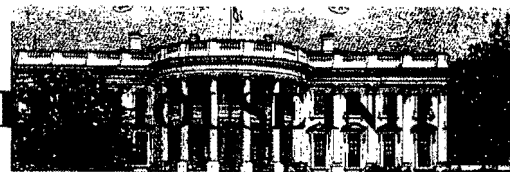


WHITE HOUSE FIVE



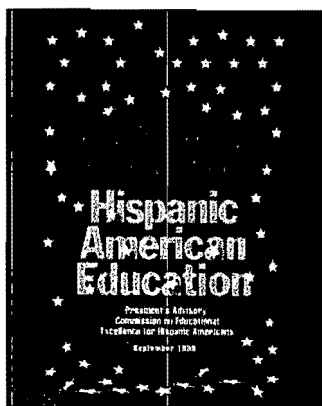
*on Educational Excellence
for Hispanic Americans*

★ ★ ★ ★ ★ PRESIDENT'S ADVISORY COMMISSION UPDATE ★ ★ ★ ★ ★
Fall 1998

"Call to Action" Response: Ana M. "Cha" Guzman

Chair, President's Advisory Commission

In September 1996, the Commission presented the President with its report *"Our Nation on the Fault Line: Hispanic American Education"*.



Since that time, Commissioners have worked with Secretary Riley, Gene Sperling, head of the National Economic Council, and the Congressional Hispanic Caucus through the Chair of their Education Taskforce, Congressman Ruben Hinojosa, to develop the education portion of the Administration's FY99 budget. The Commission has invoked the "Call to Action" set out in our report, to improve the education of Hispanic Americans through partnerships with the government and the private sector.

On February 2, 1998, Vice President Gore unveiled the Administration's \$600 million "Excellence in Education: Hispanic education action plan" based on high standards and research-based school reform. The plan positively addressed many of the recom-

mendations in the Commission report. In comparison, the Republican-led Congress has yet to formally address the "Call to Action" at all. Further, the House Committee's budget request is only \$130 million for the same programs identified in the Administration's Hispanic education plan.

The following is a brief comparison of the Administration's and the House Committee's budget request for FY99 to support the Commission's "Call to Action" and the "Hispanic education action plan":

Strengthen Basic Reading and Math Skills:

The Administration: proposes to increase funding for Title I — the largest elementary and secondary program — by 5.3% — a \$393 million increase — to meet the critical needs in reading and math for all disadvantaged students. Of those served by this program, 32% are Latino.

The House Committee has not requested any funding increase for this program.

Train More Teachers to Teach Students English, and Help Adults Learn English

The Administration: budget request includes an increase of \$66 million for teachers and adults to support this activity. A 17% increase — \$33 million — in the bilingual education would help train 20,000 teachers over

5 years to more effectively teach English in the context of high academic standards. Another 9% increase — \$33 million — in the adult English-as-a-Second Language (ESL) programs will provide more parents and other adults with English training, and provide \$20 million specifically for a ESL program to in an effort to promote model approaches.

The House Committee: has not requested an increase in funding these programs.

Transform Schools with High Dropout Rates:

The Administration: budget request provides for a 25% expansion of a new effort to reform failing schools, specifically targeting schools with high-dropout rates with increased funding of \$30 million for the Comprehensive School Reform Program. This increase will allow low-achieving schools to receive expert advice to adopt research-based models to improve teaching and learning.

The House Committee: has not requested any increased funding for this program.

Prepare Disadvantaged Youth for Success in College

The Administration: budget request proposes an increase of \$53 million to federal TRIO programs — outreach and support programs to help disadvantaged students prepare for and

continued on page 2

continued from page 1

successfully complete college. One of the programs — Upward Bound — helps high school students with academic preparation for college and has been found to be especially helpful to Hispanic youth. The President has proposed a targeted increase in funding for this program of \$40 million (20%).

The House Committee: has requested a \$70 million increase for TRIO programs. This item is the only major concurrence the Committee has with the Administration's plan.

Strengthen Hispanic-serving Institutions (HSIs)

The Administration: The HSI program is slated for a \$16 million — 133% — increase by the Administration to \$28 million. The program strives to improve the academic quality and fiscal stability of colleges with large Hispanic student enrollment.

The House Committee: has only requested \$16 million for the HSI program.

Improve Education Programs for Migrant Youth and Adults:

Migrant families face particularly difficult obstacles to gaining the education and training they would need to improve their standard of living.

The Administration's budget proposes significant increases totaling \$60 million for programs that address this important goal. Specifically, the Administration's budget proposes increases to the Migrant Education Program (16% increase of \$50 million), High School

(HEP: 31% increase of \$2.4 million), College Assistance Migrant Program (CAMP: 138% increase of \$2.9 million) and Migrant Youth Job Training Demonstration (a new \$5 million).

The House Committee only requests \$52 million for all of these programs.

The Commission will meet in Washington, DC in late September. Until then, we will continue to work diligently to ensure that the investments recommended by the Administration's budget to address the educational achievement gaps and needs for Hispanic Americans receives increased commitment from all in Congress. Accelerating the educational success of Hispanic Americans is among the most important keys to America's continued economic success and strength as a democracy. **WE NEED ALL AMERICANS TO SUPPORT A QUALITY EDUCATION FOR ALL OUR CHILDREN.**

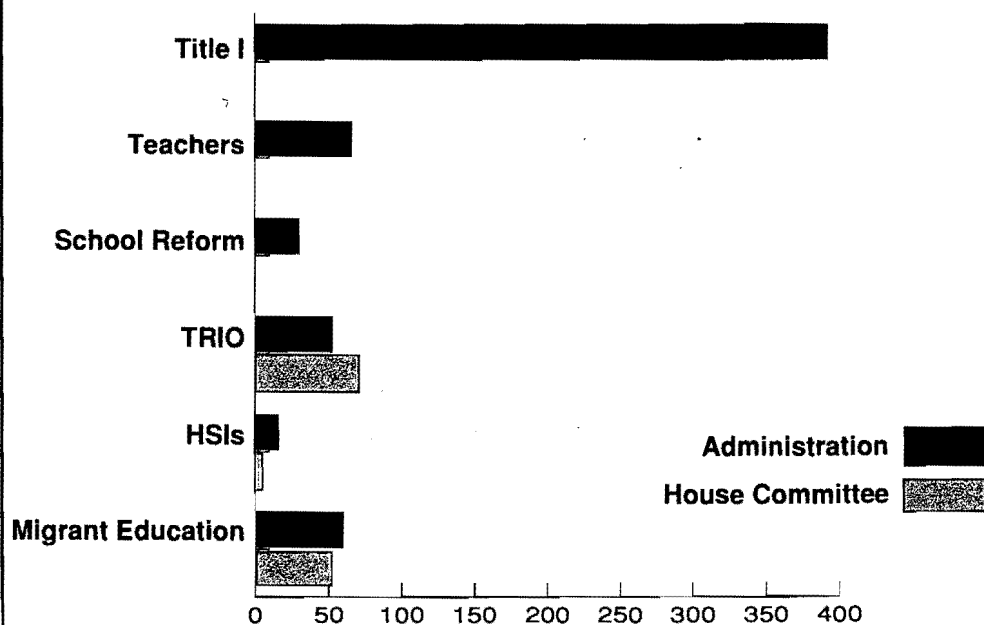


Linares Named Vice Chair of Commission

On July 22, 1998, Guillermo Linares was appointed Vice Chair of the President's Advisory Commission. A member of the New York City Council and a leader in the Dominican American community, Mr. Linares has served on the Commission since its establishment in 1994. He also co-chairs the Commission's committee on Children, Families and Communities. As Vice Chair, Mr. Linares will play a leadership role in implementing the activities outlined in the Commission's 1998-1999 workplan.



**FY1999 Budget Request:
Administration vs. House Committee**



Report from Sarita E. Brown

WHI Executive Director

Since last August, the White House Initiative (WHI) has pursued a steady sequence of strategic decisions to develop a purposeful response to Executive Order 12900. Beginning with the Commission meeting in September 1997, the focus has been to operationalize the advisory responsibilities of the WHI and the Commission.

Towards this end, a work plan was developed through a six week collaborative process with members of the President's Advisory Commission, members of Latino advocacy organizations, educational and professional associations, elected officials, and members of the Administration.

The work plan, endorsed by the Commission at its April 1998 meeting, reflects the responsibility of the Commission to advise the president and his Administration on:

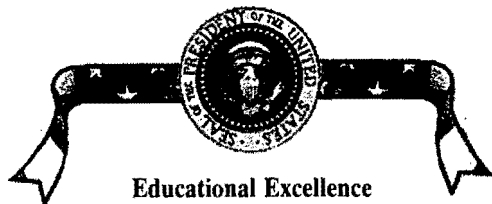
- ★ Hispanic educational attainment from pre-K through graduate and professional school;
- ★ Current federal efforts to promote the highest Hispanic education attainment;
- ★ State, private sector, and community involvement in education;
- ★ Expanded federal education activities to complement existing efforts; and
- ★ Hispanic federal employment and effective federal recruitment strategies.

As we move into these last two years, meeting the educational needs of the Latino community remains the focus of the WHI's all-consuming effort. We have developed an activist approach and intend to use our convening privilege to pilot strategies to improve educational attainment for Hispanics. The Commission is committed to playing an active role in guiding the president and his Administration as they develop national policy affecting educational opportunities for Hispanic Americans.

Please read this update and share with us your reactions. We can be reached at (202) 401-1411.

The White House Initiative is Online!

White House Initiative on...



**Educational Excellence
for Hispanic Americans**

The White House Initiative unveiled its World Wide Web site in March 1998. The web site provides an array of information that includes:

- ★ The White House Initiative's mission
 - ★ Members of the President's Advisory Commission
 - ★ Executive Director and Staff members
 - ★ Full-text copy, "Our Nation the Fault Line: Hispanic American Education"
 - ★ List of Hispanic-Serving Institutions with contact information
-
- ★ PHASE I Federal Inventory Data profiling agency efforts to improve educational and employment opportunities for Hispanics
 - ★ The Inter-Departmental Council on Hispanic Educational Improvement Calendar of upcoming events.

The web site is continually updated to reflect the activities of the Commission and the White House Initiative. You can visit our web site at:

www.ed.gov/offices/OIIA/Hispanic

Technical Assistance for Hispanic Serving Institutions (HSIs)

Hispanic-Serving Institutions (HSIs) play a key role in improving educational access and opportunity in higher education for all their students and particularly for Hispanic Americans. HSIs enroll 30% of all Hispanic students nationally enrolled in 4-year institutions. HSIs produce close 50% of the bachelor's degrees awarded to Hispanics and they produce more than 45% of the associate degrees awarded to Hispanics.

Despite these significant educational contributions many decision makers appear to be unacquainted with these colleges and universities. In response the White House Initiative staff developed an information campaign designed to increase the awareness of HSIs within the federal government, the Congress, and the nation at large. Staff met with representatives of various higher education non-profit organizations to establish a general definition of HSIs, created a list of HSIs based on this definition which

has been posted on the White House Initiative website for easy access, developed a 11 minute informational video, *HSIs : Serving the Community, Serving the Nation*, and sponsored an HSI policy seminar on Capitol Hill in March. In addition, the Initiative has dedicated a senior level professional on detail from the Department of Transportation, Edmundo De Leon, to serve as the HSI program manager for the WHI.

On August 18-19, 1998, the White House Initiative convened the first technical assistance workshop for HSIs in partnership with the U.S. Department of Energy and the National Aeronautics and Space Administration. Commissioner George Castro hosted the workshop at San Jose State University, California, assisted by Edmundo DeLeon. The workshop was conducted in association with the Hispanic Association of Colleges and Universities (HACU), and HACU members were invited along with other HSIs.

Eighty representatives from 50 HSIs attended the workshop. The representatives were principal investigators, grant writers, faculty and senior managers. Federal executive directors, program managers, and successful principal investigators provided information on agency missions and programs, how to apply for federal grants and contracts, and how to develop winning proposals. A tour of the Ernest Orlando Lawrence Berkeley National Laboratory concluded the workshop. In response to the overwhelming success of the workshop and many supportive recommendations, the WHI is working to convene another workshop early next year on the East Coast. For more information please contact our HSI Program Manager, Edmundo DeLeon at 202-401-8459, or via his e-mail address: ed_deleon@ed.gov.

Inter-Departmental Council on Hispanic Educational Improvement

Since its creation by Executive Order 12900, the White House Initiative and the President's Advisory Commission have worked to engage federal agencies to better address the educational and economic challenges facing the Hispanic community, and the nation as a whole. The Executive Order delineates a responsibility for all agencies. To facilitate the agencies' implementation of this responsibility, the White House Initiative established the Inter-Department Council (IDC) on Hispanic Educational Improvement which convened for the first time in March 1998.

The IDC is comprised of agency deputy and assistant secretaries. Members meet three times a year to

examine agency progress towards developing effective inter-departmental strategies and programs to improve early childhood education, K-12 education, undergraduate and graduate and professional education, community involvement, and the number of Hispanic employed by the federal government. The IDC reports to the President after each meeting on the extent of progress made and additional efforts to do more.

Six structured working groups carry out the work of the Council. Each group meets monthly to address specific issues that have been identified by the President's Advisory Commission and the White House Initiative as critical to increasing the level of educational attainment for Hispanics.

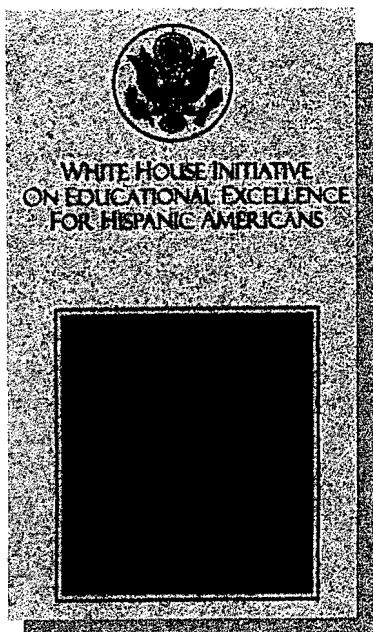
Annual Performance Reports

The White House Initiative, in collaboration with the Office of Management and Budget, established a set of reporting guidelines that would allow agencies to more accurately reflect their continuous efforts to provide greater educational and employment opportunities for Hispanics.

Departments were asked to submit an annual report in which they would evaluate and refine strategies submitted during the Phase I Federal Inventory and to develop new strategies to improve educational attainment for Hispanics. Request for annual performance reports were distributed on June 22, 1998 and due into the White House Initiative office on July 24, 1998.

The WHI staff will review the data and prepare a status report to the President's Advisory Commission for their September meeting.

President's Advisory Commission Addresses the Role of Language



Last Fall, the Commission alerted the Administration of its concern about California's "Unz Initiative" or Proposition 227, which would eliminate bilingual education. The Commission's primary concern was about the misinformation reported in the press and other public communication concerning best practices in meeting the learning needs of children whose primary language is not English.

In response to the developments in California, Commissioners decided to hold the Spring 1998 meeting in California, on the campus of the Claremont Colleges in April. At this meeting, Commissioners voted to oppose Proposition 227 and recommend to Secretary Riley and President Clinton that they do the same. In their statement, Commissioners concluded:

"Proposition 227 will impair chances for success by limiting discretion of schools, teachers, and parents to determine what works best for their students. The President's Advisory Commission on Educational Excellence for Hispanic Americans strongly opposes Proposition 227."

Subsequent to the meeting, the Executive Board of the Commission met with Secretary Riley and advised him of their opposition to the proposition. On April 27, 1998, Acting Deputy Secretary Marshall S. Smith and the Director of the Office of Bilingual and Minority Language Affairs, Delia Pompa held a press conference in Washington, DC announcing Secretary Riley's and the Clinton Administration's opposition to Proposition 227.

Proposition 227 passed, although not with support from the Latino community. Despite early predictions that Hispanic voters would vote overwhelmingly for Proposition 227, they did not. Exit polls and analyses of heavily populated Latino cities revealed that two out of three Latinos in California voted against 227. The Commission advised the Administration to reject the view that the vote in California be seen as a national referendum. Rather, Proposition 227 was a decision by the voters of California.

As the Commission's work progresses, it will engage in more deliberations about the role of language in this country and abroad. The Commission believes that language is an asset. In today's global economy, the ability to communicate effectively in different languages enhances the exchange of ideas, as well as goods and services.

On September 22, 1998, the White House Initiative will host a policy seminar entitled: ***"The Benefits of a Multilingual Workforce."*** The purpose of the seminar is to discuss publicly the economic and societal benefits that accrue from a workforce that can communicate in more than one language to meet our workforce needs in the 21st century. Members of Congress, the press, Chambers of Commerce, and representatives from business and educational organizations will be invited to share their views on this important topic.

The White House Initiative expects the seminar will be the first in a series of public discussions about the benefits of a multilingual workforce to be held in different regions of the country over the next year.

Hispanic Dropouts – No More Excuses for Inaction

Over the last 25 years, the dropout rate for both white and black young adults has declined by almost 40 percent. However, Hispanic young adults have only shared in part of this improvement. Too many Hispanic students are failing to reach their academic potential.

The U.S. economy, unlike 40 years ago, generates few meaningful jobs for people without at least a high school education. Over the last two decades those without high school education have been paying an increasingly harsh penalty for failing to complete high school. Due in large part to the restructuring of the nation's economy, not having a high school diploma or its equivalence, carries with it a much higher penalty than it did decades ago when jobs with social and economic mobility were within reach of those with limited educational backgrounds and skills.

Today, youth that drop out of school, severely limit their future chances to sustain their own families and provide critical protections, such as health care for their children or owning a home. Today, even high school graduation may not be enough to pave the way to a middle-class life. The good jobs are knowledge-intensive and much of the service sector lacks economic mobility and a social "dead end."

During this past year, the Administration, the Congressional Hispanic Caucus, as well as others in Congress, have focused particular attention on the current conditions of the Hispanic dropout crisis. Inevitably though, discussions stall because debates arise about the different dropout rates. In an effort to move the discussion from a debate around statistical formulas to one of increasing educational attainment, the President's Advisory Commission offers the following analysis.

Nationwide, the percentage of Hispanic students dropping out of school is twice the rate for other ethnic groups. Overall, about 38 percent of Hispanic young adults have dropped out, compared to 17 percent of black and 8.5 percent of white young adults. This is a complex problem that transcends income, immigration, and language ability and if not addressed will further affect the Hispanic community and the Nation's future social and economic stability.

Some discussions attribute the high Hispanic dropout rate to the large Hispanic immigrant population. In part, this is correct. Dropout rates for Hispanics born outside the United States is double (44.1 percent) the rates for Hispanic youths with at least one parent born in the United States (16.7 percent). However, the dropout rates for Hispanics born in the United States are still higher than the dropout rates registered for black or white young adults.

Other discussions focus on the three different measures of dropout rates: event, status and cohort dropout rates. Under each definition, the dropout rates change, but the underlying fact remains; Hispanics have unacceptably the highest dropout rates. The following briefly describe each of the dropout rates.

Event rates measure the annual number of dropouts. Under this definition, Hispanic students had the highest event dropout rate of 9.0 percent, while black and white student rates were 6.7 percent and 4.1 percent respectively.

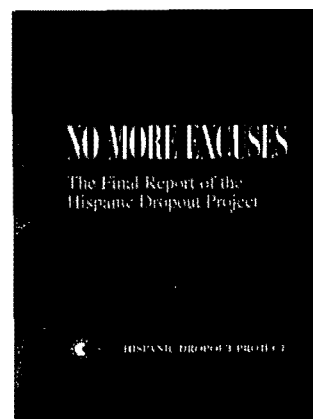
Status rates measure all within a specified age range. Under this definition, close to 30 percent of Hispanic 16- through 24-year-olds have dropped out, compared to 13 percent of blacks and only 7 percent of whites in this age group.

Cohort rates measure dropout status of a cohort of students over a period of time. Under this definition,

all ethnic groups have seen some measure of decline in their dropout rates.

Regardless of which dropout rate is used in policy discussions, *the numbers of Hispanics who leave the school system without a high school diploma is unacceptably high.*

Increasing educational attainment is vital to the strength and growth of the nation. The Department of Education assembled a blue ribbon panel of experts including Commissioners Isaura Santiago- Santiago and Cipriano Muñoz. Their report, *No More Excuses: The Final Report of the Hispanic Dropout Project* identifies some steps policy makers,



business leaders, communities, and the Nation can take to address Hispanic dropouts and support the work of schools in educating and graduating Hispanic youth.

The President's Advisory Commission remains committed to addressing the Hispanic dropout crisis. To this end, a policy seminar on this topic was held September 10, 1998 in Washington D.C. to focus on federal, state and local policies as well as school practices that improve Hispanic high school participation and graduation. For more information, please call the White House Initiative Office.

President's Advisory Commission on Educational Excellence for Hispanic Americans

Ana M. "Cha" Guzman, Chair
Austin Community College
Austin, Texas

Guillermo Linares, Vice-Chair
New York City Council Member, Manhattan
New York, New York

Erlinda Archuleta
Colorado Department of Education
Denver, Colorado

Cecilia Burciaga
California State University
Seaside, California

George Castro
San Jose State University
San Jose, California

Darlene Chavez
Tucson, Arizona

David Cortiella
Latino Professional Network
Boston, Massachusetts

Miriam Cruz
Equity Research Corporation
Washington, DC

Juliet Garcia
University of Texas and Texas Southmost College
Brownsville, Texas

Jose Gonzalez
InterAmerican University of Puerto Rico
San Juan, Puerto Rico

Sonia Hernandez
California Department of Education
Sacramento, California

Cipriano Muñoz
William Taft High School
San Antonio, Texas

Harry Pachon
Tomas Rivera Policy Institute
Claremont, California

Eduardo Padron
Miami-Dade Community College
Miami, Florida

Janice Petrovich
Ford Foundation
New York, New York

Gloria Rodriguez
AVANCE
San Antonio, Texas

Waldemar Rojas
San Francisco Unified School District
San Francisco, California

Isaura Santiago-Santiago
Hostos Teacher's College
New York, New York

John Phillip Santos
Ford Foundation
New York, New York

Samuel Vigil
Luna Vocational-Technical Institute
Las Vegas, New Mexico

Diana Wasserman
Broward County School Board
Ft. Lauderdale, Florida

Ruben Zacarias
Los Angeles Unified School District
Los Angeles, California

Calendar of Major Activities August 97- October 98

August 1997	Sarita Brown named WHI Executive Director
September	President's Advisory Commission meeting Executive director addresses HACU conference
October	WHI joins Department of Education's Hispanic Outreach development team
November	Preliminary draft of WHI work plan distributed for review
January 1998	President's Advisory Commission Executive Board meeting and release of the work plan
February	Vice President Gore announces \$600 million "Hispanic education action plan" for FY99
March	WHI launches the HSI information campaign with policy seminar video premier 1st meeting of the Inter-Departmental Council for Hispanic Educational Improvement (IDC)
April	Re-release of the President's Advisory Commission report "Our Nation" with inclusion of FY1999 budget report President's Advisory Commission meets in California and opposes Proposition 227
May	Launch of the monthly Inter-Agency Working groups on Early Childhood, K-12, Undergraduate, Graduate and Professional, and Federal Employment
June	2nd Meeting of the IDC President's Advisory Commission Chair addresses the NALEO (National Association of Latino Elected and Appointed Officials) Conference in Houston, TX
July	Executive Director addresses The LULAC (League of United Latin American Citizens) conference in Dallas, TX Guillermo Linares named President's Advisory Commission Vice-Chair Vice Chair and Executive Director address NCLR (National Council on La Raza) Conference in Philadelphia
August	WHI holds technical assistance workshop for HSIs with Energy and NASA in cooperation with HACU
September	President's Advisory Commission Meeting Initiative hosts policy seminars on: "The Hispanic Dropout Crisis" and "The Benefits of a Multilingual Workforce"
October	WHI and AVANCE co-host "Excelencia en Educacion: The Role of Parents in the Education of Their Children", in San Antonio, Texas



AVANCE

Family Support and
Education Programs

Chairperson
Arthur Baird

National President/CEO
Gloria G. Rodriguez



WHITE HOUSE INITIATIVE ON EDUCATIONAL EXCELLENCE FOR HISPANIC AMERICANS

Chairperson, President's
Advisory Commission
Ana Margarita Guzman

Executive Director
Sarita E. Brown

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Once a student falls behind, the effects may last a lifetime. Rather than face continuous humiliation, many Latino students simply walk away from formal education. It is essential to understand that each step in the education system is a building block... Research shows that children succeed when schools recognize and support parents as the child's primary teacher; when parents are welcomed and involved in all aspects of school life... These conditions routinely exist in middle-class, white schools... such routine conditions often do not exist in low-income and Latino schools.

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

AVANCE and the White House Initiative on Educational Excellence for Hispanic Americans are combining efforts to stage a national dialogue on the essential role Latino parents play in supporting the education of their children. The focus is on powerful strategies for schools, teachers, civic leaders, community-based organizations, business, and federal agencies to reach out to parents and more fully engage them in their children's education.

Other organizations invited to partner in this effort thus far include ASPIRA, Intercultural Development Research Association, LULAC, Mexican-American Legal Defense and Educational Fund (MALDEF), National Council of La Raza (NCLR), Inter-American Program for Latino Research, National Latino Children's Institute and Southwest Voter Registration Education Project. Governmental agencies participating include the Department of Education, Department of Health and Human Services, Department of Labor, Department of Interior, and Small Business Administration. Additional support is being provided by the Ford Foundation. Univision is joining this effort with a multi-year education and public service campaign.



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

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**Hispanic Serving Institutions
Program Manager**
Maribel Rodriguez

Director of Communication
Luis Rosero

Presidential Executive Order 12900

BY THE AUTHORITY vested in me as President by the Constitution and the laws of the United States of America, and in order to advance the development of human potential, to strengthen the Nation's capacity to provide high-quality education, and to increase opportunities for Hispanic Americans to participate in and benefit from Federal education programs, it is hereby ordered as follows:

Section 1. There shall be established in the Department of Education the President's Advisory Commission on Educational Excellence for Hispanic Americans (Commission). The Commission shall consist of not more than 25 members, who shall be appointed by the President and shall report to the Secretary of Education (Secretary). The Commission shall comprise representatives who: (a) have a history of involvement with the Hispanic community; (b) are from the education, civil rights, and business communities; or (c) are from civic associations representing the diversity within the Hispanic community. In addition, the President may appoint other representatives as he deems appropriate.

Section 2. The Commission shall provide advice to the President and the Secretary on: (a) the progress of Hispanic Americans toward achievement of the National Education Goals and other standards of educational accomplishment; (b) the development, monitoring, and coordination of Federal efforts to promote high-quality education for Hispanic Americans; (c) ways to increase State, private sector, and community involvement in improving education; and (d) ways to expand and complement Federal education initiatives. The Commission shall provide advice to the President through the Secretary.

Section 3. There shall be established in the Department of Education the White House Initiative on Educational Excellence for Hispanic Americans (Initiative). The Initiative shall be an interagency working group coordinated by the Department of Education and shall be headed by a Director, who shall be a senior level Federal official. It shall provide the staff, resources, and assistance for the Commission and shall serve the Secretary in carrying out his or her responsibilities under this order. The Initiative is authorized to utilize the services, personnel, information, and facilities of other Federal, State and local agencies with their consent and with or without reimbursement, consistent with applicable law. To the extent permitted by law and regulations, each Federal agency shall cooperate in providing resources, including personnel detailed to the Initiative, to meet the objectives of this order. The Initiative shall include both career civil service and appointed staff with expertise in the area of education, and shall provide advice to the Secretary on the implementation and coordination of education and related programs across Executive agencies.

Section 4. Each Executive department and each agency designated by the Secretary shall appoint a senior official, who is a full-time officer of the Federal Government and responsible for the management or program administration, to report directly to the agency head on activity under this Executive order and to serve as a liaison to the Commission and the Initiative. To the extent permitted by law and to the extent

practicable, each Executive department and designated agency shall provide any appropriate information requested by the Commission or the staff of the Initiative, including data relating to the eligibility for and participation by Hispanic Americans in Federal education programs and the progress of Hispanic Americans in relation to the National Education Goals. Where adequate data is not available, the Commission shall suggest the means for collecting the data.

Section 5. The Secretary, in consultation with the Commission, shall submit to the President an Annual Federal Plan to Promote Hispanic American Educational Excellence (Annual Federal Plan, or Plan). All actions described in the Plan shall be designed to help Hispanic Americans attain the educational improvement targets set forth in the National Education Goals and any standards established by the National Education Standards and Improvement Council. The Plan shall include data on eligibility for, and participation by, Hispanic Americans, in Federal education programs, and such other aspects of the educational status of Hispanic Americans, as the Secretary considers appropriate. This Plan also shall include, as an appendix, the text of the agency plans described in section 6 of this order. The Secretary, in consultation with the Commission and with the assistance of the Initiative staff, shall ensure that superintendents of Hispanic-serving institutions of higher education, directors of educational programs for Hispanic Americans, and other appropriate individuals are given the opportunity to comment on the proposed Annual Federal Plan. For the purpose of this order, a "Hispanic-serving" school district or institution of higher education is any local education agency or institution of higher education, respectively, whose student population is more than 25 percent Hispanic.

Section 6. As part of the development of the Annual Federal Plan, each Executive department and each designated agency (hereinafter in this section referred to collectively as "agency") shall prepare a plan for, and shall document, both that agency's effort to increase Hispanic American participation in Federal education programs where Hispanic Americans currently are under served, and that agency's effort to improve educational outcomes for Hispanic Americans participating in Federal education programs. This plan shall address, among other relevant issues: (a) the elimination of unintended regulatory barriers to Hispanic American participation in Federal education programs; (b) the adequacy of announcements of program opportunities of interest to Hispanic-serving school districts, institutions of higher education, and agencies; and (c) ways of eliminating educational inequalities and disadvantages faced by Hispanic Americans. It also shall emphasize the facilitation of technical, planning, and development advice to Hispanic-serving school districts and institutions of higher education. Each agency's plan shall provide appropriate measurable objectives for proposed actions aimed at increasing Hispanic American participation in Federal education programs where Hispanic Americans currently are underserved. After the first year, each agency's plans also shall assess that agency's performance on the goals set in the previous year's annual plan. These plans shall be submitted by a date and time to be established by the Secretary.

Section 7. The Director of the Office of Personnel Management, in consultation with the Secretary of Education and the Secretary of Labor, to the extent permitted by the law, shall develop a program to promote recruitment of Hispanic students for part-time, summer, and permanent positions in the Federal Government.

Section 8. I have determined that the Commission shall be established in compliance with the Federal Advisory Committee Act, as amended (5 U.S.C. App. 2). Notwithstanding any other Executive order, the responsibilities of the President under the Federal Advisory Committee Act, as amended, shall be performed by the Secretary, in accordance with the guidelines and procedures established by the Administrator of General Services.

Section 9. Administration. (a) Members of the Commission shall serve without compensation, but shall be allowed travel expenses, including per diem in lieu of subsistence, as authorized by law for persons serving intermittently in the Government service (5 U.S.C. 5701-5707). (b) The Commission and the Initiative shall obtain funding for their activities from the Department of Education. (c) The Department of Education shall provide such administrative services for the Commission as may be required.



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President's
Commitment

Presidential
Executive Order
12900

Commission
Meeting
Proceedings

Workplan
1998 - 1999

Our Nation on the
Fault Line:
Commission
Report

Phase 1: Federal
Inventory Data

Hispanic Serving
Institutions

Hispanic Serving
School Districts

Inter-
Departmental
Council for
Hispanic
Education

Commission
Members

White House
Initiative Staff

White House Initiative on Educational Excellence for Hispanic Americans

As the fastest growing population, Hispanics must play a vital role in America's future. The Initiative strives to achieve excellence in Hispanic Education by:

- ◆ Increasing access and participation in the educational system
- ◆ Identifying and eliminating barriers
- ◆ Fostering active involvement of communities and parents
- ◆ Improving outreach to the Latino community through collaborative partnerships

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

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

Visit our website at:
www.ed.gov/offices/OIIA/Hispanic

600 Independence Avenue, S.W. Room 2115 Washington, DC 20202 (202) 401-1411



WHITE HOUSE INITIATIVE ON EDUCATIONAL EXCELLENCE FOR HISPANIC AMERICANS

PRELIMINARY

1999 Calendar of Activities (as of April 20, 1999)

January

- President's Advisory Commission Executive Board Meeting [Austin, Texas] (January 28)
- Commission meeting on Educational Assessment [Austin, Texas] (January 29)
- Post-Hopwood conference [Austin, Texas] (January 28)
- Interagency Working Group on Community Involvement [Washington, DC]

February

- State of American Education [Yakima Valley, Seattle, Washington] (February 25)
- Interagency Working Group on Latinos in Higher Education [Washington, DC] (February 18)
- Interagency Working Group on Community Involvement [Washington, DC]

March

- *Excelencia en Educación: The Role of Parents in the Education of their Children* conference [Los Angeles, California] (March 5-6)
- Interagency Working Group on Latinos in Higher Education [Washington, DC] (March 11)
- Interagency Working Group on Community Involvement [Washington, DC]

April

- Inter-Departmental Council (IDC) meeting [Washington, DC] (April 21)
- Launched four-part policy series: Educational Standards, Assessment and Accountability: A New Civil Rights Frontier [Washington, DC] (April 7)
- Interagency Working Group on Community Involvement [Washington, DC]
- Interagency Working Group on Latinos in Higher Education [Washington, DC] (April 13)

May

- Continuation of policy seminar series: Assessment as a Learning Tool: Hope or Reality? [Washington, DC] (May 5)
- First Lady Convening on Hispanic Youth (May 10)
- Hispanic Serving Institutions (HSIs) teleconference [Washington, DC] (May 21)
- Release HSI Information Kit
- Multilingual Workforce Strategy (George Muñoz, OPIC; Terry Peterson, ED, Sarita Brown, WHI)
- US Hispanic Leadership Institute and El Valor, roundtable session on early childhood education [Chicago, IL] (May 6-7)
- Interagency Working Group on Community Involvement [Washington, DC]
- Interagency Working Group on Latinos in Higher Education [Washington, DC]

June

- President's Advisory Commission meeting [New York Washington, DC] (June 3)
- *Excelencia en Educación: The Role of Parents in the Education of their Children* conference [New York City, New York] (June 4-5)
- Univision Education Campaign announcement [Washington, DC]
- Inter-Departmental Council (IDC) meeting [Washington, DC] (June 15)
- Continuation of policy seminar series: Current Policies and Practices in Assessing English Language Learners [Washington, DC] (June 10)
- NALEO conference [Philadelphia, PA] (June 20)
- Interagency Working Group on Community Involvement [Washington, DC]
- Interagency Working Group on Latinos in Higher Education [Washington, DC]



WHITE HOUSE INITIATIVE ON EDUCATIONAL EXCELLENCE FOR HISPANIC AMERICANS

PRELIMINARY

1999 Calendar of Activities

(as of April 20, 1999)

[continued]

July

- Continuation of policy seminar series: A Look at Current State Practice [Washington, DC] (July 7)
- National Hispanic Community College Council [Houston, Texas] (July 17)
- LULAC conference [Corpus Christi, Texas] (July 15)
- Interagency Working Group on Community Involvement [Washington, DC]
- Interagency Working Group on Latinos in Higher Education [Washington, DC]

August

- Early Childhood Summit (Joint HHS and WHI)
- Interagency Working Group on Community Involvement [Washington, DC]
- Interagency Working Group on Latinos in Higher Education [Washington, DC]

September

- President's Advisory Commission meeting [Washington, DC] (September 13-14)
- Press Event: Latinos and Assessment [Washington, DC]
- Interagency Working Group on Community Involvement [Washington, DC]
- Interagency Working Group on Latinos in Higher Education [Washington, DC]

October

- *Excelencia en Educación: The Role of Parents in the Education of their Children* conference [Chicago, Illinois]
- Inter-Departmental Council (IDC) meeting, [Washington, DC]

November

- Interagency Working Group on Community Involvement [Washington, DC]
- Interagency Working Group on Latinos in Higher Education [Washington, DC]

December

- *Excelencia en Educación: The Role of Parents in the Education of their Children* conference [Miami, Florida]
- Interagency Working Group on Community Involvement [Washington, DC]
- Interagency Working Group on Latinos in Higher Education [Washington, DC]



WHITE HOUSE INITIATIVE ON EDUCATIONAL EXCELLENCE FOR HISPANIC AMERICANS

Recognizing the importance of increasing the level of educational attainment for Hispanic Americans, President Clinton established the White House Initiative on Educational Excellence for Hispanic Americans in 1994 through Executive Order 12900. The White House Initiative is guided by a Commission appointed by President Clinton in 1994 comprised of national educational leaders from all segments of the educational pipeline. Over the last five years, the White House Initiative has had many activities and accomplishments that reflect the Administration's strong commitment to improving the educational opportunities of the Latino community.

In 1995, a federal inventory of federal programs and activities addressing the educational needs of Latinos was coordinated. Public hearings were held throughout the nation and Puerto Rico to both reach out to the Latino community and assess the condition of Hispanics in education.

In 1996, the Commission submitted to the President their report, **Our Nation on the Fault Line: Hispanic American Education**. This comprehensive report lays out issues in Latino educational attainment from pre-K through graduate and professional education. Equally important, the report includes an action plan for federal, state and local levels. In response to the recommendations within this report, Vice-President Gore announced the development of the Administration's Hispanic Education Action Plan in February 1998. The Plan is the result of months of consultation with the Congressional Hispanic Caucus, education and Latino organizations, the National Economic Council, the Department of Education, and the White House Initiative on Educational Excellence for Hispanic Americans. The initial plan provides over \$520 million in new educational investments for programs that can make a difference in the quality of education for hundreds of thousands of bright, capable, Latino students. The Plan is intended to help Latino youngsters master the basics of reading and math; help them learn English, stay in school, and prepare for college. Ultimately, the Plan is intended to help Latinos succeed in college -- so they can graduate and seize all the promise of their future. To follow-up on this commitment, the Clinton Administration has now requested an additional \$480 million for fiscal year 2000.

Beyond this work, the White House Initiative has been committed to continuing its outreach to the Latino community to more directly engage the Latino community in the pursuit of a quality education. In addition to participating and presenting in conferences, and seminars throughout the nation, the White House Initiative has created a pilot national conference series entitled *Excelencia en Educación: The Role of Parents in the Education of Their Children*. This conference seeks to convene parents, schools, community-based organizations, federal agencies and national organizations with the same purpose: educational excellence for Latino students. The conference series began in San Antonio, Texas and has been hosted at Los Angeles, California; and New York City, New York. By the fall of 1999, the conference will also be hosted at Chicago, Illinois, and Miami, Florida.

The White House Initiative has also focussed its efforts on educating policymakers about the condition of Latinos in education through a series of policy seminars addressing a variety of educational issues, such as Hispanic Serving Institutions (HSIs) and the Benefits of a Multilingual Workforce (both held in 1998) and a four-part series on educational assessment and standards (held in 1999).

The federal government plays a vital role in leading the example for the nation to follow in education. For that reason, the White House Initiative was charged with working with each federal agency to assess and improve the services and programs they provide that can improve the educational opportunities of Latinos throughout the nation. The White House Initiative established an Inter-Departmental Council on Educational Improvement for Hispanic Americans in 1998. Each federal agency is represented on this Council and works with the White House Initiative to document and augment the services and programs that serve Latinos in education and in federal employment.

As the White House Initiative continues its work into the year 2000, we will continue to expand our efforts to work with policymakers, federal agencies, community-based organizations, and the Latino community throughout the nation to ensure Latinos have access to educational opportunities and a quality education.



WHITE HOUSE INITIATIVE ON EDUCATIONAL EXCELLENCE FOR HISPANIC AMERICANS

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

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

The Creation of *Excelencia en Educación*

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

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

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

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

The first *Excelencia en Educación* was launched in October 1998 with AVANCE in San Antonio, Texas. For the inaugural conference, the White House Initiative brought together five federal agencies—Education, Health and Human Services, Labor, Interior, and the Small Business Administration—as well as over four hundred parents, educators, Latino advocacy organizations and leaders from the private sector. At each conference, members of the Clinton/Gore Administration and members of the Congressional Hispanic Caucus have spoken. Small Business Administrator Aida Alvarez and Representative Ruben Hinojosa and Representative Ciro Rodriguez participated. Univision, the largest

Spanish-speaking television network, also plays a significant role in the conference series. In San Antonio, Univision president Henry Cisneros announced their plan to develop a multi-year education campaign.

In Los Angeles, in March 1999, the White House Initiative restaged the *Excelencia en Educación* conference in collaboration with the following five organizations: the Mexican American Legal Defense and Educational Fund MALDEF), the Annenberg project in Los Angeles (LAMMP), University of California at Los Angeles (UCLA), Los Angeles Unified School District (LAUSD), and PUENTE Learning Center. These organizations committed to build on the conference with community activities focused on Latino parent engagement. Over 800 participants, primarily parents of students enrolled in schools in East Los Angeles, heard from speakers including California Governor Gray Davis, Univision President Henry Cisneros, current chair of the Congressional Hispanic Caucus (CHC) Lucille Roybal-Allard, and the former chair of the CHC Xavier Becerra.

On June 4-5, 1999, the conference was restaged in New York City at CUNY-City College. Partnering with the White House Initiative were the Hispanic Federation, Community Association of Progressive Dominicans (ACDP), United Way of New York City, New York Board of Education, CUNY-City College, and ASPIRA of New Jersey. Secretary of Education Richard Riley opened the conference and Congress member Robert Menendez sent a message on behalf of the Congressional Hispanic Caucus. Janet Murgia, Associate Director for Legislative Affairs spoke to the participants about the Administration's activities and commitment and both Vice President Gore and First Lady Hillary Clinton provided messages on behalf of the Administration. Univision continued its support for the conference by having two of its personalities, Rafael Pineda of their local station, and Giselle Blondet of Despierta America, participate in the program. Our other corporate allies, State Farm and AT&T, were also in attendance and mentioned their commitment to addressing the strengths and needs of the Latino community.

The White House Initiative is already working with community leaders in Chicago and Miami to stage similar conferences in the Fall of 1999. These conferences are part of the larger national effort to support Latino parents as they pursue *excelencia en educación* for their children. For more information, please call the White House Initiative at 202-401-1411.

President's Advisory Commission on Educational Excellence for Hispanic Americans

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Chair, Austin Community
College, Austin, Texas

Guillermo Linares,
Vice-Chair, New York City
Council Member, Manhattan
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Cecilia Burciaga
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Educational Excellence

for Hispanic Americans



The White House Initiative on Educational Excellence for Hispanic Americans

By the Authority vested in me as the President of the Constitution and the laws of the United States of America, and in order to advance the development of human potential, to strengthen the Nation's capacity to provide high-quality education, and to increase the opportunities for Hispanic Americans to participate in and benefit from Federal education programs, it is hereby ordered..."

President Clinton, February 22, 1994

Recognizing the importance of increasing the level of educational attainment for Hispanic Americans, President Clinton established the White House Initiative on Educational Excellence for Hispanic Americans through Executive Order 12900 in September 1994. Guiding the White House Initiative is the President's Advisory Commission whose responsibility is to advise the President, the Secretary of Education, and the nation on the most pressing educational needs of Hispanic Americans. The White House Initiative also provides the connection between the Commission, the White House, the federal government and the Hispanic community throughout the nation.



Current White House Initiative activities include convening policy seminars and coordinating a new round of high-level efforts across the national government to improve Hispanic education. These activities are driven by a two year work plan that provides a strategic and purposeful response for addressing the educational challenges outlined in the September 1996 President's Advisory Commission's report "Our Nation on the Fault Line: Hispanic American Education." The report responds to the President's request to assess:

- Hispanic educational attainment from pre-K through graduate and professional school;
- Current federal efforts to promote the highest Hispanic educational attainment;
- State, private sector, and community involvement in education;
- Expanded federal education activities to complement existing efforts; and, Hispanic federal employment and effective federal recruitment strategies

Assisting the White House Initiative tackle the many educational challenges facing Hispanics is the Inter-Departmental Council on Hispanic Educational Improvement. The Council—comprised of high level federal agency representatives—is responsible for overseeing government-wide efforts to provide greater opportunities for Hispanic Americans to participate in and benefit from federal programs designed to improve educational attainment. The Council meets three times a year and relies on structured working groups to develop inter-departmental strategies and programs.



To learn more about the White House Initiative, please visit our World Wide Web site at www.ed.gov/offices/OIIA/Hispanic. The web site provides a wide range of information including text of Executive Order 12900, the Commission Report "Our Nation on the Fault Line": Hispanic American Education," the Initiative work-plan, up-coming Initiative events, and other topics related to Hispanics in education.

Accelerating the educational success of Hispanic Americans is among the most important keys to America's continued success. Please join us in ensuring educational excellence for all Americans.

We welcome your input about our activities.





WHITE HOUSE
INITIATIVE
ON
EDUCATIONAL
EXCELLENCE
FOR
HISPANIC
AMERICANS

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www.ed.gov/offices/OIIA/Hispanic

Excelencia en Educación
THE Role of Parents IN THE Education of Their Children

June 4-5, 1999
New York City
New York



**From: News and Views | City Beat |
Sunday, June 06, 1999**

Ed Big: Put Schools to Test

By CAROLINA GONZALEZ
Daily News Staff Writer

Slamming social promotion and school vouchers, U.S. Secretary of Education Richard Riley appeared in Manhattan to call for an end to "the tyranny of low expectations" for students.

"Far too many Hispanic students, as well as students of all ethnic groups, failed to meet the state's tough new standards," Riley said Friday. "If we want to achieve excellence in education for our children, we must begin with reading."

About two-thirds of the city's fourth-graders failed the state's tough new test in reading, with one in five barely able to read or write.

"We must end the tyranny of low expectations and send the message that we expect every single child to learn, and that we will hold schools accountable for results," Riley said.

Riley delivered the keynote speech Friday at the opening of a two-day conference on parental involvement in education. The conference is sponsored by the White House Initiative on Educational Excellence for Hispanic-Americans.

Among Riley's recommendations was securing congressional approval for funds to train and hire 10,000 new teachers nationwide.

Riley also rejected school vouchers, which use tax money to send kids to private schools, and called for the end of social promotion, drawing hearty rounds of applause from the crowd of about 300 Hispanic parents and educators at City College.

THURSDAY, JUNE 10, 1999

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Education secretary urges Hispanic parents to teach their kids to read

**By Verena Dobnik, Associated Press,
06/04/99 16:18**

NEW YORK (AP) U.S. Education Secretary Richard Riley issued a challenge Friday to parents of Hispanic-American children across the nation: Help teach your kids to read. But he also said there needs to be more money for hiring teachers.

"Parents must become their child's first reading teachers," the secretary told a conference addressing how parents can improve Hispanic children's generally lower scores. "Make sure your children see you reading. Be a reading role-model."

The two-day meeting of educators at City College in Harlem was hosted by the White House Initiative on Educational Excellence for Hispanic-Americans.

The effort is aimed at improving achievements among Hispanic-American public school students. About 62 percent of Hispanics finished high school in 1997, according to the latest available Department of Education figures. By contrast, the figures for blacks was 87 percent and 93 percent for whites.

In addition, Hispanic students have lower scores in standardized tests than whites and Asians, said conference coordinator Luis Miranda.

Riley told the audience that "quality education must be a civil right for all American children."

He and the president have asked Congress to

fund the hiring of an additional 100,000 teachers including those specialized in bilingual education while reducing class size and making sure teachers are certified in their specialized fields.

In addition, "we must strengthen bilingual education," Riley said to a round of applause, noting that language barriers can keep children from achieving.

Gloria Rodriguez, member of President Clinton's advisory commission on Latino education, said one out of three Hispanic students live in poverty while facing what she called "a cultural bias" that puts them at a disadvantage.

"The schools are geared to middle-class whites who are taught competition and individualism. Our kids come from a world that is based on cooperation, family and community," said the educator from San Antonio, Texas. "They have to learn to move back and forth between the two."

Also among the speakers who opened the two-day conference was City Council member Guillermo Linares, vice chair of the president's advisory commission.

The commission, appointed five years ago by Clinton, issued a report in 1996 titled "Our Nation on the Fault Line: Hispanic American Education."

The City College conference is one of a series of such meetings across the country in cities with concentrated Hispanic populations, including Los Angeles and San Antonio.

The New York session follows news released last week that 76 percent of Hispanic fourth-graders in the city's public schools failed to meet new state standards for proficiency in reading, writing and listening.

However, Riley noted that at one school in the Bronx, P.S. 48, 94 percent of third-graders are reading at the required grade level because of a special effort to improve reading skills.

He emphasized that tougher testing should not lead to "social promotion" of kids who don't meet the grade. "There are too many Hispanic children going to schools where failure is accepted."



Partnership for Family Involvement in Education

Philadelphia Futures Operates Sponsor-A- Scholar National Network

The U.S. Department of Education's *America Goes Back to School* initiative challenges Americans across the country to make a commitment to year-round involvement in children's learning. In Philadelphia, Pennsylvania, the Philadelphia Futures program is dedicated to improving life opportunities for low-income young people through education. Their centerpiece program, Sponsor-A-Scholar (SAS), has enjoyed extraordinary success in the Philadelphia area, with 94 percent of SAS students enrolled in college immediately after high school graduation and 88 percent returning for their second year of college.

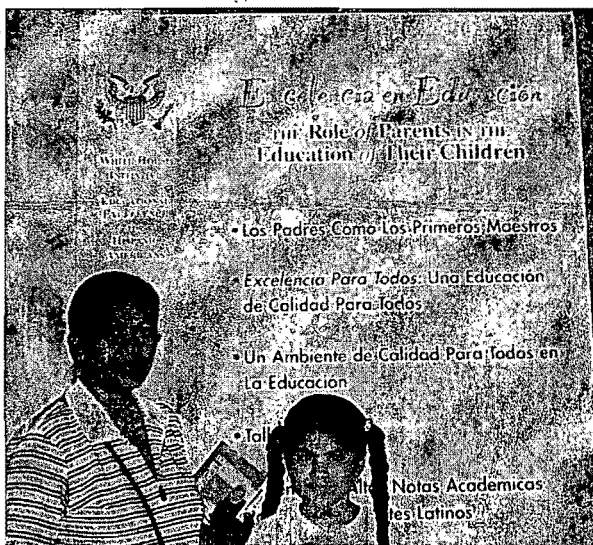
The SAS program employs a combination of long-term one-on-one mentoring, a financial incentive for college expenses and academic enrichment and support. The organization mobilizes individuals, businesses, public agencies, and colleges and universities to become involved with city schools. More than 467 students participate in SAS/Philadelphia, representing more than 50 colleges and universities.

The SAS National Network offers consulting services to communities and organizations across the nation that want to implement some or all of the SAS model. Presently, there are 10 programs across the country that have adapted the SAS model, serving more than 550 students with mentors, financial incentives, and academic support. For more information about the Philadel-



SAS student Isaiah Bell poses with mentors Anne and David Hilton

phia Futures program, call Debra Kahn at (215) 790-1666, extension 18 or e-mail philaf@philadelphiafutures.org. **CU**



Hundreds of participants attended the "Excelencia en Educación: The Role of Parents in the Education of Their Children" conference sponsored by the White House Initiative on Educational Excellence for Hispanic Americans on June 4-5 in New York City. Excelencia en Educación is part of an ongoing national conference series that advances a dialogue on the essential role parents play in supporting the education of their children.

More than 5,000 Partners have signed on to the Partnership for Family Involvement in Education! Thirty years of research show that greater family involvement in children's learning is critical to achieving a high quality education for every student. Join the Partnership in its efforts to link employers, educators, families, religious groups, and community organizations to improve schools and raise student achievement. Visit the Partnership for Family Involvement in Education online at <http://pfie.ed.gov>.

Delaware Joins the Partnership

We are delighted to welcome the state of Delaware as a new member of the Partnership for Family Involvement in Education. Governor Thomas R. Carper of Delaware recently hosted the Fatherhood summit that brought together Delaware's civic, business, education, religious, and medical and policy leaders to strengthen fathers' involvement in schools, business, and families. The conference focused on strategies for encouraging responsible fatherhood, and highlighted examples of effective practice. **CU**



U.S. Secretary of Education Richard W. Riley co-hosted a sign on ceremony with Governor Carper (left.) The state of Delaware is the third state to sign on to the Partnership, joining Maryland and North Carolina.

ANNOUNCEMENTS

- The U.S. Chess Federation, a new member of the Partnership for Family Involvement in Education, has documented improvement in academic performance through involvement in chess. Chess improves concentration, visualization, and memory, and can be introduced at many levels to teach a variety of subject skills. For more information about the U.S. Chess Federation, visit <http://www.uschess.org>.
- Kaiser Permanente's Educational Theater Program provides information on health issues and positive role models in real life situations, and is geared to various age levels and interests. Theater professionals engage students in role play, interactive discussion, and presentation of student work. For more information, contact becky.e.belangy@kp.org.
- Newport News Public Schools in Virginia has been selected as a "Governor's Best Practice Center" and will partner with The College of William and Mary and the Virginia Department of Education to promote innovative and effective teaching strategies for at-risk students. For more information, contact Patrick Finneran at (757) 591-4936.
- ORION, a grassroots network of over 170 community organizations in 38 states and a new member of the Partnership, won the Utne Best New Magazine Award for *ORION Afield*. ORION works to promote community-based initiatives in conservation and education. They also train and support master teachers who adapt Orion models in their communities. For more information, call (413) 528-4422.
- The following Hispanic-American groups signed on to the Partnership at the Excelencia en Educación Conference in New York City on June 4-5: The Hispanic Federation; United Way of New York City; CUNY-City College; ACDP (Community Organization for Progressive Dominicans); and Aspira of New Jersey.
- The new Children's Health Insurance Program (CHIP) provides reduced or no-cost health coverage for children whose families earn too much for Medicaid, but not enough for private insurance. Administered on a state level, these programs can help students across the country stay healthy and stay in school. For more information on your state's program, call CHIP toll-free at 1-877-KIDS-NOW.

Calendar

October 13-17

The National Rural Education Association's 91st Annual Convention "Youth/Adult Partnership's in Rural America," Doubletree Hotel, Colorado Springs, Colorado. For more information, call (970) 491-7022.

November 10-12

The Partners in Education's National Symposium, Crystal Gateway Marriott, Arlington, Virginia. For more information, call (703) 836-4880.

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Ask Our Experts, p.18

Talk Radio en Español is a Hit

Each day, thousands of listeners flood the phone lines at Radio Unica, the nation's first 24-hour Spanish-language talk and news radio network. Calls come from Miami, New York, Chicago, Dallas, San Francisco, and points in between. In its first year on the air, Radio Unica has surpassed all expectations. The network broadcasts to 83 percent of the Hispanic market nationwide and has become a viable alternative to television networks for advertisers seeking to reach Hispanics. "With Radio Unica, we have created an alternative. We have huge possibilities of becoming the third platform, behind Univisión and Telemundo, for advertisers," said chairman and CEO Joaquin F. Blaya.

Radio Unica went on the air January 5, 1998, from a temporary studio in the industrial district in Hialeah, Florida. The radio network was launched with an initial capitalization of \$3 million, and a roster of 34 affiliated stations that agreed to carry at least eight hours a day of programming.

Today, Radio Unica can be heard on 53 stations in the United States, Puerto Rico, and Australia. Radio Unica, which has signed a host of Hispanic television stars as radio show hosts, owns and operates stations in the top ten Hispanic markets in the United States. Its flagship station is Los Angeles' Radio Unica 1580 AM.

Radio Unica's astronomical growth is in no small part due to a \$100 million bond offering, completed last August, and a \$35.3 million equity investment by Warburg Pincus, the New York investment banking firm that owns

95 percent of Radio Unica. With the continued growth of the U.S. Hispanic population and the burgeoning buying power of Hispanics—now about \$380 billion—Wall Street has begun to discover Spanish-language media companies that once were regarded as second-string players.

Radio Unica's decision to pay \$2.65 million for the Spanish-language radio rights to the 1998 World Cup helped put it on the broadcasting map. This summer, all of Radio Unica's stations will broadcast the Copa América, the Latin American soccer championship.

The consolidation wave sweeping the U.S. radio industry, as large media groups snatched up FM stations, initially inspired Blaya, but he quickly realized that in order to be a network, he needed to own the stations. Doing that required raising money. With the entry of Warburg Pincus, Blaya went on a buying spree. Radio Unica started 1999 by paying \$27 million to purchase KBLA (1580 AM) in Los Angeles, the nation's largest Hispanic market. The New York and Chicago purchases followed quickly. Owning and operating its stations sets Radio Unica apart, but so does the fact that it offers uniform programming across its stations at the same time. The network produces eighteen hours of live programming a day.

Radio Unica hopes to own and manage radio stations in the top fifteen U.S. Hispanic markets. With continued aggressive purchasing of local stations, unique programming, and continued interest from listeners, Radio Unica is here to stay. **H**



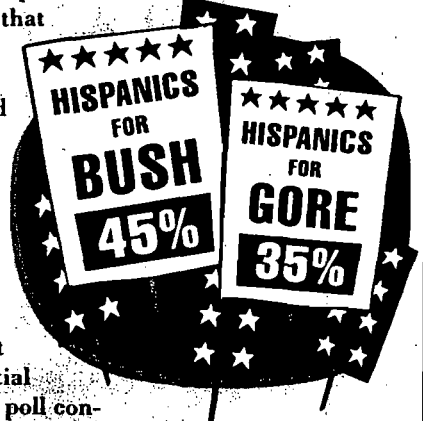
Joaquin F. Blaya.

FACTS & FIGURES

2000 Victory Margin

In an attempt to gauge voter impact in the 2000 presidential election, the *Wall Street Journal Americas* conducted a poll of Hispanic voters. The poll revealed that although Hispanics remain strongly connected to the Democratic Party by a two-to-one margin over the Republican Party, they may switch political affiliations when it comes to presidential candidates. In the poll conducted this year, Hispanics prefer Governor George Bush over Vice President Al Gore by 45% to 35%.

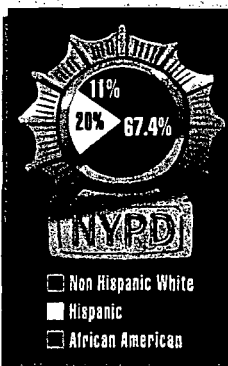
SOURCE: MORI-USA FOR THE WALL STREET JOURNAL, 1999.



NYPD Blues

Despite the city's ethnic diversity, the New York City Police Department (NYPD) remains the most racially imbalanced of all major metropolitan police forces. As reported in the *New York Times*, 67.4% of NYPD officers are non-Hispanic white. The city's population is 43.4% non-Hispanic white. Of 4,706 officers who entered the police academy since April 1997, 20% are Hispanic and 11% are African Americans.

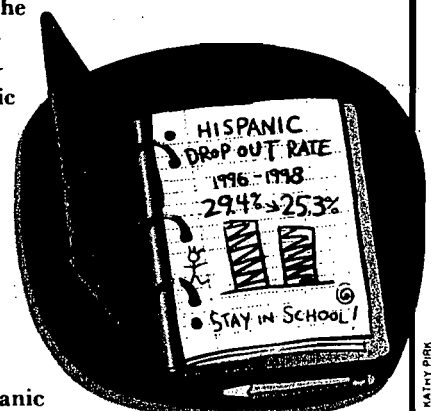
SOURCE: NEW YORK TIMES, MARCH 8, 1999.



Staying in School

The U.S. Department of Education (DEA) had good news to report about the Hispanic high school drop-out rate. According to the DEA, between 1996 and 1998, the drop-out rate for Hispanic students dropped from 29.4% to 25.3%. This was the first good news since the president established the White House Initiative on Educational Excellence for Hispanic Americans.

SOURCE: U.S. DEPARTMENT OF EDUCATION FIGURES, MARCH 18, 1999, AND HISPANIC LINK WEEKLY REPORT, MARCH 29, 1999.



Foro de educación resalta importancia de los padres

MARITHE ARCE

A sólo una semana de darse a conocer que el 76 por ciento los estudiantes hispanos de cuarto grado de escuelas públicas en la ciudad reprobó los exámenes de inglés de la Junta de Regentes y en medio de una crisis en el sistema universitario público, se celebra la conferencia "Excelencia en Educación, el papel de los padres en la educación de sus hijos".

La misma comenzó ayer y concluye hoy sábado en CUNY-City College y busca resaltar y alentar la participación de los padres en la enseñanza. Cientos de padres, maestros y estudiantes respondieron ayer a la invitación que extendiera la Casa Blanca como parte de su Iniciativa de Excelencia Educativa para los Hispanos Americanos.

Para Iris Menchaca, quien preside la Asociación de Padres y Maestros de la PS-18 donde su niño cursa el Pre-K: "los padres deben de ayudar a que mejoren las escuelas cerca de sus hogares en vez de cambiarlos a otras". Al ver el pobre desempeño de algunas escuelas: "me pregunto si deberé de pagar por una escuela privada, pero pienso que no debe de ser pues el estado gasta mucho dinero (en el sistema público)".

El Secretario de Educación de los Estados Unidos, Richard Riley, se unió a los conferenciantes para retar a los padres latinos a que ayuden a enseñar a sus hijos a leer. "Los padres deben de ser los primeros maestros de lectura de los niños", dijo. Señaló que los padres deben de leer para que los hijos sigan el ejemplo. Recibió una ovación tras declarar: "Debemos de fortalecer la educación bilingüe". Añadió que las barreras de idioma pueden atrasar a los niños en esta sociedad.

Según cifras del Departamento de Educación el 62% de los hispanos completó la escuela superior en el 97 en comparación al 87% de los afroamericanos y al 93% de los blancos.

El concejal demócrata del Distrito 10 de Manhattan y miembro de la comisión presidencial para la Excelencia de la Educación para los Hispanos Americanos, Guillermo Linares, indicó por su parte que la conferencia nació cuando presentaron: "al Presidente Clinton el estado de la educación de los



Foto: JOSÉ ROSARIO DEL P.

IRIS MENCHACA, presidenta de la Asociación de Padres y Maestros de la PS-18, entiende que los padres deben de esforzarse por mejorar las escuelas de sus barrios en lugar de buscar otras fuera del distrito. Además de su pequeña, tiene un niño en Kinder.

hispanos en el país. La mayoría de los padres hispanos no está participando como debería".

Para él no fue sorprendente el que los niños hispanos obtuviesen las puntuaciones más bajas en el reciente examen de los Regentes entre otros grupos étnicos y raciales ante: "la deserción escolar, la baja participación de los padres, la condición física (de los planteles escolares)".

Por su parte, Yolanda Moses, Presidente de CUNY-City College observó como parte de la solución al problema que enfrenta el sistema que preside: "Está en los grados de K al 12". Enfatizó que:

"Tomó mucho tiempo en que el sistema de educación pública llegara a esta condición y tomará mucho tiempo en que se resuelva".

Los otros miembros de la Comisión en representación de la ciudad de Nueva York son Janice Petrovich y John Phillip-Santos de la Fundación Ford; e Isaura Santiago de Teacher's College. La comisión fue creada en septiembre de 1994 por el Presidente Bill Clinton para aconsejar al Presidente y al Departamento de Educación acerca de las necesidades educativas de los hispanos en los Estados Unidos. Debe de funcionar como una conexión entre el

gobierno y la comunidad en asuntos educacionales.

Esta es la tercera ciudad en ser anfitriona de la conferencia, habiéndose celebrado las anteriores en San Antonio y Los Angeles. Próximamente la comunidades hispanas de Chicago y Miami celebrarán foros con el mismo tema.

CUNY está ubicado en el 138 de Convent Avenue, la conferencia comienza hoy a las 8:00 a.m. y concluye a las 4:30 a.m. y está abierta gratuitamente al público en general. Para más información sobre esta comisión visite su página de Internet en: www.ed.gov/offices/OHA/Hispanic.

La Casa Blanca en Nueva York

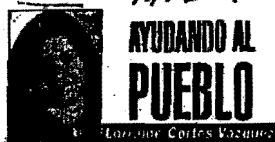
Miles de estudiantes que cursan el cuarto grado en las escuelas públicas de Nueva York no aprobaron el examen de lectura ofrecido en enero, como parte de un esfuerzo para aumentar los indicadores de aprendizaje en el sistema de educación pública más grande de los Estados Unidos. Muchos siguen ofreciendo sus opiniones para explicar este fenómeno educativo que afecta nuestro sistema. Algunos explican los pobres resultados debido a una inversión mediocre en fondos educativos. Mientras que otros piden que cesantén a los administradores que están a cargo de las escuelas en las cuales los estudiantes fracasaron.

No importa cuál sea su opinión, la triste realidad es que miles de nuestros muchachitos no aprobaron el examen y necesitan ayuda para que desarrollen su potencial intelectual. Todos tenemos un papel que jugar. Desde las organizaciones comunitarias que forman parte de la Hispanic Federation, y que proveen servicios educativos hasta los oficiales electos que tienen a su cargo la aprobación de los presupuestos gubernamentales que asignan fondos a la educación pública.

Mientras tratamos de entender qué pasó y qué tenemos que hacer para mejorar la realidad educativa de nuestros muchachos, los padres hispanos tenemos la tarea diaria de ayudar a nuestro patrimonio para que aprendan y triunfen. En la Hispanic Federation entendemos que los padres tienen un importante papel que jugar en la educación de sus niños, y por eso nos hemos unido al "Grupo de trabajo de la Casa Blanca, sobre excelencia en educación para los hispanoamericanos", para auspiciar una importante conferencia en Nueva York que comienza mañana mismo.

Bajo el lema, "Excelencia en educación: El papel de los padres en la

educación de sus niños", la Hispanic Federation y su agencia miembro, la Asociación Comunal de Dominicanos Progresistas, la *United Way of New York* y la *United Federation of Teachers*, entre otras organizaciones, nos hemos unido a la Casa Blanca para coauspiciar esta importante conferencia, que comienza mañana y se extenderá hasta el sábado 5 de junio en *City College*. *City College* está localizado en la calle 138 y la avenida Amsterdam en Manhattan.



Todos los talleres de la conferencia están diseñados para que nuestros padres aprendan sobre el sistema educativo, el desarrollo de los niños, el aprendizaje del lenguaje y otras áreas de suma importancia, en las cuales los padres jugamos un papel crucial. Mañana cerramos el día de trabajo y aprendizaje con una recepción en la que estará presente Giselle Blondet, coanimadora del programa "Despierta América". Y para cerrar la conferencia con broche de oro, tendremos con nosotros al animador de las noticias en Univisión, Rafael Pineda, moderando el sábado 5 de junio a las 2:30 de la tarde un taller sobre los próximos pasos que debemos tomar para que sigamos ayudando en el desarrollo educativo de nuestros estudiantes.

Deseamos que usted asista y por ende la conferencia es gratuita. En la conferencia estaremos ofreciendo desayuno y almuerzo gratis, y vamos a tener hasta cuidado de niños de cinco años en adelante para que no se tenga que preocupar mientras aprende sobre educación. La inscripción para la conferencia comienza mañana 4 de junio a las 8 de la maña-

na y se extiende hasta el sábado cuando la conferencia termina, a las cuatro de la tarde con la participación de Rafael Pineda de Univisión.

La conferencia también es una oportunidad única para que nuestros padres hispanos aprendan sobre becas para estudiantes, y toda una serie de servicios que muchas agencias federales ofrecen, y como nosotros no sabemos de su existencia no los utilizamos. Por ejemplo, la Oficina Federal sobre Educación Especial y Servicios de Re-

habilitación dará a conocer sus servicios para niños con impedimentos, mientras el Departamento de Edu-

cación Federal, auspiciará un taller sobre cómo preparar a nuestros muchachos para que ingresen en la universidad.

Varias de nuestras organizaciones miembros también estarán participando en esta importantísima conferencia. La Dra. Luz Torres-Miranda, presidenta de la Asociación de los Trabajadores Hispanos de la Salud Mental, estará moderando el taller titulado, "Los padres como primeros maestros". El Lic. Juan Figueroa, presidente del Fondo Legal Puertorriqueño, participará en uno de los paneles, y Kofi Boateng, director del Fondo Nacional Puertorriqueño, auspiciará un taller sobre oportunidades educativas para las madres hispanas.

Yo tendré el honor de moderar el panel del sábado en la mañana, y está presente durante la conferencia para aprender con todos ustedes, sobre los recursos que están disponibles en Washington, en Albany, en la ciudad de Nueva York, y en la red de organizaciones comunales que sirven nuestros vecindarios. Asista gratuitamente llamando hoy mismo al 212-781-5500. Inscribase y asista. Los espero en el *City College*.

Excelencia



White House Initiative
on Educational
Excellence for
Hispanic Americans

July 1999

Inter-Departmental Council on Hispanic Educational Improvement (IDC)

The (IDC) met on Tuesday, June 15, 1999 in the Truman Room of the White House Conference Center. The meeting began with an update by John Sepulveda, Deputy Director, Office of Personnel Management (OPM), on the ongoing efforts of OPM and the President's Management Council to define and implement strategies that will increase the number of Hispanics employed in the federal government.

As part of the ongoing analysis of the FY 1998 Federal Agency Annual Performance Reports on implementing the President's Executive Order 12900, the following agency officials provided a five-minute report on selected programs and activities that demonstrate their agency's capacity and commitment to increase Hispanic educational attainment and employment within the federal government.

*Jeffrey Gilmore, Department of Agriculture

*Mike Cohen, Department of Education

*Esther Aguilera, Department of Energy

*Kevin Thurm, Department of Health and Human Services

*Espirdion "Al" Borrego, Department of Labor

*Joseph Bordogna, National Science Foundation

*Refugio Rochin, Smithsonian Institution

The meeting concluded with Secretary of the Army, Luis Caldera, emphasizing the responsibility of the Department of Defense and the entire federal government to support improved educational opportunities for Latinos.

White House Initiative staff will complete final agency analysis by September 1999 and will post analysis on our website. The analysis will focus on exemplary programs, contributions to Hispanic Serving Institutions, Hispanic employment, strategic action plan for future investments, and a point of contact for each agency.

Excelencia en Educación

The White House Initiative restaged, *Excelencia en Educación: The Role of Parents in the Education of Their Children*, on June 4-5 1999, at the City University of New York, City College. Opening remarks were made by U.S. Secretary of Education, Richard Riley who stated, "I believe that a quality education must be considered a key civil right for the 21st Century." Secretary Riley's speech reinforced the Administration's commitment to improve the quality of education for all children including the Latino community.

During the two day conference, participants committed themselves to improving educational opportunities for Latino students and focused on ways to better engage parents.

Representatives from various government agencies and local organizations conducted workshops and offered resource booths to disseminate information on educational programs and activities.

Giselle Blondet, co-host of the national morning program, "Despierta America" was a keynote speaker and discussed Univision's continued commitment to *Excelencia en Educación*, reinforcing the vital role of parental involvement in education. Rafael Pineda, New York news anchorman, also moderated a panel session focused on encouraging participants to become more active in their community.

The following Monday, Giselle Blondet affirmed her commitment by discussing *Excelencia en Educación*, on "Despierta America," and displayed conference material to motivate viewers involvement in education.

The *Excelencia en Educación* conference series concludes this Fall with conferences in Chicago, October 22-23 and Miami, December 3-4, 1999.

If you, or your agency are interested in partnering with us for these conferences call Richard Toscano, Special Assistant for Interagency Affairs at (202) 401-2147.

Final Policy Seminar on Educational Assessment

The last of the four part policy seminar series presented by the White House Initiative in conjunction with the Department of Education, Office of Civil Rights, entitled, "A Look at Current State Practices," will be held on Tuesday, July 20, 1999, from 12:00 - 2:00 pm at the Senate Dirksen Office Building, Room 562, 1st Street and Constitution Ave., N.E.

This final seminar will focus on various state practices that are in effect across the country. Panelists will include, Lynda Mora, Assistant Commissioner Accountability and Assessment, Texas, Department of Education.

A policy briefing for each seminar is being prepared and the summary of the four part policy seminar series, entitled, "Educational Standards, Assessment, and Accountability: A New Civil Rights Frontier," will be distributed in the Fall of 1999.

Briefing on the Condition of Latinos in Education

The White House Initiative will provide a series of seminars with federal agencies to increase departmental involvement and raise awareness of the conditions of Latinos in education and the role Hispanic Serving Institutions (HSI) play in serving the community.

The seminars will also inform agency staff about HSI strengths in the areas of research, development, and other services.

The Environmental Protection Agency will host the first seminar on Thursday, August 12, 1999 from 2:00 - 2:45 pm.

The Department of Veterans Affairs, will follow on Tuesday, September 7, 1999 from 1:00 - 1:45 pm.

For further information regarding HSI's, contact LTC Maribel Rodriguez, HSI Program Manager, at (202) 401-4521.

White House Initiative

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THE WHITE HOUSE

WASHINGTON

June 1, 1999

Warm greetings to everyone gathered in New York City for "Excelencia en Educación: The Role of Parents in the Education of Their Children," sponsored by the White House Initiative on Educational Excellence for Hispanic Americans.

Our children are our nation's greatest hope and most profound responsibility, and we all share the obligation to care for them. We must ensure that they have the best education this country can provide, and one of the surest paths to that goal is to encourage parents to participate in their children's education. Parents who know their children's teachers, who help with homework, who understand the kind of educational activities and resources their children need to reach their full potential -- these parents can make all the difference.

This gathering is one of a series of national conferences focusing on the essential role parents play in their children's education, and it reflects the White House Initiative's commitment to finding ways to increase educational attainment in the Latino community. Through thoughtful study, constructive dialogue, and parental participation, the *Excelencia en Educación* conference series addresses the continuing challenges facing Latino parents as they seek to provide their children with the knowledge and skills they need to succeed.

I commend the government officials and community leaders, educators, parents, and other concerned citizens taking part in this *Excelencia en Educación* conference. You are helping to open the doors of opportunity for all our children and making an important investment in the future of our nation.

Best wishes for a productive conference.

Bill Clinton

LUZ TOWNS-MIRANDA

Luz Towns-Miranda holds a joint faculty appointment at Albert Einstein College of Medicine in the departments of Family Medicine and Psychiatry. She received her doctoral training and postdoctoral psychoanalytic training at New York University. Her experience in working with parents and children spans two decades. Previously, she coordinated a therapeutic nursery at Bronx Lebanon Hospital for three years and was promoted to Administrator of the Child and Adolescent services, the largest child psychiatry service in New York City overseeing six treatment teams and one prevention program. She has consulted to Headstart Programs. She has had long term experience with foster children over the past 14 years, providing treatment and evaluations. She was administrator of the Bronx Lebanon Hospital Geriatric Psychiatry service for two years, before transferring to the Family Practice Department, where she was the Behavioral Science Coordinator for 5 years. Dr. Towns-Miranda was a founding member of the Association of Hispanic Mental Health Professionals and is the president at this time. She has been involved in the development and strengthening of other organizations that are committed to the well being of children and their families. She is the proud mother of two wonderful adult children.

JUDITH E. HEUMANN

As Assistant Secretary of Education for the Office of Special Education and Rehabilitative Services (OSERS) since June, 1993, Judith E. Heumann and her 350-person staff manage the Office of Special Education Programs, the Rehabilitation Services Administration, and the National Institute on Disability and Rehabilitation Research, which have a combined budget of over \$7 billion. Together, these units coordinate and fund programs that impact America's 49 million disabled citizens and directly serve almost 7 million disabled children, youth and adults in virtually every community in America.

Ms Heumann was among those who pioneered modern legislation recognizing that the U.S. Constitution guarantees equality of access and opportunity to persons with disabilities. As Legislative Assistant to the Chairperson of the Senate Committee on Labor and Public Welfare in 1974, she helped develop legislation that became the Individuals with Disabilities Education Act.

She was co-founder and a member of the Board of Directors of the American Coalition of Citizens with Disabilities; co-founder and President of Disabled in Action; and has served as a member of the Board of Directors on many public policy and service organizations, including the National Rehabilitation Association, the National Advisory Council of the Center for Women Policy Studies, the National Council on Independent Living; Tools for Living in the Community, and the Over 60s Health Center.

Ms Heumann's deep commitment to the goal of building an inclusive society comes from her own experiences. Since having polio at the age of 18 months, Ms Heumann has known discrimination firsthand. She was denied the right to attend a public school until the fourth grade. She was able to begin her career as a teacher in the New York City school system only after she sued the Board of Education, which had refused to give her a teaching position because she uses a wheel chair.

Since being appointed Assistant Secretary of Education, Ms Heumann has revitalized or initiated nationwide programs to assist people with disabilities obtain the knowledge and skills they need to make their individual contributions to society, a goal which is an important part of President Clinton's agenda. Ms Heumann has been working with citizens' groups across the nation—and with virtually every branch of government—to make sure that policies and programs designed to meet the goals of education reform and full employment address issues involving disabled people.

Ms Heumann has been also successfully working to make OSERS' programs more accessible to disabled individuals from minority and culturally diverse backgrounds. She is committed to program accountability and to building public awareness of model programs that work.

She graduated from Long Island University in 1969 and received a masters degree in public health administration from the University of California at Berkeley in 1975. She now lives in Washington, DC, and is married to Jorge Pineda.

PATRICIA MONTOYA

Patricia Montoya serves as the Commissioner of the Administration on Children, Youth and Families (ACYF) at the Department of Health and Human Services. She was nominated for this position by President Clinton on July 17, 1998, was confirmed by the Senate on October 21, 1998 and was sworn-in by Vice President Gore in a ceremony on December 14, 1998.

As Commissioner of ACYF, she oversees the implementation of federal programs that assist vulnerable children and youth. ACYF program areas include Head Start, the Child Care Bureau, the Family and Youth Services Bureau, and the Children's Bureau (which houses the Office of Child Abuse and Neglect). Ms. Montoya controls a budget of over \$12 billion and manages a staff of 180. She also serves as spokesperson for the Administration on issues related to child and youth development, early childhood education, child protective services, foster care, adoption and the challenges and opportunities facing children, youth and families.

Before assuming the leadership of ACYF, Patricia Montoya was the Regional Director of Region VI for the U.S. Department of Health and Human Services. She was appointed to this position on September 12, 1994 by Donna Shalala, Secretary of Health and Human Services. As Regional Director, Ms. Montoya served as the Secretary's personal representative and was the liaison to federal, state and local elected officials, as well as private sector business and community leaders in the five-state region. Her wide-ranging responsibilities included implementation, oversight and public speaking on Medicaid managed care, the Children's Health Insurance Program, teen pregnancy, welfare reform, child care, Safe Passages for Youth, and community development.

Prior to joining the Administration, Ms. Montoya was Practice Manager for Presbyterian Family Healthcare, a hospital-based primary care and urgent care center in Albuquerque, New Mexico. From 1989 to 1993, she served as the executive director of New Mexico Health Resources in Albuquerque, and for two years she was in Washington, D.C., where she was Assistant Director for the American Nurses Association.

A nurse by training, Patricia Montoya has an extensive clinical background, including pediatrics, emergency room/urgent care, primary care outpatient and home health. Throughout her career, Ms. Montoya has worked to improve outcomes for children and families through her work in pediatrics, school health, community outreach and health policy.

Ms. Montoya was born in Albuquerque. She received her bachelor's degree in nursing in 1975 and her master's in public administration/health administration in 1983, both from the University of New Mexico, Albuquerque.

Long active in Hispanic community and political activities, Ms. Montoya is a member of the National Hispanic Nurses Association; the American Nurses Association; and Sigma Theta Tau, the National Honor Society of Nursing. Other groups she has worked with include the National Advisory Council on Nursing Education and Practice; the White House Health Professional Review Group on Health Care Reform; the New Mexico Health Policy Commission—Geographic Access Committee on Health Manpower; the Board of Director of Family/Child Services; and Healthcare for the Homeless.

Ms. Montoya is married to Alfred Padilla.

HERMINIO A. MARTINEZ

Dr. Herminio Martinez is currently Executive Director of The Bronx Institute at Lehman College. He is also a tenured Professor in the Department of Middle School and High School Education. Prior to joining Lehman College, Dr. Martinez served from 1991 to 1995 Associate Provost at Baruch College of the City University of New York, and as Associate Dean of the School of Education from 1990 to 1991.

Dr. Martinez previously served as Director of the Division for Training, Evaluation and School Services, Institute for Urban and Minority Education, Teachers College, Columbia University. Within this capacity he directed several programs that provide training and technical assistance to State Education Departments, LEA's and non-profit organizations—the Northeast, Puerto Rico and the Virgin Islands.

Dr. Martinez also serves on numerous advisory boards and committees to civic and public institutions. He is a member of the Board of Directors of the National Council of La Raza; the Private Industry Council of the City of New York; the U.S. Senate bi-partisan Committee on Hispanic Affairs, the Audubon Partnership for Economic Development and others. He serves on committees such as United Way, the New York Urban Coalition, the American Jewish Committee, the Women in Prison Association, etc. He is a professor at the graduate and undergraduate levels, as well as a teacher in secondary and elementary schools. His areas of concentration include: management, cross-cultural education second language instruction and adult education.

Dr. Martinez has extensive experience as a consultant in the fields of management and administration, program evaluation, cross-cultural education, educational policy and bilingual education for school districts, universities, government agencies, and professional organizations such as: the Far West Laboratory for Educational Research and Development, the Huron Institute, Graduate School of Education, Harvard University, the Center for the Study of Evaluation; Graduate School of Education, University of California (U.C.L.A.); the Educational Testing Services, The College Board, the U.S. Office of Education; the University of Texas at Austin, Hunter College; the Ana G. Mendez Educational Foundation, San Juan, Puerto Rico; Mercy College; and, the New York, New Jersey, Connecticut, Maryland, and Massachusetts State Departments of Education.

DELIA POMPA

Delia Pompa is the Director of the U.S. Department of Education, Office of Bilingual Education and Minority Languages Affairs (OBEMLA) in Washington, DC. She was appointed to this position by the U.S. Secretary of Education, Richard W. Riley, on November 27, 1995.

In carrying out its mission to provide national leadership for equal access to high quality education for language minority populations, OBEMLA is responsible for administering Title VII: Bilingual Education, Language Enhancement, and Language Acquisition Programs of the Improving America's Schools Act (IASA). This program helps local education agencies (LEAs) State education agencies (SEAs), institutions of higher education (IHEs) and nonprofit organizations to develop and support high quality instructional programs for linguistically and culturally diverse students.

Since holding the position at the Department of Education, the Director has worked to ensure continued and increased funding for bilingual education. She has lead the Administration's efforts against English only legislation and most recently provided national leadership against initiatives that would limit or do away with instructional services for limited English proficient children.

The Director has a varied and distinguished career in bilingual education. Her commitment to education extends from the local and state to the national level. Ms. Pompa is a former Title VII Fellow, bilingual kindergarten teacher, and Title VII teacher-trainer. She served as an Assistant Commissioner at the Texas Education Agency. Previous to that she was the Executive Director for Bilingual Programs and Early Childhood Education for the Houston Independent School District. As the Principal of an educational consulting firm, Pompa and Associates, she conducted work in policy and program development for universities, educational agencies, and non-profit organizations. She has taught at the post secondary level at Our Lady of the Lake University in San Antonio, Texas.

At the national level, Ms. Pompa served as Director of Education and Adolescent Pregnancy Prevention and Youth Development for the Children's Defense Fund in Washington, DC. Ms. Pompa has served on several community and professional boards.

ALEXANDER BETANCOURT

Alexander Betancourt is presently the Vice President of Educational Services Community Achievement Project in the School for the United Way of New York City. This project is the largest collaborative venture in the country between a public school system, community based organizations and the non-profit private sector charged with refocusing and restructuring direct services to at risk students. Alexander Betancourt draws on professional expertise gained in several progressively, responsible positions in the sectors of city government, higher and public education, community development, social services, and criminal justice.

Through specific passages in his life, Alex has combined his passion for the political and social empowerment of disenfranchised communities in New York City while working for Aspira and the National Puerto Rican Forum in the seventies; NYC Technical College, Fordham University and Boricua College in the early 80's and then a transition into municipal government from 1985-1990 with the NYC Department of Corrections as Director of Training, and Community Development Agency as Assistant Commissioner for Policy and Planning.

MICHAEL A. REBELL

Michael A. Rebell is an Executive Director and Counsel, Campaign For Fiscal Equity, Inc. He is an experienced researcher, scholar, and practicing attorney in the field of education law. Over a 25-year professional career, he has litigated numerous class action education suits and currently serves as co-counsel for plaintiffs in CFE v. State of New York, a challenge to the constitutionality of New York State's education finance system. Since 1979, he has served as lead counsel for a plaintiff class of 130,000 students with disabilities in Jose P. v. Sobol, UCP v. Board of Education. Previously, he served as special master in the Boston special education case Allen v. Parks.

Mr. Rebell is the co-author of two books, *EQUALITY AND EDUCATION* and *EDUCATIONAL POLICY MAKING AND THE COURTS*, and dozens of articles on issues of law and education. His most recent article, "Fiscal Equity Litigation and the Democratic Imperative," appeared in the summer 1998 issue of *THE JOURNAL OF LAW AND EDUCATION*. His research includes an on-going examination of fiscal equity reform issues in 12 states and a series of studies on values and the schools, including such topics as gender equity, bilingual-bicultural education, special education inclusion, and sex education.

In addition to his research and litigation activities, Mr. Rebell is a frequent lecturer and consultant on education law. Over the past 15 years, he has been a visiting lecturer at the Yale Law School, teaching courses on education law and institutional reform litigation. Mr. Rebell also served as a Peace Corps volunteer in West Africa.

JORGE IZQUIERDO

Jorge Izquierdo was born and raised in Manhattan's upper westside. He attended George Washington H.S., Baruch College and City College. He received his doctorate from Nova Southeastern University. Dr. Izquierdo has worked in the NYC Public Schools for 23 years as a bilingual teacher, Assistant Principal and is currently serving as Principal of P.S. 163 in Community School District 3. During his time as an Assistant Principal at PS 136 in Community School District 3, he developed a program for newly arrived hispanic immigrants called the "Orientation Academy" which provided students with the academic and social skills to succeed in the mainstream school setting. As Principal of P.S. 163, he has developed programs for gifted hispanic children and a very successful parent involvement program ("Cafe 163"), both of which serve as model programs for other schools. In addition, he currently is an Adjunct Assistant Professor for the Early Childhood Program at Eugenio Mario de Hostos Community College in the Bronx.

LORRAINE CORTÉS-VÁZQUEZ

Lorraine Cortés-Vázquez was born and raised in the neighborhood of East Harlem in Manhattan, New York. Since her youth, she showed special interest in the cultural, social and economic development of her community. At the age of eighteen, Ms. Cortés-Vázquez served for three years on East Harlem's Planning Board 11 as one of its youngest members, obtaining a solid background in community development.

Ms. Cortés-Vázquez's professional career began in East Harlem at the Union Settlement Association's Headstart Program and Youth Community Center in 1969. She was also involved in the development of the Association's Puerto Rican Culture. After her seven years at the Union Settlement, she worked at the Experimental and Bilingual Institute where she helped to create and design a peer counseling volunteer training program for elderly Latinos in East Harlem. In 1977, Ms. Cortés-Vázquez began a career at the New York City's Department for the Aging where she held increasingly responsible positions over a period of 14 years. After a series of promotions, Ms. Cortés-Vázquez was Director of the agency's Bureau of Program and Resource Development where she was responsible for special initiatives and public/private partnerships. During her tenure at the Department of the Aging, Ms. Cortés-Vázquez worked to ensure that the agency was responsive to issues facing Latinos and other minority elderly.

Lorraine Cortés-Vázquez also served as Executive Director of ASPIRA of New York, the oldest and largest non-profit youth leadership development and education advocacy agency. During her tenure at ASPIRA (from 1992-1997), her main goal was to ensure the growth of the organization in order to recruit more "aspirantes" and to face the new challenges confronting Latino youth. Ms. Cortés-Vázquez focused on strengthening the agency's financial base and administrative systems. Among the many challenges met by Ms. Cortés-Vázquez during her early years at the ASPIRA was matching an endowment challenge grant funded by Dewitt Wallace-Reader's Digest Fund. Under her leadership, ASPIRA reached a close to half-million endowment fund. With the support of the State Education Department, Ms. Cortés-Vázquez was also responsible for spearheading efforts to expand ASPIRA to include upstate chapters in Rockland County, Buffalo, Rochester, Albany, and the family of the Antonia Pantoja Public Policy School.

Most recently, Ms. Cortés-Vázquez served as Chief of Staff to Assemblyman Roberto Ramírez, who is also the Chairman of the Bronx County Democratic Party. Among her many governmental and legislative duties, she was responsible for coordinating the Annual New York State Puerto Rican/Hispanic Legislative Task Force Conference in Albany.

Currently, Ms Cortés-Vázquez is the President of the Hispanic Federation. The Hispanic Federation, established in 1990, is a network of 62 Latino health and human service agencies serving more than two million Latinos annually. These agencies provide a full range of life-saving community services, from programs for families, young people and the elderly, to economic development, and case management for those living with HIV/AIDS. Under the leadership of Ms. Cortés-Vázquez, the Hispanic Federation played a leadership role in assisting the multitude of victims of the violent and destructive hurricanes in Latin America and the Caribbean. Also, Ms Cortés-Vázquez played a key role in the success of the last Hispanic Federation Annual Gala that, for the first time during her tenure, raised over 1 million dollars. The profits of this event serve to provide technical assistance and direct grants to member agencies of the Hispanic Federation.

Lorraine Cortés-Vázquez has an MPA from New York University Wagner School of Public Service, and a certificate from the Columbia School of Non-Profit Management. She also participated in the Coro Leadership Program.

RICARDO E. OQUENDO

Ricardo E. Oquendo is a graduate of Rutgers University School of Law (J.D. 1989 LLP) and Oberlin College (B.A. 1981). He has worked as an associate with Leboeuf, Lamb, Greene & MacRae LLP (1993-1996), involved in the representation of physicians, hospitals and nursing homes on the matters of statutory and regulatory compliance, corporate and commercial transactions, corporate formation, structural reorganization and governance; with Kalkines, Arky, Zall & Bernstein (1989-1993) as a corporate associate involved in the preparation of corporate documents and contracts for not-for-profit health care providers, real estate, and commercial transactions and hospital acquisition and mergers. Mr. Oquendo's general corporate experience includes negotiating and preparing credit documents, forming business partnerships and joint ventures, secured financing and loan workouts. Mr. Oquendo is admitted to practice law in the State of New York and in the United States District Courts for the Southern and Eastern Districts of New York.

Mr. Oquendo concentrates in the areas of health law, not-for-profit law, real estate and government relations, is a member of the Board of Regents of the University of the State of New York for the 12th Judicial District, serves as Counsel to Boriken Neighborhood Health Center, Urban Health Plan, Melrose Court Condominium, East Harlem Business Capital Corporation and The Bronx Council for Economic Development. Mr. Oquendo also serves as Counsel to the Bronx Democratic Party and its Chairman, Assemblyman Roberto Ramirez. Mr. Oquendo is a member of the Board of Directors of Bronx Legal Services, and serves as an advisor to the Legal Careers Program of Aspira of New York, and as a member of the Paralegal Studies Advisory Board for Lehman College. Mr. Oquendo is a member of the New York State Bar Association, The Puerto Rican Bar Association, the Hispanic National Bar Association and The Bronx County Bar Association.

EUGENE H. COTA-ROBLES

Eugenio Enrique Cota Robles was born in Nogales, Arizona on July 13, 1926, the ninth child of Amado and Feliciano Cota Robles. He was educated from kindergarten through senior high school in the public schools of Tucson, Arizona. He began his faculty career in 1956 at the University of California, Riverside(UCR) and left UCR in 1970 to accept a position as Professor and Head of the Department of Microbiology at The Pennsylvania State University in University Park, Pennsylvania.

While in Riverside Cota-Robles initiated UCR's Educational Opportunity Program(EOP) in 1964. In 1969 he founded and served as Chair of UCR's Mexican American Studies program. In 1973 Cota-Robles joined the faculty of the University of California at Santa Cruz(UCSC) as Professor of Biology and Academic Vice Chancellor(AVC). While at UCSC He served as Provost of

Crown College for four years. In 1986 he assumed the position of Assistant Vice President of Academic Affairs in the Office of the President of the University of California's systemwide administration center in Berkeley, California. He retired in after 32 years of service and shortly thereafter accepted a limited term appointment as Special Assistant to the Director of the U.S. National Science Foundation. He served in this post until May 1994.

During his career Cota-Robles has devoted considerable time and effort to the support of the education of underrepresented minority students. He was a founding member of the Society for the Advancement of Chicanos and Native Americans in Science(SACNAS). He served as the second president of SACNAS from 1975-77. In 1992 the Regents of the U.C. designated a two million dollar minority graduate fellowship program as the Eugene Cota-Robles Graduate Scholarship Program.

In service to U.S. Science Cota-Robles was appointed by President Jimmy Carter to a six-year term as a member of the National Science Board. In 1988 he was elected to a four-year term on the Board of Directors of the American Association for the Advancement of Science. He served a three year term as a member of the Visiting Committee for Medical Sciences of Harvard University.

Cota-Robles has served as member of the Board of Trustees of the Children Television Workshop, the Carnegie Foundation for the Advancement of Teaching, the Governing Board of the Mexican-American Legal Defense and Education Fund, member and Chair (1986-88) of the Board of Directors of MESA (Mathematics, Engineering and Science Achievement), member of the Board of the California Achievement Council and a member of the Board of trustees of the Carnegie Corporation of New York(vice-chair 1994-96).

At present Cota-Robles serves as a consultant to a number of groups concerned with improving the participation and success of minorities in higher education. He currently is a member of the Board of Directors of the Institute for Educational Inquiry in Seattle Washington. In this organization he helps lead a Kellogg Foundation supported project focused on increasing the diversity of the teaching profession in the U.S. He also serves on the Advisory Board of PUENTE, a University of California (U.C.) project focused on increasing the transfer of Latino Community College graduates to the U.C. and the preparation of Latino high school students for admission to U.C. He currently serves as co-chair of the College Board National Task Force on Minority High Achievement.

WILLIAM COLÓN

William Colón, Executive Director, Aspira of New Jersey, obtained a B.A. from the University of Puerto Rico and an M.A. from Jersey City State College. Mr. Colón has extensive administrative experience, having worked for both government agencies and private businesses. Highly innovative, Mr. Colón established two organizations. He is the co-founder and former President and CEO of Kiddee Korner, a small chain of preschool/child care centers in Northern New Jersey. Mr. Colón was also the founder and Managing Director of the William Colón Associates/Business Investment Institute, Inc., a management consulting firm concentrating on education administration, marketing, grants writing and workforce training. Formerly, Mr. Colón served as the Executive Director for the Corporation for Employment and Training, Inc. a private, non-profit organization which acted as the administrative entity for Jersey City for all employment, training and workforce development programs. In addition, Mr. Colón has held various middle-level and senior positions in municipal government. He has also served, on a part time basis, as Instructor of Political Science and Basic Issues at Rutgers University, and as Adjunct Instructor of International Business at Jersey City State College. Mr. Colón is a former Member of the Jersey City Board of Education as well as a former Member of the State of New Jersey Board of Education. He is currently an adjunct instructor of Business at Essex County College.

JACQUELINE E. KING

Jacqueline E. King is director of federal policy analysis at the American Council on Education (ACE). ACE is the umbrella association for higher education, representing 1800 two- and four-year colleges, research universities, and national and regional education associations. Prior to joining ACE in 1996, she was associate director for policy analysis at the College Board. Dr. King is the author or co-author of numerous reports, articles, and book chapters on financing higher education, access to postsecondary education, and college admissions and is editor of a new volume on student financing of postsecondary education, *Financing a College Education: How It Works, How It's Changing*. She is a frequent speaker at regional and national conferences on federal higher education policy and student financing of higher education. She was named one of the 40 "young leaders of the academy" by *Change* magazine. Dr. King holds a Ph.D. in higher education from the University of Maryland, College Park.

MARGARITA BENÍTEZ

Dr. Margarita Benítez is the U.S. Department of Education's Senior Consultant for the GEAR UP [Gaining Early Awareness and Readiness for Undergraduate Programs] program. GEAR UP is a new and ambitious grant program to strengthen the educational pipeline from middle school to college, and to give low income youths a real chance to reach college and succeed.

Dr. Benítez holds degrees from Columbia University, Middlebury College, and Vassar College. She is a Full Professor of Humanities at the University of Puerto Rico, and she was President of one of its campuses from 1985 to 1994. She also served for six years on the Middle States Commission on Higher Education.

Dr. Benítez often writes and lectures about issues affecting higher education, the status of women, Hispanics in the United States, and Puerto Rican culture, as well as about literary topics.



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Excelencia en Educación

THE Role of Parents IN THE Education of Their Children

Conference Partners

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ENVIRONMENTAL PROTECTION AGENCY



Excelencia en Educación

THE Role of Parents IN THE Education of Their Children

Information Resource Tables

FEDERAL AGENCIES

- U.S. Department of Education, Office of Intergovernmental and Interagency Affairs
- U.S. Department of Education, Office of Special Education and Rehabilitative Services
- U.S. Department of Education, Think College Early
- U.S. Department of Energy
- U.S. Department of Health and Human Services, Administration on Children Youth and Families (ACYF), Office of the Deputy Secretary
- U.S. Department of Health and Human Services, Health Resources Services Administration
- U.S. Department of Health and Human Resources, Office of Minority Health Resource Center
- U.S. Department of Interior
- Environmental Protection Agency

LOCAL, STATE, AND NATIONAL ORGANIZATIONS

- Advocates for Children
- ASPIRA Association, Inc.
- City College of New York, City College Admissions
- Comité Timón de Calidad Ambiental
- Connecting Libraries and School Project
- ERIC Clearinghouse on Urban Education
- Jews for Racial and Economic Justice
- Mexican American Legal Defense and Education Fund
- New York City Board of Education, Office of Bilingual Education
- The New York Public Library
- United Federation of Teachers



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Excelencia en Educación

THE Role of Parents IN THE Education of Their Children

The Creation of *Excelencia en Educación*

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

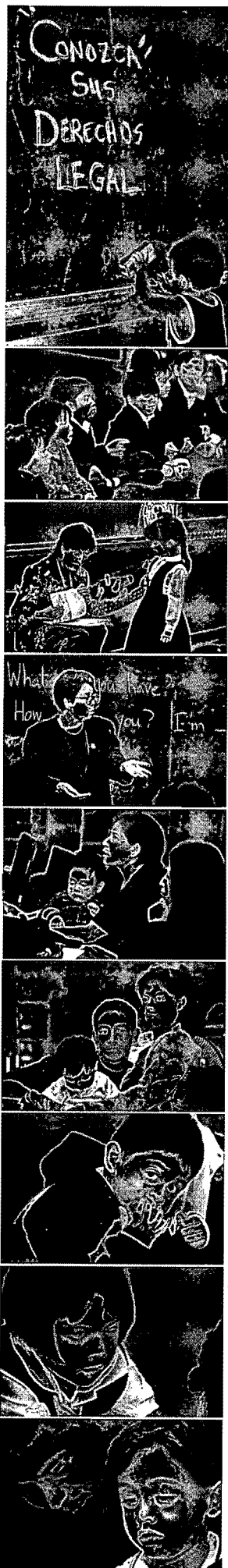
First, a little more background: The White House Initiative supports a Commission appointed by President Clinton in 1994 comprised of national educational leaders from all segments of the educational pipeline. In 1996, the Commission submitted to the President their report, **Our Nation on the Fault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

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

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

The first *Excelencia en Educación* was launched in October 1998 with AVANCE in San Antonio, Texas. For the inaugural conference, the White House Initiative brought together five federal agencies—Education, Health and Human Services, Labor, Interior, and the Small Business Administration—as well as over four hundred parents, educators, Latino advocacy organizations and leaders from the private sector. At each conference, members of the Clinton/Gore Administration and members of the Congressional Hispanic Caucus have spoken. Small Business Administrator Aida Alvarez and Representative Ruben Hinojosa and Representative Ciro Rodriguez participated. Univision, the largest Spanish-speaking television network also plays a significant role in the conference series. In San Antonio, Univision president Henry Cisneros announced their plan to develop a multi-year education campaign.

June 4-5, 1999
New York City
New York



Excelencia en Educación

The Role of Parents in the Education of Their Children

A conference sponsored by the White House Initiative on Educational Excellence
for Hispanic Americans - Los Angeles, March 5-6, 1999

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

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

Excelencia en Educación: The Role of Parents in the Education of Their Children, will be held in Los Angeles, California March 5-6, 1999. This event, sponsored by the White House Initiative on Educational Excellence for Hispanic Americans, advances a national dialogue on the essential role parents play in supporting the education of their children and builds upon a similar conference held in San Antonio October 1998. Partnering in the Los Angeles event are the Los Angeles Annenberg Metropolitan Project (LAAMP), the Mexican American Legal Defense and Educational Fund (MALDEF), People United to Enrich the Neighborhood Through Education (PUENTE) Learning Center, and the UCLA Office of Academic Development.

This conference reflects a shared commitment to improve educational opportunities for all children, and most particularly for Latinos. As the fastest growing community in the country, Latinos still have lower educational achievement rates than other groups--a cause for great national concern. Our nation needs the talents of all its citizens to face the challenges of the 21st century. We must continually focus on ways to strengthen our nation's educational system to reach this goal.

In this conference we will address current educational issues and recently adopted academic standards. We will focus, in particular, on powerful strategies to support parents whose own education ends before the completion of high school. We will consider how schools, teachers, civic leaders, community-based organizations, business and federal agencies can reach out to parents and more fully engage them in their children's education. Together, we will develop ideas for brightening the future of young Hispanics and serve as catalysts to enhance parental involvement. Specific plans will be made for follow-up activities in Los Angeles.

The White House Initiative is already working with community leaders in New York, Chicago, and Miami to stage similar conferences in 1999. The conferences are part of the national effort to support Latino parents as they pursue *excelencia en educación* for their children.

For more information, please contact the White House Initiative at (202) 401-4521.



AVANCE

Family Support and
Education Programs

Chairperson
Arthur Baird

National President/CEO
Gloria G. Rodríguez



WHITE HOUSE INITIATIVE ON EDUCATIONAL EXCELLENCE FOR HISPANIC AMERICANS

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Excelencia en Educación

THE ROLE OF PARENTS IN THE EDUCATION OF THEIR CHILDREN
OCTOBER 6-7, 1998 ~ SAN ANTONIO, TEXAS

Once a student falls behind, the effects may last a lifetime. Rather than face continuous humiliation, many Latino students simply walk away from formal education. It is essential to understand that each step in the education system is a building block.... Research shows that children succeed when schools recognize and support parents as the child's primary teacher; when parents are welcomed and involved in all aspects of school life.... These conditions routinely exist in middle-class, white schools...such routine conditions often do not exist in low-income and Latino schools:

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

AVANCE and the White House Initiative on Educational Excellence for Hispanic Americans are combining efforts to stage a national dialogue on the essential role Latino parents play in supporting the education of their children. Supporting parents whose own education ends prior to completion of high school is key to this dialogue.

The academic emphasis for this invitational conference focuses attention on reading, math, and college readiness. The focus is on powerful strategies for school, teachers, civic leaders, community-based organizations, business, and federal agencies to reach out to parents and more fully engage them in their children's education. By sharing "promising practices," all of those attending the conference should leave armed with even better ideas for brightening the future of young Hispanics and prepared to serve as catalysts for enhancing parental involvement throughout the country. These presentations also will be compiled into a post-conference publication for wider distribution.

Other organizations invited to partner in this effort thus far include ASPIRA, Intercultural Development Research Association, LULAC, Mexican-American Legal Defense and Educational Fund, National Council of La Raza, Inter-University Program for Latino Research, National Latino Children's Institute and Southwest Voter Registration Education Project. Governmental entities participating include the Department of Education, Department of Health and Human Services, Department of Labor, Department of Interior, and Small Business Administration. Additional support is being provided by the Ford Foundation. Univision is joining this effort with a multi-year education and public service campaign.

One of the goals of The White House Initiative is for this conference to serve as a prototype for a series of regional conferences around the country as part of its national effort to support Latino parents as they pursue *excelencia en educación* for their children.

Excelencia en Educación

THE Role of Parents IN THE Education of Their Children



WHITE HOUSE INITIATIVE ON EDUCATIONAL
EXCELLENCE FOR HISPANIC AMERICANS
June 4-5, 1999 New York City, New York