents. You wonder what the big deal is in understanding that speaking two languages is one of the best ways to get ready to live, work, compete and enjoy the new century.
- [You experience one in every four of your friends dropping out of school or getting ready to] You fight a constant battle to stay engaged with your own learning.
- You know you cannot go to college if you do not graduate. You also are realizing you do not have the right credits [especially in mathematics and science courses. You are wondering if college can really be a hope for you.]

See yourself now in your current roles. *as a Hispanic in the general population.*

[Of all Hispanics over the age of 18 in the U.S. (about 18 million), I would like to emphasize these five statistics³ on educational attainment:]

- 20 percent (3.6 million) of ~~us~~ ^{you} have less than 7 years of elementary schooling,
- Only 27 percent (4.8 million) have graduated from high school,
- Only 6 percent (1.06 million) have earned a Bachelor's degree, and
- Only about 1 percent or less of ~~us~~ ^{you} has earned master's, professional or doctoral degrees.⁴
- In the K-12 system, on average, among all the children, Hispanic students continue to lag about two years or more behind mainstream white students in reading, mathematics, and science – due not to innate, intrinsic factors, but rather extrinsic, contextual and political factors.

[Even though certain modest gains can be measured with some groups of Hispanic students in early childhood through postsecondary levels, they are insufficient.]

These trends are incompatible with the role we must play now and in the years just ahead. Educational attainment is strongly correlated to economic and democratic prosperity. Nothing short of excellence in equity and outcomes for Hispanic American youth ~~can be~~ ^{is} acceptable ~~to any of us.~~

There are three major challenges I ask you to keep with you:

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

Opportunities for Policy and Practice

I recommend these

Baron

There are specific opportunities for policy and practice ~~that address the three challenges I have posed to you~~. These suggestions are derived from over 25 years of personal experience as a researcher, teacher and professor.

1. Known ~~models~~ ^{models} of successful bilingual education development ~~programs~~ need wide dissemination and support. At the elementary level, in dual immersion programs, both 1st language Spanish and 1st language English speakers are scoring at or above grade level in reading and mathematics over control group peers. As a multi-racial population group, Hispanic have much to teach and share with each member of our American family.
2. Engaging children in grades one through three in challenging, hands-on problem based learning, we know from the research, has lasting positive effects on academic performance. ~~Peer tutoring is still among the best approaches to improving children's learning~~ - kids teaching kids across all subjects. ~~It is the least costly, but least used.~~
3. Hispanic students get the message early on that their academic success is not an expected norm but rather, an exception. Hispanic students also are generally tracked into non-college preparatory course ~~sequences~~. Today, Hispanic students are receiving, on average, more vocational course credits than academics credits, and are less likely to take algebra, geometry and science courses – the minimum requirements for college acceptance. (Only 6 states require Algebra 1 for high school graduation and none require Geometry.) We need to get serious about high standards and make school boards, and state departments of education accountable to provide the level of resources required. We invest in schools and teachers like gambling – we place small bets and expect huge winnings. We need to heavily invest in attracting the brightest and the best we can to teach, individuals who love what and how they teach and are not destroyed in the process by the way their schools and districts are structured. ^{for all students}
4. Performance based learning in middle school and high school yields extraordinary gains in academic measures. Because it builds on self-directed learning, it also yields the motivation to learn which is what sustains learning for the rest of one's life. Performance based learning ~~builds on~~ ^{applies} apprenticeships and mentorships, ~~and applies~~ ^{like technology} ~~young people's energies~~ ^{students} to everyday real-world problems. ~~They begin to perform the thinking and skills necessary for productive living. These approaches also give students~~ ^{no, them} options to create solutions that are discipline specific, for example, in business, the arts, in health, science and engineering related professions. Most students do not enroll in college if they do not complete high school.
5. Several educational reform efforts based on systemic and partnership approaches are demonstrating success with Hispanic and other minority students. Working with regular and magnet schools, this is the arena where business, industry, philanthropy and community based organizations can make significant contributions-which some have started.

+most minority students

enroll in

6. Since the majority of Hispanic students who complete high school or its equivalent ~~become engaged with~~ higher education ~~only~~ at the community college level, community colleges are challenged to:

- offer job training and re-training,
- develop literacy among critical masses of U.S. and immigrant Hispanics,
- build Hispanic capacity in technology, and
- ensure successful transitions to four-year institutions.

empirical

7. Graduating unprecedented numbers of Hispanic students from colleges and universities must become a national priority. How to do so is well established in the wide range of research on student persistence and retention, but funding, policy and practice remain at the margins of state and institutional priorities. I have examined this issue for over twenty years. We know how to keep students in college. The number one reason why Hispanic students do not complete college is financial. This has been the case, is the case and will continue to be the case. Grants and scholarships are much more likely to increase Hispanic post-secondary attainment rates than loans. Mentorships with faculty in collaboration with public and private sponsors ^{also} motivate students to complete post-secondary learning. ~~have been demonstrated to~~

Hispanics are a major player in the current and future democratic and economic prosperity of this nation. Only students with baccalaureate degrees can pursue post-graduate work for master's, doctoral and professional degrees. Healthy democracies and markets depend on educational prosperity. Higher education translates to high rates of community and public service, as well as benefiting economic progress.

I believe what Mrs. Clinton wants us to do is to change the course of the river for our Hispanic young people, starting now. Our responsibility is to fill our Hispanic students and their peers with the hope, the dreams, and the tools to build their futures with their minds, as well as their hands. We have the students. We have solutions.

Mrs. Clinton

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

Suggestions for the First Lady's Comments:

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

¹Live births to Hispanic women are averaging increasingly greater than about 700,000 per year since the early 1990s. By 2015, there are about 10.5 million Hispanic American children who are 16 or younger. These children account for about half of all the Hispanic American growth in the U.S. since 1995. In that 20 year period, the Hispanic American population has grown about 20 million - ten million between 1995 and 2005 and another 10 million between 2005 and 2015.

²This growth does not include the numbers added by undocumented immigrants. Based on projected birthrates of the US Census Bureau Projections that exclude undocumented immigrants, between 1995 and 2005 the American Hispanic population increases by just under 10 million, and between 2005 and 2015 it increases again by just over 10 million.

³Taken from the 1997 educational attainment statistics calculated by the National Center for Educational Statistics.

⁴259,000 or 1.4 percent have a Masters degree, 73,000 or .40 percent hold a professional degree, and 54,000 or .29 percent have earned a doctoral degree. There are entire fields in which Hispanics have never obtained a doctoral degree.

July 22, 1999

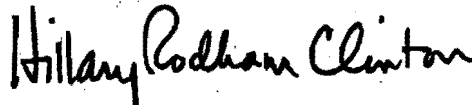
Mr. John M. Doe
Address Line 1
Address Line 2
City, State 20001-Zip

Dear John:

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

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

Sincerely yours,


Hillary Rodham Clinton

Latin American Youth Center

1419 Columbia Road, N.W.

Washington, D.C. 20009

(202) 319-2225

fax: (202) 462-5696

www.layc-dc.org

FAX COVER SHEET

FAX NUMBER TRANSMITTED TO:

To: Ruby Shamir Number: _____Of: White HouseFrom: Lori Kaplan Latin American Youth Center

Client/Matter: _____

Date: 7/30/99

DOCUMENTS	NUMBER OF PAGES*
Profiles on LAYC participants	
attending Conference on Monday	

COMMENTS:



United Way and Combined Federal Campaign #8489

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001. bio	Re: Imelda Yesenia Contreras (partial) (1 page)	07/30/99	P6/b(6)

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2012-0565-S
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RESTRICTION CODES

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- b(7) Release would disclose information compiled for law enforcement purposes [(b)(7) of the FOIA]
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- b(9) Release would disclose geological or geophysical information concerning wells [(b)(9) of the FOIA]

Imelda Yesenia Contreras

[001]

DOB: P6/(b)(6)**SS#** P6/(b)(6)

My name is Imelda Yesenia Contreras and I was born in El Salvador on P6/(b)(6). I came to the United States 12 years ago, at the age of 6, and lived with my mother until the age of 14. Then I moved in with my baby's father and lived with him for four years, during which I had a baby boy. Six months later we separated and I moved back with my mom. Three months later I met Barrie Lynn Tapia, a social worker from the Latin American Youth Center, and she helped me to get back in school, get my son in day care, and got me in the host home program. I attended the LAYC's Teen Parent Program for one year, which later converted to the Next Step Public Charter School, where I attended three months. I've been involved with Ms Tapia at the LAYC for almost two years. During this time I have been working on improving my relationship with my mom. I am now attending Columbia Heights Youth Build, a LAYC program that teaches GED and construction. I took my GED on July 1st, 1999 and am waiting for the results. This past June I left the Host Home program and entered the Latino Transitional Housing Project, which provides me with housing and support to reach my educational goals. I will complete Youthbuild in October, and have applied to be in LAYC's Americorp's program, which will allow me to work in my community and provide me with financial aid for college. My goal for the future is to attend college and then law school. My son is almost three years old and I plan to enroll him in Head Start this fall. I am proud of the progress that I have made and I have the inspiration to continue on and know that I can be somebody.

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002. bio	Re: Luiz Hernandez (partial) (1 page)	07/30/99	P6/b(6)

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[002]

LUIZ HERNANDEZ
SOCIAL SECURITY #

P6/(b)(6)

DOB:

P6/(b)(6)

The youth is a native of Puerto Rico, 18 years old, who recently immigrated to the U.S. He came to Washington, DC looking for better job opportunities and to study. He comes from a divorced marriage; upon entering the U.S. he came to live with his father in Washington, D.C. His father had remarried when Luis was still young. When he reunited with his father, he also met his stepmother, who from the beginning was not comfortable with the idea of having him around. She requested his father to send him back to Puerto Rico. At that time, he was attending HS school and working, he did not want to leave Washington, DC. Then he requested to his counselor at Bell Multicultural to help him to find a place to live where he could study and work. He applied to TLP and was accepted immediately, that was in February 1999.

Now, he is attending summer school at Bell Multicultural HS. His improvement at school is remarkable. The case manager at TLP found tutors for him to improve his grades during for his last year of high school. He left his job to concentrate more on his grades at school. He will be attending 12th grade next year and graduate from High School. In addition, he is working as volunteer at AYUDA; the TLP program requires to make some hours of community service to learn more about non-profit organizations, as well as how to help people. He is looking for a job, he applied to several permanent positions that will help him make some money. In this way, he will be saving some money when he leaves the program to be an independent person.

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DOCUMENT NO. AND TYPE	SUBJECT/TITLE	DATE	RESTRICTION
003. bio	Re: Patricia Turcios (partial) (1 page)	07/30/99	P6/b(6)

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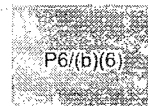
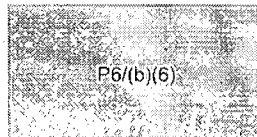
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Patricia Turcios is a native of El Salvador. She is a graduate of Bell Multicultural High School. At Bell she received the 1988 Self-Promotion and Perservance Award. The same year she won the Arena Stage Young Playwright's Award for writing and producing a play and was named Latina of the Week in Tiempo Latino. Patricia has been working and/or going to school since 1993. She is the mother of two beautiful children, Daniel 3 years old and Tamara 7 months.

Patricia joined Mary's Center Healthy Families home visiting program during her first pregnancy. Here she was given information on the pregnancy, child development, and well baby care. Patricia attended prenatal classes and has made sure that both children are up to date on their vaccinations and well baby care appointments. The home visitor encouraged Patricia to stay in school and graduate. To support this, she assisted her in locating a daycare center for Daniel. In addition, the program assisted Patricia in developing her resume and looking for a better job. After Tamara was born, a Mary's Center nurse along with the home visitor went to Patricia's home to make sure all three were doing fine. Currently, the home visitor and Patricia are looking into different school options for Daniel as well as daycare for Tamara.

has been recvg home visit

Date of Birth -



[003]

SS #



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- P3 Release would violate a Federal statute [(a)(3) of the PRA]
- P4 Release would disclose trade secrets or confidential commercial or financial information [(a)(4) of the PRA]
- P5 Release would disclose confidential advice between the President and his advisors, or between such advisors [(a)(5) of the PRA]
- P6 Release would constitute a clearly unwarranted invasion of personal privacy [(a)(6) of the PRA]

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

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

RR. Document will be reviewed upon request.

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

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

PATRICIA TURCIOS

P6(b)(6)

[004]

OBJECTIVE: To obtain a position that will allow me to develop business and customer service skills.

EXPERIENCE:

May, 1995 Safeway Stores, Inc.
Present *Service Clerk*

- * Directing customers to store departments.
- * Filing prescriptions at pharmacy; cashier.
- * Marketing Safeway Club card and registering customers for savings program.
- * Translating medical and consumer information for Spanish-speaking customers.

October, 1997- Bell High School Day Care
December, 1997 *Student Intern*

- * Created and implemented stimulating activities for children age 12-24 months.

June, 1993 G.C. Murphy's Co.
March, 1995 *Cashier*

- * Managed cash register and reconciled daily receipts.
- * Organized inventory; designed, assembled displays.
- * Directed customers to various store department.
- * Translated consumer information for Spanish-speaking customers.
- * Store maintenance; customer service.

EDUCATION:

1993-1998 Bell Multicultural High School, Washington, D.C.
Graduated, June, 1998

January, 1996 Safeway Pharmacy Training

July, 1998 Safeway Cashier Training

ACCOMPLISHMENTS/AWARDS:

1998 Arena Stage Young Playwright's Contest Award Winner

1998 Self-Promotion and Perseverance Award, Bell High School

1998 Latina of the Week, Tiempo Latino



Mary's Center
For Maternal & Child Care, Inc.
2333 Ontario Road, N.W., Washington, D.C. 20009
Tel. (202) 483 - 8196 Fax (202) 797 - 2628

Fax Transmittal Sheet

Date

7/30/99

To

Ruby Shamin

Name

White House

Telephone

456-6687 fax

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BY MARKING # 8263 ON YOU COMBINED
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United Way/CFC #8263
Thank You For Your Support♥

From

Lou

Telephone

483-8319 ext. 305

Message

- as requested -

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