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Marie Sabido House
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August 1, 1999

WHITE HOUSE CONVENING ON HISPANIC CHILDREN AND YOUTH

Date: Monday, August 2, 1999
Time: 9:30 AM – 11:40 AM
Location: The East Room
The White House
From: Nicole Rabner and Ruby Shamir

I. PURPOSE

To examine the many challenges and opportunities facing Hispanic young people in the areas of early childhood development, educational attainment, and adolescence, and to issue a call to action to all sectors of society to address the needs of this vital population; to highlight the Administration's Hispanic Education Action Plan (HEAP) and urge continued investment in critical education programs for our nation's children; and to promote a number of the Administration's efforts to address the needs of Hispanic children and announce new commitments to reach out to this population.

II. BACKGROUND

The convening will consist of a speaking program and a discussion with the audience. Moderated by Sarita Brown, Executive Director of the White House Initiative on Educational Excellence for Hispanic Americans, the discussion will focus on three areas: (1) early childhood development; (2) educational attainment; and (3) youth and communities. Representatives of various community-based programs have been asked to share their insights and experience in these areas. See attached script for convening details.

Federal and Private Sector Commitments

At the convening, you will unveil (in a general way in your opening remarks) new Administration and private sector efforts to address the challenges of Hispanic children and youth.

(1) Head Start. Hispanic enrollment has increased by 70,000 during the Clinton Administration, with the program now reaching approximately 220,000 Hispanic children. Despite these increases, however, Hispanic children remain under-represented, comprising 23.3 percent of Head Start enrollment (excluding Puerto Rico) compared to 29.8 percent of all low income, pre-school children in the nation. The Head Start program is furthering its longstanding commitment to meeting the needs of Hispanics and other under-served populations through a variety of steps to ensure access and culturally appropriate services, including:

- increasing by 50% the number of points awarded to expansion grant applicants who emphasize outreach to under-served populations, such as seasonal farm workers, recent immigrant families and non-English speaking groups;

- increasing the number of grant application reviewers that have expertise in serving language minority children;
- working with and monitoring programs to ensure full utilization of community assessments to better target outreach, recruitment and enrollment of under-served populations;
- providing specialized technical assistance to ten communities where changing local demographics have resulted in significant under-served populations.

(2) *Implementation of the Hispanic Education Action Plan.* The Department of Education is aggressively implementing the Hispanic Education Action Plan, designed to increase academic performance and participation of Hispanic students in critical programs. Specifically, the Education Department is taking a series of new steps to ensure that schools participating in Title 1 -- the largest K-12 education program which enrolls over 3 million Hispanic students -- are held accountable for helping Hispanic students meet challenging standards in academic subjects and become proficient in English. These steps include increased enforcement of requirements that Hispanic students be included in state assessment programs and that states intervene to turn around low performing schools. The Education Department will also issue new guidance to states and school districts on how to effectively include Hispanic students and meet applicable civil rights requirements in state testing programs, as well as guidance and assistance to schools on effective practices for helping limited English proficient students meet challenging academic standards.

In addition, the Education Department will expand outreach, provide technical assistance, and take additional steps to increase participation of Hispanic students and communities in key programs, such as the 21st Century Learning Centers after-school program and the GEAR-UP program. GEAR-UP enables colleges to form partnerships with high poverty middle schools to help students better prepare for college by providing them with mentors, academic support, and financial aid information.

(3) *The White House Initiative on Educational Excellence for Hispanic Americans.* The White House Initiative on Educational Excellence for Hispanic American is releasing "What Works for Latino Youth" a new directory of programs throughout the country that have helped improve the lives of young Hispanics. The White House Initiative will continue to solicit recommendations for the next several months and will produce an updated directory by the end of the year. Additionally, the White House Initiative is committing to organize a national meeting on Latino Educational Excellence in 2000 to follow-up on your White House convening and develop new strategies to bolster education from early childhood through graduate school.

(4) *Promoting Science and Technology Training for Hispanic Students.* The Department of Energy (DOE) is forming a new, strategic partnership with the 'Latino Science and Engineering Consortium' that will work to identify, develop and nurture the next generation of scientists, engineers, technicians, and educators in math and science by supporting mentoring programs, technical internships for community college students, research fellowships for undergraduate and

graduate students, and professional development opportunities in science, math and technology for K – 12 teachers serving Hispanic children.

(5) *Ensuring Diversity of Americorps.* Americorps is making a new commitment to bolster its recruitment strategy by featuring Latinos in ads, translating recruitment materials into Spanish, and forming partnerships with Hispanic-serving universities and organizations.

(6) *Helping to Prepare Hispanic Youth for College.* The Department of Education is releasing “Como Ayudar A Su Hijo A Aprender Matematicas,” a Spanish version of “Helping Your Child Learn Math.” This tool for parents is a key part of America Counts, the Department of Education’s mathematics initiative dedicated to making the improvement of student achievement in mathematics a national priority. This Spanish guide, which is available free through the Department’s toll-free number, 1-800-USA-LEARN, includes sample word problems, math games, and other activities designed to help children in the elementary grades learn math, and to help Hispanic parents become actively involved in their children’s learning. In addition, the Department of Education is expanding its “Think College Early” campaign to target the Hispanic community by holding a special session in 2000 to help parents and students learn about what they need to prepare for college.

(7) *Supporting Hispanic Access to After-school Programs.* The Charles Stewart Mott Foundation, as part of its ongoing partnership with the Department of Education, is making a new commitment of more than a \$300,000 commitment to improve Latino participation in after-school programs. This effort builds on the Foundation’s \$83 million commitment in 1997 to support after-school activities in coordination with the 21st Century Community Learning Centers program.

(8) *Media Organizations.* The White House convening -- coupled with the efforts of the National Campaign to Prevent Teen Pregnancy -- has stimulated commitments from an impressive array of media leaders concerned about Hispanic youth, their families and their communities. They have committed to a variety of activities including the development and airing of PSAs, radio programs, talk shows, newspaper supplements and magazine features – all directed at improving the lives of Hispanic youth. The leaders (many of whom will be present at the convening) spearheading these activities are: Cristina Saralegui, CEO, Cristina Saralegui Enterprises and Host, “The Cristina Show”; Lisa Quiroz, Publisher, People En Español; Monica Lozano, Associate Publisher, La Opinión; Joaquin Blaya, Chairman and CEO, Radio Unica; Patricia Fili-Krushel, President, ABC Television Network; Daisy Exposito, President, The Bravo Group; Consuelo Luz, President, Hispanic RadioNetwork; James McNamara, President and CEO, Telemundo Network.

(9) *Univision Community Affairs Campaign Aimed at Hispanic Youth.* Univision, the network and its affiliated stations, is committing to a multi-year campaign to support high academic achievement in the Hispanic community, from pre-school through college. Univision plans to kick-off this campaign later this month in conjunction with various back-to-school events. The

campaign will include: a national public service announcement (PSA) campaign with Univision national on-air talent; local affiliate PSAs and events with Univision local affiliate on-air talent; integration of education information into entertainment and news programming; and a series of national conferences and panels at established conferences.

(10) ***AT&T: Closing the Technology Gap.*** Building on its long history of enhancing educational opportunities for Hispanics, AT&T today is committing to work with leading Hispanic-serving organizations over the next 3 to 6 months to build on existing efforts and introduce new programs to fill the technology gap for Latino youth throughout the nation. Some activities will include the development of neighborhood-based technology centers, programs targeted at early awareness and parental involvement to increase Latino representation in the technology field, and support of programs that inform teachers serving Latino students in urban and rural locations on how to use technology in the classroom.

Background on the White House Initiative on Educational Excellence for Hispanic Americans and the Hispanic Education Action Plan

In 1994, by Executive Order, the President established the White House Initiative on Educational Excellence for Hispanic Americans. It is advised by a commission comprised of national education leaders.

In 1996, the Commission submitted to the President its report, *Our Nation on the Fault Line: Hispanic American Education* (enclosed) which lays out key challenges in Latino educational attainment from pre-K through graduate and professional education. It also includes an action plan for federal, state and local levels. In response to the report's recommendations, Vice President Gore, in February of 1998, announced the development of the Administration's Hispanic Education Action Plan, which is designed to help Latino youngsters master the basics of reading and math; help them learn English, stay in school, prepare for college, and succeed in college.

In FY 1999, the Administration proposed and won nearly \$500 million in funding increases for programs in the Hispanic Education Agenda. For FY 2000, the President has proposed increased funds – over \$650 million – for Department of Education programs that are part of the Administration's Hispanic Education Agenda, including:

- \$320 million to strengthen basic educational skills and raise academic standards;
- \$35 million to train more bilingual/ESL teachers and improve instruction to help students learn English and master basic academic subjects;
- \$30 million to prepare disadvantaged youth for success in college;
- \$44 million to improve education programs for migrant youth and adults;
- \$190 million in new investments to help adults learn English and become literate.

According to Administration estimates of the long-term impact of the Republican tax and budget plans, funding for programs in the President's Hispanic Education Agenda could be cut by over

\$6 billion in the tenth year alone of the Republican tax plan. This estimate assumes defense funding at the President's requested level and pay down of the debt by as much as Republicans promise.

Background on Hispanic Children and Youth

The Hispanic population is among the fastest growing segments of American society and it is also one of the youngest, with one out of every three Hispanics aged 15 years or younger. Between 1993 and 2000, the Hispanic population aged 0-24 is expected to experience a 19.1 percent growth – more than twice the rate of growth of the total under 24 U.S. population. By the year 2000, the number of Hispanics 24 years or younger is expected to reach 15 million (or 15 percent) of a total youth population of 98 million. Population growth projections beyond are even more pronounced -- with an expected 54 percent growth rate between 2000 and 2020 for the young Hispanic population, compared to an 18 percent growth rate of that age group in the general population during the same years.

Below, please find a sampling of indicators in the areas of early childhood development, educational attainment, and youth and communities which will be addressed at the convening by the experts on the panel.

Hispanic Early Childhood Development Indicators

- Approximately 41 percent of Hispanic children under age 15 are living at or below the poverty level. Another roughly 20 percent live near the poverty line.
- Hispanic children lack health insurance at a rate of 27.7%, which is more than twice the percentage of white children.
- Hispanic children are more likely than black or white children to be in fair or poor health (7.8 percent Hispanic children compared to 4.2 percent of black children and 2.9 percent of white children).
- 27.8 percent of Hispanic mothers don't receive prenatal care, compared to 18.1 percent of mothers in the total population.

Hispanic Educational Attainment Indicators

- Roughly 25 percent of Hispanic students aged 16 to 24 drop out of school, compared to 7.7 percent of white students.
- In 1993, 17 percent of Hispanic 3 and 4 year olds were in preschool programs, compared to 38 percent of white children.
- Hispanic children are the fastest growing ethnic group in public schools. Enrollment of Hispanic students increased from less than 6 percent of total public enrollment in 1973 to nearly 12 percent in 1993. In the K-12 system, on average, among all the children, Hispanic students continue to lag about two years or more behind mainstream white students in reading, mathematics, and science.
- 20 percent (3.6 million) of Hispanic Americans have less than 7 years of elementary schooling.

- Only 27 percent (4.8 million) of Hispanic Americans have graduated from high school.
- Only 6 percent (1.06 million) of Hispanic Americans have earned a Bachelor's degree. Only about 1 percent or less of Hispanics have earned Master's, professional or doctoral degrees. 1.4 percent of Hispanics hold a Master's degree, 0.4 percent hold a professional degree, and 0.29 percent have earned a doctoral degree. There are entire fields in which Hispanics have never obtained a doctoral degree.

Hispanic Youth and Community Indicators

- Since 1994, Latina teens have had the highest teen birth rate among the major racial/ethnic groups in the United States. In 1997, the birth rate for Latina 15- to 19-year-olds was 97.4 per 1,000, nearly double the national rate of 52.3 per 1,000. Approximately one-quarter of the births in 1997 to teens aged 15 to 19 were to Latinas.
- The birth rate for Latina teens is decreasing, but not as much as the birth rate for all teens. Between 1991 and 1997, the overall birth rate for 15- to 19-year-old girls dropped 15.8 percent; the rate for Latinas aged 15 to 19 dropped 8.7 percent.
- AIDS incidence among Hispanics is 48.4 per 100,000 population, almost twice the figure for the total population (27.8 per 100,000 population).
- In 1989, the proportion of Hispanics living in counties exceeding USEPA standards for air quality during the previous year is 43.7 compared to 18.7 in the total population.
- According to a 1997 study, Hispanic high school students (23.1 percent) were significantly more likely than white and black students (19.5% and 16.4 percent, respectively) to have seriously considered attempting suicide. Also, Hispanic students (19.6 percent) were significantly more likely than white and black students (14.3 percent and 12.5 percent, respectively) to have made a suicide plan. And, Hispanic students (10.7 percent) were significantly more likely than white students (6.3 percent) to have attempted suicide. Hispanic female students (14.9%) were significantly more likely than white and black students (10.3% and 9.0%, respectively) to have attempted suicide.

III. PARTICIPANTS

Stage Participants

- The First Lady
- Representative Lucille Roybal-Allard, Chair, Congressional Hispanic Caucus
- Dr. Hector Cordero-Guzman, Assistant Professor at the Milano Graduate School of Management and Urban Policy at the New School University, New York, NY
- Dr. Carlos Rodriguez, Senior Research Scientist at the American Institutes for Research and Associate Professor at American University, College of Education, Washington, DC
- Sarita Brown, Executive Director of the White House Initiative on Educational Excellence for Hispanic Americans

Members of Congress Attending Event

Hon. Lucille Roybal-Allard (D-CA) Speaking

Hon. Xavier Becerra (D-CA)

Hon. Charles Gonzalez (D-TX)
Hon. Rubén Hinojosa (D-TX)
Hon. Grace Napolitano (D-CA)
Hon. Ciro D. Rodriguez (D-TX)
Hon. Loretta Sanchez (D-CA)
Hon. Robert Underwood (D-Guam)

Audience

Approximately 180 representatives of promising local programs from around the country, Members of Congress, Federal agency officials, Hispanic leaders and representatives of community-based organizations, heads of corporations and foundations, and national education organizations.

Satellite Sites

There are over 20 satellite downlink sites for the convening around the country. Some of the downlink sites include: Boston, MA; New York, NY; Philadelphia, PA; Miami, FL; Chicago, IL; El Paso, TX; Edinburgh, TX; San Antonio, TX; Dallas, TX; Houston, TX; Oklahoma City, OK; Austin, TX; Corpus Christi, TX; Kansas City, MO; and Fresno, CA.

IV. SEQUENCE OF EVENTS

See Attached Convening Script and Scenario from the Social Office

V. PRESS PLAN

Open Press

VI. REMARKS

Provided by Laura Schiller

THE WHITE HOUSE
WASHINGTON

TO: THE FIRST LADY

WHAT: WHITE HOUSE CONVENING ON HISPANIC CHILDREN & YOUTH

WHEN: MONDAY, AUGUST 2, 1999

WHERE: EAST ROOM

NOTES: 180 GUESTS/OPEN PRESS/BUSINESS ATTIRE

FROM: CAPRICIA PENA VIC MARSHALL, LAURA SCHWARTZ

8:30 a.m. *Guests proceed to the State Dining Room for a pastry reception.*

9:30 a.m. **MRS. CLINTON** receives briefing in the Red Room.
Contacts: Shirley Sagawa, Nicole Rabner, Janet Murguia, Maria Echaveste, Sarita Brown

9:35 a.m. *Social Aides begin seating guests in the East Room.*

9:40 a.m. **MRS. CLINTON** proceeds to the Blue Room for a Meet and Greet.
Please see attached.

9:50 a.m. **MRS. CLINTON**, accompanied by Rep. Roybal-Allard, Ms. Brown, Dr. Cordero-Guzman and Dr. Rodriguez, is announced into the East Room from the Blue Room and proceeds to the stage.

PROGRAM

Please refer to script.

11:35 a.m. **MRS. CLINTON** makes closing remarks and departs.

Selected participants are escorted to the North Lawn for press interviews, while other guests depart through the East Gate.

Blue Room Participants

Event Participants

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

Lucille Roybal-Allard, *Chair, Congressional Hispanic Caucus*

Dr. Hector Cordero-Guzman, *Assistant Professor, Milano Graduate School of Management and Urban Policy at the New School for Social Research*

Dr. Carlos Rodriguez, *Senior Research Scientist at the American Institute for Research; Associate Professor at American University College of Education*

Congressional Hispanic Caucus Members

Rep. Xavier Becerra

Rep. Charles Gonzalez

Rep. Rubén Hinojosa

Rep. Grace Napolitano

Rep. Ciro Rodriguez

Rep. Loretta Sanchez

Rep. Robert Underwood

Administrator Aida Alvarez

George Munoz, *President, OPIC*

Ana Guzman, *Chair, President's Advisory Commission on Education Excellence for Hispanic Americans*

Guillermo Lineres, *Vice Chair, President's Commission; New York City Council Member*

Steven Zwerling, *Senior Director, Ford Foundation*

John Guerra, *Vice President Corporate Affairs, AT&T Southwest LSO Business*

Deborah Santiago, *Deputy Director, WH Initiative on Educational Excellence for Hispanic Americans*

Dora Olivo, *Texas State Representative*

Carmen Arroyo, *New York State Representative*

Menti Sabates-Morse, *Dade County School Board Member, Miami, Florida*

Sarah Brown, *National Campaign to Prevent Teen Pregnancy*

Maria Alvarez, *Consultant*

WHITE HOUSE CONVENING ON HISPANIC CHILDREN AND YOUTH
August 2, 1999

Script

- 9:50 AM **HRC Opens Event [Lectern]**
HRC makes opening remarks.
- 10:05 AM **HRC is Seated with Panelists**
- 10:05 AM **HRC introduces Rep. Lucille Roybal-Allard, Chair, Congressional Hispanic Caucus**
Rep. Roybal-Allard from California is the first Mexican-American woman to be elected to Congress, the first Latina to be appointed to the House Appropriations Committee, and the first woman ever elected Chair of the important Congressional Hispanic Caucus.
- 10:06 AM **Rep. Lucille Roybal-Allard Makes Remarks**
Rep. Lucille Roybal-Allard makes remarks about the role of the Congressional Hispanic Caucus (CHC) and CHC follow-up.
- 10:11 AM **HRC Introduces Session**
Before we begin our discussion, we will hear from two scholars who will help us frame our dialogue with facts and analysis about the challenges and opportunities that Hispanic children face in three main areas: early childhood development, educational attainment and youth issues. Then, we will hear from some of you in the audience to find out what strategies are working in communities around the country.

First, I would like to introduce our two researchers: Dr. Hector Cordero-Guzman, Assistant Professor at the Milano Graduate School of Management and Urban Policy at the New School University in New York, will discuss community challenges in the areas of early childhood and youth. Following him, Dr. Carlos Rodriguez, Senior Research Scientist at the American Institutes for Research and Associate Professor at American University, College of Education, will discuss some specific factors that comprise the schooling and overall educational experience of Hispanic young people.
- 10:14 AM **HRC Turns to Dr. Hector Cordero-Guzman, Assistant Professor at the Milano Graduate School of Management and Urban Policy at the New School University, New York**
Dr. Hector Cordero-Guzman gives a brief overview of issues facing Hispanic children and families, including early childhood development and youth and community issues.

10:18AM **HRC Turns to Dr. Carlos Rodriguez, Senior Research Scientist at the American Institute for Research and Associate Professor at American University, College of Education, Washington, DC**
Dr. Carlos Rodriguez gives a brief overview of Hispanic educational attainment.

10:22 AM **HRC Introduces Moderator Sarita Brown, Executive Director of the White House Initiative on Educational Excellence for Hispanic Americans**

10:23 AM **Sarita Brown Moderates Issue One: Early Childhood Development (20 minutes)**

- **Sarita Brown turns to Maria Gomez, Mary's Center, Washington, DC**
Ms. Gomez discusses the programs of Mary's Center that provide services for women and their families following them from pregnancy through birth and continuing support until the child begins school. Ms. Gomez will also describe the ways in which Mary's Center reaches out to Latinas and their families. Ms. Gomez is joined by Patricia Turcios, a parent from Mary's Center.
- **Sarita Brown turns to Dr. Gloria Rodriguez, Executive Director of Avance Parent-Child Education Program, San Antonio, TX**
Dr. Rodriguez speaks about the creation and evolution of Avance, a model community-based program that provides comprehensive prenatal and early childhood services. [Dr. Rodriguez spoke on a panel at the 1997 White House Conference on Early Childhood Development.]

Recommended follow-up question for HRC:

I am glad to see that you brought with you today Maria Huerta, a woman who has been involved in your program for a number of years. [To Maria Huerta] will you please tell us a little bit about your involvement in Avance?

- **If time permits, Sarita Brown will call on Rep. Roybal-Allard**

Resource People, if response or further discussion is needed

- Menti Sabates-Morse, Dade County School Board Member, FL
- Pat Montoya, Commissioner, Administration for Children Youth and Families, HHS

10:43 AM

**Sarita Brown Moderates Issue Two: Education
(30 minutes)**

- **Sarita Brown turns to Emily Cole, Project GRAD, TX**

Ms. Cole talks about the link between systemic educational reform and Latino educational achievement. She discusses how Project GRAD (Graduation Really Achieves Dreams) worked with the schools to change and redevelop the curricula in the early years so that disadvantaged students would reach ninth grade prepared for the work ahead. Ms. Cole also discusses the importance of changing middle school curricula.

Recommended follow-up question for HRC:

Project GRAD is a model for new the Federal program GEAR UP, which is designed to ready middle school students for college. I'd like to ask Steven Zwerling from the Ford Foundation to tell us why your foundation has found that this intervention is particularly effective for Latinos.

- **Sarita Brown turns to Carmen Vega-Rivera, East Harlem Tutorial Program, New York, NY**

Ms. Vega-Rivera speaks about the East Harlem Tutorial Program, which enlists community members and business people to serve as role models for young people and to instill in them professional aspirations. Ms. Vega-Rivera is joined by two young people, Nicole Marrero and Jaime Juan Rivera.

Recommended follow-up question for HRC:

I know that you brought a young woman with you, Nicole Marrero. [To Nicole Marrero] will you please stand up and tell us how this program has had an impact on your life?

- **John Guerra, Vice President, AT&T South West LSO Business**

Mr. Guerra talks about AT&T's support of the Hispanic Scholarship Fund, and the growth of the fund. Also, he will highlight AT&T's Technology for Education Partnership, which uses information technology to give Hispanic students access to the educational and financial resources they need in order to pursue a higher education.

Recommended follow up question for HRC:

How can we encourage more leaders in the business sector to take actions to address the needs of Hispanic youth?

- **If time permits, Sarita Brown will call on Dr. Carlos Rodriguez**

Resource People, if response or further discussion is needed

- Dr. Blandina Cardenas, University of Texas at San Antonio

- Maria Tukeva, Principal, Bell Multicultural High School, DC (received Presidential Leader School Award for service learning program)
- Mike Cohen, US Department of Education

11:13 AM

**Sarita Brown Moderates Issue Three: Youth and Communities
(20 minutes)**

- **Sarita Brown turns to Margarita Rosa, Executive Director of the Grand Street Settlement, New York, NY**

Ms. Rosa speaks about Grand Street Settlement's efforts to combat teen pregnancy and about the Americorps members who work there. Grand Street Settlement is a vast multi-service provider that serves a population in lower NYC that is 80% Hispanic. Ms. Rosa is joined by Michelle Fermin, age 16, a young person who has benefited from this program.

Recommended follow up question for HRC:

I am glad to see that you brought a young woman with you today who has been in your program. [To Michelle Fermin] I'd like to ask Michelle to share with us her insights on what works to reach young people and provide positive alternatives.

- **Sarita Brown turns to Sister Jennie Lechtenberg, Executive Director of Puente Learning Center, Los Angeles, CA**

Sister Jennie Lechtenberg discusses her reasons for starting Puente, recognizing the special needs of Latino youth in Los Angeles. Sister Jennie focuses on Puente's gang prevention programs and on Puente's success participating with the schools and identifying and helping at-risk students. Sister Jennie is joined by Miguel Flores, a Yale graduate who has benefited from Puente.

- **Sarita Brown turns to Ivelisse Estrada, Univision**

Ms. Estrada talks about Univision's commitment to Hispanic youth including: a multi year commitment to develop and air PSAs, and Cristina Saralegui's commitment to develop talk shows and other programming to address youth issues such as teen pregnancy.

- **If time permits, Sarita Brown will call on Dr. Hector Cordero-Guzman**

Resource People, if response or further discussion is needed

- Hector Torres, Police Chief, Bridgeport Police Department, Bridgeport, CT

11:36 AM

Sarita Brown Closes the Program

Sarita Brown discusses follow-up by the White House Initiative and turns to HRC for closing remarks.

- 11:38 AM **HRC Makes Closing Remarks**
HRC issues a call to action and thanks the Convening participants.
- 11:40 AM **HRC Departs/Program Ends**



BIOGRAPHY

CONGRESSWOMAN LUCILLE ROYBAL-ALLARD *California's 33rd Congressional District*

Lucille Roybal-Allard, the representative of California's 33rd Congressional District, is a political pioneer. In 1992, she became the first Mexican-American woman to be elected to Congress.

This year, she became the first Latina in U.S. history to be appointed to the House Appropriations Committee, one of the most powerful and distinguished committees in Congress. On Appropriations, the Congresswoman serves on two influential subcommittees-- Subcommittee on Commerce, Justice, State and the Judiciary and the Subcommittee on Treasury, Postal Service, and General Government. As a member of these two subcommittees, Congresswoman Roybal-Allard oversees funding issues affecting small business development, international trade, the 2000 census, national security, labor relations, law enforcement, equal employment issues, INS restructuring, and many other issues that are critical to her district and the nation as a whole.

This year, she also became the first woman ever elected Chair of the Congressional Hispanic Caucus. As the head of the 19 member Congressional Hispanic Caucus, she intends to focus greater attention on education, economic development, the 2000 Census and access to health care.

The Congresswoman has developed a reputation as a skilled consensus builder. This reputation led to the Congresswoman's election as the Chair of the 29 member California Democratic Congressional Delegation in the 105th Congress. She became the first woman, the first Latina, and the first Member to assume the position through election, rather than seniority.

For the 106th Congress, her legislative priorities include improving school safety, modernizing and upgrading our public schools, increasing the minimum wage, addressing the high Hispanic drop-out rates, saving social security and stimulating economic growth for her hard-working, upwardly mobile, and largely Latino constituency.

The Congresswoman's personal and enduring commitment to the residents of the 33rd Congressional District is exemplified by the local and regional workshops and fairs she sponsors on health, crime prevention and safety, citizenship, first-time homebuying, and government services. To bring more federal resources to her district, she established the highly successful Grants Notification Program which offers potential applicants advance notification of upcoming federal grant opportunities, as well as technical assistance to successfully apply for those grants. The program has brought millions of federal dollars to her district. Most recently, the Congresswoman initiated the Student Information Program (SIP) to provide students in the 33rd Congressional District with scholarship, financial aid, internship, and fellowship information.

Prior to her election to Congress, Roybal-Allard represented the 56th Assembly District in the California State Assembly for three terms.

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Born and raised in Boyle Heights, the Congresswoman is the eldest daughter of Lucille Beserra Roybal and retired Congressman Edward R. Roybal, who served as a Member of Congress for 30 years. The 1965 graduate of the California State University at Los Angeles is married to Edward T. Allard, III, and is the mother of two adult children, Lisa Marie and Ricardo Olivarez.

Welcome Visitors	Contacting Me	About the District	Committee Assignments	
Organizations	Legislation	Constituent Services	Casework	Newsletter
	Photo Album	Hot California Sites	Home Page	



WHITE HOUSE INITIATIVE ON
EDUCATIONAL EXCELLENCE FOR HISPANIC AMERICANS

Sarita E. Brown

Sarita E. Brown assumed the post of Executive Director of the White House Initiative on Educational Excellence for Hispanic Americans on August 19, 1997.

As Executive Director of the White House Initiative, Ms. Brown facilitates the work of the 24-member President's Advisory Commission on Educational Excellence for Hispanic Americans, and provides the connection between the Commission, the White House, the U.S. Department of Education, and the rest of the federal government.

Brown began her career in higher education in 1978 and founded the Graduate Opportunity Program in the Office of Graduate Studies at the University of Texas at Austin. Through her efforts, the Graduate Opportunity Program grew into an office with a combined fellowship and program budget of \$1,000,000, and gained national recognition as a model in graduate minority education. By the time Brown left in 1993, U.T. Austin was ranked first in the nation in the number of doctoral degrees awarded to Hispanics.

Brown came to Washington in June 1993 to join the staff of the Education Trust at the American Association of for Higher Education (AAHE). There she was co-manager of the Community Compacts for Student Success (CCSS), an education change initiative funded by the Pew Charitable Trusts. This project sought to align schools, colleges, community groups, and the business sector in six U.S. cities to implement a data-driven change strategy to improve educational attainment for poor and minority students.

In June 1995 Brown was named Senior Fellow in the Office of Minorities in Higher Education at the American Council on Education. This appointment coincided with ACE's outspoken defense of the use of affirmative action in the wake of the *Hopwood* decision and other developments. At ACE Brown worked to form a coalition with other higher education groups and civil rights organizations, and edited a special publication entitled "Making the Case for Affirmative Action in Higher Education."

In November 1995 Brown was appointed Assistant Dean of Academic Affairs at American University in Washington, D.C. While at AU, Brown worked to improve graduate education and support faculty development, and served as the university's diversity officer. In this capacity she created The American Mosaic seminar series, developed ALCANZA/ the university's outreach effort to the Latino community, and advanced the university's relationships with the Hispanic Association of Colleges and Universities (HACU), the National Association of Colleges and Universities (NAFEO), and the Washington Internship for Native Students, an AU-based summer program for American Indian students.

Brown has been a member of the Council of Graduate Schools' Task Force on Minority Graduate Education and of the Minority Graduate Education Committee of the Educational Testing Service's Graduate Record Exam, and has served as chair of the Committee on Cooperative Minority Student Recruitment of the National Name Exchange. From 1992 to 1994 she was senior consultant to the Western Interstate Commission for Higher Education (WICHE) in the design of its minority doctoral fellowship program, the Compact for Faculty Diversity. Brown is a past chair of the Hispanic Caucus of AAHE and a former member of the Board of Directors of HACU. From 1993 to 1995 she chaired NASA's Space Grant College and Fellowship Program Committee and served on the National Research Council's National Scholars Program Feasibility Committee. While at Austin, she organized community-wide consensus-building programs among Hispanic, Jewish, and African American leaders, and was the 1993 recipient of the U.S. Council of Jewish Federations' Charles A. Schroeder Award for the innovative series, "Strengthening the Ties Between the Hispanic and Jewish Communities."

Brown holds a B.A. in Ethnic Studies and a B.S. and M.A. in Communication from the University of Texas at Austin.



Dr. Héctor R. Cordero-Guzmán is an Assistant Professor at the Robert J. Milano Graduate School of Management and Urban Policy and an Affiliated Faculty in the Graduate Department of Sociology at the New School for Social Research. At the New School he is also a research associate at the Community Development Research Center, the International Center for Immigration, Ethnicity and Citizenship, and the Center for Health Policy Research. Dr. Cordero-Guzmán teaches graduate courses in statistics and social science research methods, urban demographic, economic, and fiscal change, race and ethnicity, and migration policy. He has written and coauthored articles on economic development and labor markets, social stratification and poverty, child and youth development, racial and ethnic relations, and international migration. Currently, Dr. Cordero-Guzmán is editing a volume on international migration and socio-economic change in New York City (with Dr. Ramon Grosfoguel and Dr. Robert Smith), conducting research on community based workforce development programs (work started with the late Dr. Bennett Harrison), and working on a project that examines the role of community based organizations in the socio-economic adaptation and incorporation of immigrants and the impact of changes in immigration and welfare laws on immigrant groups, organizations, and service providers. He has also been working on a long-term research project that examines the role of individual, family, school, labor market, and community level factors on differences in educational attainment, labor force participation, and the wages of young adults. Dr. Cordero-Guzmán has been a consultant to government, research, and community based organizations including the U.S. Department of Labor, The Aspen Institute Roundtable on Comprehensive Community Initiatives, The Carnegie Endowment for International Peace, The Ford Foundation, The Economic Development Assistance Consortium, The Urban Institute, The Hispanic Federation, The Coalition for Asian-American Children and Families, The Committee for Hispanic Children and Families, and is on the board of El Barrio Popular Education Program and the South Bronx Overall Development Corporation (SOBRO). Dr. Cordero-Guzmán received his Ph.D. from The University of Chicago and prior to joining the New School for Social Research he was the Research Director for Political Economy at the Center for Puerto Rican Studies of the City University of New York and an adjunct instructor at Rutgers University.

Dr. Carlos Rodríguez is a Senior Research Analyst at the American Institutes for Research in Washington, DC. As a career educator, Dr. Rodríguez has had teaching, administrative, research and evaluation experience across the entire educational spectrum: elementary, secondary, college and university, and adult education. Dr. Rodríguez has demonstrated expertise in the design and direction of the research and evaluation components of national and multi-site educational intervention models including those that target special student populations with a particular focus on issues relevant to the U.S. Hispanic community.

Currently, he serves as the Project Director for the external evaluation of two national educational projects, the Partnerships for Health Professions Project (PHPE) of the Bureau of Health Professions of the Human Resources and Services Administration (HRSA) and the evaluation of the *Equity 2000 Project* of the College Board. These evaluations focus on both policy and program assessments. In these assessments, he leads teams of research staff to monitor and analyze, through quantitative and qualitative methods, the short-term and long-term effects of these national initiatives. The goal of the PHPEs is to increase the applicant pool of minority individuals who will seek careers in the health professions. PHPEs establish regionally based partnership models (7 sites) between community based organizations, health care providers and all levels of the education pipeline from elementary and secondary schools through medical and professional schools. The goal of *Equity 2000* is to close the gap between minority, disadvantaged, poor and mainstream students in college attendance and completion primarily through a high school mathematics intervention initiative.

In the Fall of 1996, he completed a major report on the educational status of Hispanic Americans for the White House Initiative on Educational Excellence for Hispanics, *"America on the Fault Line: Hispanic American Education."* This report analyzed policy and programmatic issues relevant to the educational progress of Hispanic Americans from infant care and pre-school through professional education. It has been cited by Vice President Gore on behalf of President Clinton as the first comprehensive look at the education of Hispanics and is being utilized "as a blueprint to address the education needs and challenges of Hispanic Americans."

Dr. Rodríguez has made numerous presentations at national conferences on his research on the persistence of undergraduate minority students in science and engineering that involve policy and programmatic interventions throughout a student's educational career. He is a Spencer Fellow of the Woodrow Wilson Foundation that supported his work: *Minorities in Science and Engineering: Patterns for Success*, which has been cited in several professional and scholarly publications. He volunteers as an adult ESL teacher in the Washington, DC area, reviews grants proposals for the Department of Education and the Sloan Foundation, and is active in several national professional associations. Dr. Rodríguez also serves as a member of the GPRA working group at HRSA to monitor grantee progress to assure HRSA compliance with the Reinventing Government Act. Dr. Rodríguez also holds appointments as Associate Professor in the College of Education at American University, Faculty Mentor at Walden University and Faculty and Advisor to the Doctoral Program in Educational Leadership at Johnson & Wales University.

Dr. Rodríguez holds a Ph.D. in Higher Education from the University of Arizona and a Masters degree in Bicultural and Bilingual Studies from the University of Texas at San Antonio. He is fluent in both Spanish and English.

WHITE HOUSE CONVENING ON HISPANIC CHILDREN AND YOUTH

August 2, 1999

Programs Selected to Speak from the Audience

Mary's Center for Maternal and Child Care

Maria Gomez, Executive Director

Washington, DC

Established in 1988, the Center's mission is to provide holistic and culturally responsive health care to women and their families, recognizing the critical importance of the women's social environment and emotional well being. Services include: pregnancy prevention, testing and counseling for sexually transmitted diseases; HIV testing; job development; teen parenting classes; father mentors; case management services. The center serves Latino women in Washington, D.C.

Avance Parent Child Education Program

Dr. Gloria Rodriguez, CEO

San Antonio, TX

AVANCE Family Support and Education Program, created in 1973, is a private, non-profit organization whose main purpose is to strengthen and support families. Direct services have formed the core of the Avance Intervention Model for hard to reach families. Among its core services is a center-based 9-month intensive parent education program serving low-income families with children under 2 ½ years of age. Parents attend weekly parenting classes, focusing on toy making, parenting skills, and awareness of community services. Other services include: nutrition classes and monthly home visits to observe parent-child interactions. These services promote effective parenting leading to healthy child development, optimal progress, both socio-emotional and educational, of young children and enhancement of family support systems and parental self-esteem. This program has been recognized as a national model for serving high-risk families.

Project GRAD

National Center for Urban Partnerships

Sharon Jacobson, Director of Operations

Project GRAD (Graduation Really Achieves Dreams) is a school-community collaborative to improve the instructional quality and culture of at risk feeder systems of schools. The philosophy guiding the program is that all pre-K through 12th grade students can be effective learners, regardless of demographic background if appropriate and timely programmatic interventions are infused into the primary grades. Various curriculum models are implemented simultaneously at Project GRAD sites, involving students in bilingual and regular classrooms. These include: Move It Math, Communities in Schools, Success for All, Consistency Management Program, University of Chicago School Math Project. Scholarships are offered to 9th grade participants of Project GRAD. Other services include: staff development, parental involvement and funding.

East Harlem Tutorial Program**Carmen Vega-Rivera, Executive Director****New York, NY**

Serving African American, Latino and Asian children, the East Harlem Tutorial Program's mission is to enhance the knowledge, skills and interest of children and youth, and to foster their love of learning. Services include after school program (one to one tutoring), arts workshop, youth leadership development programs (Tutorial Internship Program, Young Adolescent Program), summer day camp, Media/Technology Education Program, social work services.

Grand Street Settlement**Margarita Rosa, Executive Director****New York, NY**

Grand Street Settlement is a multi-serve social services agency located on the Lower East Side in Manhattan, and the population it serves is 80 percent Hispanic. Grand Street has served the people of the Lower East Side since 1916. The agency's comprehensive array of services assists some 5,000 area residents annually – from toddlers in Early Head Start and Day Care to older adults. Participants in the programs include residents of public housing; public school students and their families; teen parents needing guidance and supportive services; elementary and secondary school students requiring academic assistance and personal career counseling; working mothers with preschool children; youths and adults seeking employment; seniors needing hot meals, companionship, and social services; and families and individuals affected by HIV/AIDS and other debilitating illnesses.

PUENTE Learning Center**Sister Jennie Lechtenberg, Executive Director****Puente Learning Center****Los Angeles, CA**

PUENTE (People United to Enrich the Neighborhood Through Education) Learning Center is a non-sectarian, non-profit educational organization, that offers individuals of every age and background a learning experience and empowering them toward lifelong productivity.

PUENTE's blend of traditional classroom instruction and computer technology [many computers donated by the L.A. Times] provides tuition free educational opportunities for people limited by literacy, poverty, and inadequate English Language skills. Services include adult education including ESL, individualized instruction, reading improvement, Spanish literacy, power of speech, computer applications; youth programs including pre-school readiness, after school enrichment, high school tutorial, effective parenting; job training including business English and math, computer applications, job referral services. PUENTE was selected as an exhibitor in the Technology Showcase of the President's Summit for America's Future. You visited PUENTE in 1996.

President's List

**WHITE HOUSE CONVENING ON HISPANIC YOUTH - Monday AUG 2 1999 - 9:00 AM East Room - Business
- East Visitors Entrance**

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THE PRESIDENT, VICE PRESIDENT, AND FIRST LADY

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Accepts and No Responses

- A **Ms. Shirley Marcus Allen**
Acting Co-Executive Director, Child Welfare League of America
Washington, DC
- A **Hon. Aida M. Alvarez**
Administrator, Small Business Administration
Washington, DC
- A **Ms. Maria Alvarez**
Consultant
Long Island City, NY
- A **Ms. Erlinda P. Archuleta**
Director, Regional Educational Services Unit, Presidential Advisory Committee for Educational Excellence for
Hispanic Americans
Denver, CO
- A **Mrs. Ramona Arreguin-de-Rosales**
Director, Hispanic Pre-College Projects
- A **Hon. Carmen Arroyo**
Committees: Aging; Alcoholism and Drug Abuse; Children and Families; Education, State Representative
Bronx, NY
- Mr. Agustin Atreaga**
Coordinator, Hijos del Sol
Hayward, CA
- A **Ms. Rebeca Barrera**
Corporate Fund for Children
Austin, TX
- A **Mr. Brian Barreto**
Deputy Chief of Staff, National Economic Council, The White House
Washington, DC
- A **Hon. (Rep.) Xavier Becerra**
D-California, House of Representatives
Washington, DC
- A **Ms. Rebecca Benz**
Principal, American Institute for Learning
Austin, TX
- A **Mr. Ronald Blackburn-Moreno**
President, ASPIRA Association, Inc.
Washington, DC
- A **Ms. Adriana Grillet (Substitute for: Joaquin Blaya)**
- A **Ms. Claudia DeMegret (Substitute for: Kofi Boeteng)**
- A **Mrs. Sandra Elaine Braham**
Assistant Vice-President for Outreach Programs, Upward Bound- University of Texas-El Paso
El Paso, TX

REPORT DATE: August 1, 1999
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Accepts and No Responses

- A **Dr. Claire Brindis**
Director, Center for Reproductive Health Policy Research
San Francisco, CA
- A **Ms. Amanda Brown**
Vice President, Public Education Network
Washington, DC
- A **Ms. Sarah Brown**
President & Director, The National Campaign to Prevent Teen Pregnancy
Washington, DC
- A **Ms. Sarita Brown**
White House Initiative on Educational Excellence for Hispanic Americans
Washington, DC
- A **Ms. Amanda Caballero**
Executive Director, Latino Family Services
Detroit, MI
- A **Ms. Norma V. Cantu**
Assistant Secretary, U.S. Dept. of Education
Washington, DC
- A **Ms. Blandina Ramirez Cardenas**
Associate Professor of Educational Leadership, University of Texas at San Antonio
San Antonio, TX
- A **Ms. Margot Carlson**
Executive Director, Community Service Programs, Incorporated
Irvine, CA
Guest: Mr. Max P. Madrid
- A **Ms. Mary Ann Carr-McCartney**
Director, MESA Program
Tempe, AZ
- A **Ms. Nuria Roy (Substitute for: Ermelinda Carvajal)**
- A **Mr. Michael D. Casserly**
Executive Director, Council of Great City Schools
Washington, DC
- A **Ms. Lereen Castellano**
Executive Director, Family Star
Denver, CO
- A **Mr. Ruben Cedeno**
- A **Mrs. Leah Chase**
Washington, DC
- A **Dr. Nelba R. Chavez**
Administrator, Substance Abuse & Mental Health Services Administration
Rockville, MD

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Accepts and No Responses

- A **Hon. Barbara Chow**
Associate Director of Education, Income Maintenance & Labor, Office of Management and Budget
Washington, DC
- A **Mr. Michael Cohen**
Senior Advisor to the Secretary, Department of Education
- A **Mr. William Colon**
Executive Director, ASPIRA, Incorporated of New Jersey
Newark, NJ
- A **Ms. Imelda Yesenia Contreas**
- A **Mr. Hector Cordero-Guzman**
New School for Social Research
New York, NY
- A **Ms. Lorraine Cortes-Vasquez**
New York, NY
- A **Ms. Hilda L. Crespo**
Vice President of Public Policy & Federal Relations, ASPIRA Association, Inc., National Office
Washington, DC
- A **Ms. Rachel Cruz**
Ad Council
- A **Ms. Beth Davidson**
Media Program Associate, The National Campaign to Prevent Teen Pregnancy
Washington, DC
- A **Mr. Marco Antonio Davis**
Director of Leadership Development, National Council of La Raza
Washington, DC
- A **Dr. Jane L. Delgado**
President & CEO, National Coalition of Hispanic Health & Human Services Organization (COSSMHO)
Washington, DC
- A **Ms. Minerva Delgado**
- Ms. Elena Diaz**
Austin, TX
- A **Mr. Dalia Diaz-Olivarez**
Senior Public Affairs Specialist, State Farm Insurance Company
Bloomington, IL
- A **Dr. Dawn E. Dorsey**
Principal, Student Learning and Guidance Center, Corpus Christi
Corpus Cristi, TX
- A **Ms. Hamid Ebrahimi**

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Accepts and No Responses

- A **Hon. Maria Echaveste**
Assistant to the President & Deputy Chief of Staff, The White House
- A **Mr. Blanca Enriquez**
Director, Region 19 ESC Head Start
El Paso, TX
- A **Ms. Ivelisse R. Estrada**
Vice President, Corporate and Community Relations, Univision Communications Incorporated
Los Angeles, CA
- A **Ms. Daisy Exposito**
President, The Bravo Group
New York, NY
- A **Ms. Barbara Van Blake (Substitute for: Sandra Feldman)**
Director, Community Relations, American Federation of Teachers
- A **Ms. Patricia Fennell**
Executive Director, Latino Community Development Agency
Oklahoma City, OK
- A **Ms. Michelle Fermin**
- A **Mr. Vincent L. Ferrandino**
Executive Director, National Association of Elementary School Principals
Alexandria, VA
- A **Mr. Richard G. Fimbres**
State Director, League of United Latin American Citizens
Tucson, AZ
- A **Ms. Carol Fimmen**
Director of Cross Culture, Hispanic Program for Educational Advancement
Macomb, IL
- A **Mr. Jose Miguel Flores**
- A **Mr. Matthew Foley**
Arriba Juntos/ Forward Together
Brooklyn, NY
- A **Mr. Claude G.B. Fontheim**
Managing Director, Fontheim International
Washington, DC
- A **Ms. Ester Garcia-Cartagena**
Executive Director, Loisaida
New York, NY
- A **Mr. Luis Garden-Acosta**
Director, El Puente
Brooklyn, NY
- A **Mr. Hector Garza**
Vice President, American Council on Education
Washington, DC

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Accepts and No Responses

- A **Mr. William Gil**
Washington, DC

- Ms. Dolores Gomez**
Washington, DC

- A **Ms. Maria Socorro Gomez**
Executive Director, Mary's Center for Maternal and Child Care
Washington, DC

- A **Ms. Maria Dolores Gomez**
Council for Opportunity in Education
Washington, DC

- A **Ms. Patricia Turcios**

- A **Hon. (Rep.) Charles Gonzalez**
(D-TX), U.S. House of Representatives

- A **Mr. I. Miley Gonzalez**
Undersecretary for Research Education and Economics, Department of Agriculture

- A **Mrs. Sarah M. Greene**
Chief Executive Officer, National Head Start Association, Partnership Project
Alexandria, VA

- Ms. Liza Gross**

- A **Mr. John Guerra**
Vice President, Corporate Affairs, AT&T Southwest LSO Business
Dallas, TX

- Ms. Lourdes Guerrero**
Washington, DC

- A **Mr. David Gutierrez**
President, National Association of Migrant Education
Springfield, IL

- A **Ms. Ana M. Guzman**
Vice President, Presidents Advisory Commission on Educational Excellence for Hispanic Americans
Austin, TX

- Dr. Lawrence Hernandez**
Associate Professor, Human Development and Psychology Risk and Prevention Program, Harvard Graduate
School of Education
Cambridge, MA

- A **Mr. Luiz Hernandez**

- A **Hon. (Rep.) Ruben E. Hinojosa**
D/Texas, US House of Representatives
Washington, DC

REPORT DATE: August 1, 1999
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Accepts and No Responses

- A **Ms. Maria Ines Huerta**
- A **Mr. Stephen Hug**
Vice President, Family Service- Proyecto Familia
Providence, RI
- A **Ms. Sharon Hussey**
National Director, Membership & Programs, Girl Scouts of America
- A **Hon. Mickey Ibarra**
Assistant to the President and Director, Office of Intergovernmental Affairs, The White House
Washington, DC
- A **Ms. Emily Cole (Substitute for: Sharon Jacobson)**
- A **Ms. Tara Jewell**
- A **Ms. Lori Kaplan**
Executive Director, Latin American Youth Center
Washington, DC
- A **Sister Jane M. Lechtenberg**
Executive Director, PUENTE Learning Center
Los Angeles, CA
- A **Dr. Edgar Rommel Leon**
Director, Lincoln and Immediate Unit 12, Migrant Education Programs
Gettysburg, PA
- A **Honorable Guillermo Linares**
New York City Council
New York, NY
- A **Ms. Patricia E. Loera**
Associate Director for Legislation, National Association for Bilingual Education
Washington, DC
- A **Mr. Jacques Louis**
Guest: Mr. Alnardo Rodriguez
- A **Mr. Nelson H. Salazar (Substitute for: Alexandra Lozada)**
- A **Ms. Monica Lozano**
Associate Publisher & Executive Editor, La Opinion
Los Angeles, CA
- A **Ms. Angela Manso**
Office of the Honorable Lucille Roybal
Washington, DC
- A **Ms. Shirley Marcus Allen**
Executive Director, Child Welfare League of America
- A **Ms. Nicole Marrero**

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Accepts and No Responses

- A **Ms. Irene Martinez**
Executive Director, Dehli Community Center
Santa Ana, CA
- A **Ms. Moises Perez Martinez**
Executive Director, Alianza Dominica, Incorporated
New York, NY
- A **Ms. MaryIn McAdams**
Director and Washington Representative, National HEP-CAMP Association and National Association for Migrant
Education
Washington, DC
- A **Mr. James M. McNamara**
President & CEO, Telemundo Network Group
Santa Monica, CA
- Hon. (Rep.) Robert Menendez**
D/New Jersey, U.S. House of Representatives
Washington, DC
- A **Ms. Elba Montalvo**
Executive Director, Committee for Hispanic Children and Families
New York, NY
- A **Dr. Maria Robledo Montecel**
Executive Director, Intercultural Development Research Association
San Antonio, TX
- A **Ms. Patricia Montoya**
Southwest Director, U.S. Department of Health & Human Services
Dallas, TX
- A **Mr. Mario Moreno**
Assistant Secretary, OIIA, US Department of Education
Washington, DC
- A **Mr. Victor Morisete**
Executive Director, Community Association of Progressive Dominicans
New York, NY
- A **Hon. (Mr.) George Munoz**
President and CEO, Overseas Private Investment Corporation
Washington, DC
- A **Hon. Janet Murguia**
Deputy Assistant to the President & Deputy Director for Legislative Affairs, Office of Legislative Affairs, The White
House
Washington, DC
- A **Mr. Ramon Murguia**
Chairman, Greater Kansas City Hispanic Development Fund
Kansas City, MO
- A **Hon. (Rep.) Grace Napolitano**
(D-CA)
Washington, DC

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Accepts and No Responses

- A **Mr. Richard Santos Navarro**
Hispanic Community Foundation
San Francisco, CA

- A **Ms. Marisa Nightingale**
Director, Media Programs, The National Campaign to Prevent Teen Pregnancy
Washington, DC

- A **Dr. Jeannette Noltenius**
Latino Council on Alcohol and Tobacco
Washington, DC

- A **Ms. Dora Olivo**
Insurance and Public Education Committees, State Representative

- A **Hon. (Rep.) Solomon P. Ortiz**
D/Texas, House of Representatives
Washington, DC

- A **Mr. Alejandro Perez**

- A **Ms. Hisela Perez**

- A **Mr. Moises Perez**
Alianza Dominicana
New York, NY

- A **Mr. Monte Perez**

- A **Ms. Belinda Pinto**

- A **Ms. Delia Pompa**
Executive Director, National Association of Bilingual Education
Washington, DC

- A **Ms. Lisa Quiroz**
Publisher, People En Espanol
New York, NY

- A **Mr. Alfred Ramirez**
The Corporation for National and Community Service
Washington, DC

- A **Ms. Linda Sue Ramirez**
Corporate Relations Manager, Help One Student to Succeed Corporation (HOST)
Austin, TX

- A **Ms. Herminia Ramos-Donovan**
Director, Hispanic Young People's Alternatives
Brooklyn, NY

- Hon. Bill Richardson**
Secretary, Department of Energy
Washington, DC

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Accepts and No Responses

- A **Ms. Carmen Vega Rivera**
Executive Director, East Harlem Tutorial Program
New York, NY
- A **Mr. Jaime Juan Rivera**
- A **Ms. Maritza Rivera**
The White House, Office of Public Liaison
- A **Mr. Miguel Bretos (Substitute for: Refugio Rochin)**
Smithsonian Institute
Washington, DC
- A **Mr. Bernardo Rodriguez**
Program Director, Sceneca Youth Center
Bronx, NY
- A **Mr. Carlos Rodriguez**
Senior Research Analyst, Pelavin Research Center of the American Institute for Research
Washington, DC
- A **Hon. (Rep.) Ciro Rodriguez**
D/Texas, US House of Representatives
- A **Dr. Gloria Rodriguez**
President and CEO, Advance Family Support & Education Program
San Antonio, TX
- A **Ms. Lee Rodriguez**
United States Hispanic Chamber of Commerce
New York, NY
- A **Ms. Leonor E. Rodriguez**
Board Member, US Hispanic Women's Chamber of Commerce
New York, NY
- A **Mr. Samuel Rodriguez**
Special Assistant, U.S. Department of Energy
Washington, DC
- A **Ms. Yvonne Garcia Rodriguez**
Faculty, Texas Women's University Reading Recovery Program
- A **Ms. Maria Elena Rodriguez-Sullivan**
- Mr. Waldemar Rojas**
Superintendent, Dallas Unified School District
Dallas, TX
- A **Ms. Marguerita Rosa**
Executive Director, Grand Street Settlement
New York, NY
- A **Mrs. Marta T. Rosa**
Child Care Resource Center, Inc.
Cambridge, MA

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Accepts and No Responses

- Ms. Ramona de Rosales**
Hispanic Pre-College Project
St Paul, MN
- A **Hon. (Rep.) Lucille Roybal-Allard**
D/California, House of Representatives
Washington, DC
- A **Ms. Manty Sabates-Morse**
Board Member, Dade County School Board
Miami, FL
- A **Ms. Sharon M. Saez**
Education Program Specialist, Goals 2000 Arts Education Partnership
Washington, DC
- A **Dr. Gumecindo Salas**
- A **Ms. Elisa Sanchez**
President, MANA, A National Latina Organization
Washington, DC
- A **Mr. Frank Sanchez**
Senior Director of Delinquency Prevention, Boys and Girls Clubs of America
- A **Hon. (Rep.) Loretta L. Sanchez**
D/California, US House of Representatives
Washington, DC
- A **Ms. Deborah Santiago**
White House Initiative
Washington, DC
- A **Dr. Laurel Shader**
Director, Expand Su Mente y Lea
New Haven, CT
- A **Ms. Barbara Smith**
- A **Mr. Robin Staffin**
Senior Policy Advisor, Office of Secretary of Energy
- A **Ms. Dorothy Stoneman**
Somerville, MA
- A **Ms. Barbara Taveras**
Executive Director, Hazen Foundation
New York, NY
- A **Hon. Jill Long Thompson**
Undersecretary for Rural Development, U.S. Department of Agriculture
Washington, DC
- A **Dr. Gwendolyn J. Cooke (Substitute for: Gerald Tirozzi)**
Director of Urban Services, National Association of Secondary School Principals

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Accepts and No Responses

- A **Mr. Hector Torres**
Police Chief, Bridgeport Police Department
Bridgeport, CT

- A **Mr. Richard Toscano**
Interagency Affairs, WH Initiative
Washington, DC

- A **Ms. Maria L. Tukeva**
Principal, Bell Multicultural High School
Washington, DC

- Hon. (Rep.) Robert A. Underwood**
D/Guam, House of Representatives
Washington, DC

- A **Mr. Arturo Vargas**
Executive Director, NALEO (National Association of Latino Elected and Appointed Officials)
Los Angeles, CA

- A **Dr. Olga Vasquez**
Director, La Clase Magica
La Jolla, CA

- A **Ms. Carmen Vega-Rivera**
East Harlem Tutorial Program
New York, NY

- A **Ms. Carmen Velasquez**
Alivio Medical Center
Chicago, IL

- Hon. (Rep.) Nydia M. Velazquez**
D/New York, House of Representatives
Washington, DC

- A **Dr. Jose Alberto Vicente**

- A **Ms. Selena T. Walsh**
Director of Policy and Communications, League of United Latin American Citizens
Washington, DC

- A **Ms. Kery J. Wilkie**
National Puerto Rican Coalition

- A **Mr. Bradley Williams**
Executive Director, Leadership, Education, and Athletics in Partnership (LEAP)
New Haven, CT

- A **Dr. Ruben Zacarias**
Deputy Superintendent of Schools, LA Unified School District
Los Angeles, CA

- A **Ms. Gwen Zuares**
Dept of Labor
Washington, DC

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Accepts and No Responses

A **Mr. Steven Zwerling**
Senior Director, EMAC/EKA
New York, NY

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Regrets

- R **Mr. C. Michael Armstrong**
Chairman & CEO, AT&T
Basking Ridge, NJ
- R **Mr. David Hayes Baustista**
UCLA
- R **Ms. Susan Beresford**
President, The Ford Foundation
New York, NY
- R **Ms. Joaquin Blaya**
Chairman of the Board, Radio Unica
Miami, FL
- R **Mr. Kofi Boeteng**
National Puerto Rican Forum
New York, NY
- R **Hon. (Rep.) Henry Bonilla**
R-Texas, House of Representatives
Washington, DC
- R **Hon. Cruz Miguel Bustamante**
Lieutenant Governor, State Capitol
Sacramento, CA
- R **Ms. Diana Campoamor**
Hispanics in Philanthropy
Berkely, CA
- R **Ms. Linda Cantu**
Executive Director/Education Associate, Intercultural Development Research Association
San Antonio, TX
- R **Ms. Amy Cardullo**
Assistant Director, Riverside Community College Foundation
Riverside, CA
- R **Ms. Ermelinda Carvajal**
National Program Manager, Aspira Association Americorps Community Service Program
Washington, DC
- R **Mr. Bob Chase**
President, National Education Association
Washington, DC
- R **Mr. Gery J. Chico**
President, Chicago School Reform Board of Trustees, Altheman & Gray
Chicago, IL
- R **Hon. Henry Cisneros**
President and COO, Univision Communications Incorporated
Los Angeles, CA
- R **Ms. Sarah Cobb**
Program Officer, Lily Endowment
Indianapolis, IN

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Regrets

- R **Ms. Deborah Constance**
Executive Director, A Place Called Home
Los Angeles, CA
- R **Mr. Ernesto Cortez**
Director, Alliance Schools
Austin, TX
- R **Mr. Neil Creighton**
Major General / President and CEO, Robert R. McCormick Tribune Foundation
Chicago, IL
- R **Mr. Guarione Diaz**
President, Cuban-American National Council
Miami, FL
- R **Mr. Rick Dovalina**
National President, League of United Latin American Citizens
Washington, DC
- R **Ms. Marian Wright Edelman**
President, Children's Defense Fund
Washington, DC
- R **Ms. Jane Eisner**
President, The Eisner Foundation
Beverly Hills, CA
- R **Ms. Terry Espinoza-Baumgart**
Coordinator, Alisal Community Healthy Start
Salinas, CA
- R **Ms. Marsha Johnson Evans**
National Executive Director and CEO, Girl Scouts USA
New York, NY
- R **Ms. Sandra Feldman**
President, American Federation of Teachers
Washington, DC
- R **Mr. Wilfredo A. Ferrer**
Deputy Chief of Staff, Office of the Attorney General, Department of Justice
Washington, DC
- R **Mr. Juan Figueroa**
President, Puerto Rican Legal Defense and Education Fund
New York, NY
- R **Ms. Patricia Fili-Krushel**
President, ABC Television
New York, NY
- R **Mr. Antonio Flores**
President, Hispanic Association of Colleges and Universities
San Antonio, TX

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Regrets

- R **Mr. William J. Glee**
Director, Project Seed
Dallas, TX
- R **Mr. Manuel Gomez**
Program Director, Statewide Systemic Initiatives
- R **Hon. (Rep.) Luis V. Gutierrez**
D/Illinois, House of Representatives
Washington, DC
- R **Mr. Richard Halpin**
CEO and Founder, American Institute for Learning
Austin, TX
- R **Ms. Antonia Hernandez**
President, Mexican American Legal Defense and Education Fund
Los Angeles, CA
- R **Mr. George Herrera**
President and CEO, Hispanic Chamber of Commerce
- R **Dr. Paul D. Houston**
Executive Director, American Association of School Administrators
Arlington, VA
- R **Ms. Sharon A. Jacobson**
Operations Director, Project GRAD
- R **Ms. Mary Lou Jaramillo**
Mattie Rhodes Counseling & Art Center
Kansas City, MO
- R **Ms. Alexandra Lozada**
Coordinator, AHORA Program
Cambridge, MA
- R **Ms. Consuelo Luz**
President, Hispanic Radio Network
Washington, DC
- R **Hon. Carlos Mariani-Rosa**
State Representative, State of Minnesota
- R **Ms. Ginny Markell**
President, The National PTA
Chicago, IL
- R **Hon. (Rep.) Matthew G. Martinez**
D/California, House of Representatives
Washington, DC
- R **Mr. Raul Martinez**
Office of the Mayor
Hialeah, FL

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Regrets

- R **Ms. Sarah Martinez-Tucker**
Hispanic Scholarship Fund, President and CEO
San Francisco, CA
- R **Mr. Richard A. McGinn**
Chairman and CEO, Lucent Technologies, Inc.
Murray Hill, NJ
- R **Ms. Esther Medina**
Executive Director, MACSA Inc.
San Jose, CA
- R **Ms. Aurora Mejica- deceased**
Executive Director, Mi Casa Resource Center for Women, Incorporated
Denver, CO
- R **Mr. David R. Mercer**
CEO, Young Men's Christian Association
Chicago, IL
- R **Mr. Manuel Mirabal**
President, National Puerto Rican Coalition
Washington, DC
- R **Ms. Regina Montoya**
President, Former Girls Inc, Volunteer/Former Administrator
Dallas, TX
- R **Ms. Cecilia Munoz**
Vice President, National Council of La Raza
Washington, DC
- R **Mr. Harry Pachon**
The Tomas Rivera Policy Institute
Claremont, CA
- R **Hon. (Rep.) Edward L. Pastor**
D/Arizona, House of Representatives
Washington, DC
- R **Mr. A. Jerrold Perenchio**
President and CEO, Univision Network
Los Angeles, CA
- R **Ms. Lourdes Perez**
Director, Our Hope
Miami, FL
- R **Ms. Wendy O. Puriefoy**
President, Public Education Fund Network
Washington, DC
- R **Mr. Hugo Ramirez**
Director, NACME-Engineering Vanguard Program
New York, NY

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Regrets

- R **Hon. (Rep.) Silvestre Reyes**
D/Texas, US House of Representatives
Washington, DC
- R **Dr. William C. Richardson**
Chief Executive Officer, The Kellogg Foundation
Battle Creek, MI
- R **Mr. Refugio Rochin**
- R **Mr. Robert Rodriguez**
National Council of La Raza
Washington, DC
- R **Hon. (Rep.) Carlos A. Romero-Barcelo**
D/Puerto Rico, House of Representatives
Washington, DC
- R **Mr. Richard Ruiz**
Executive Director, El Centro Incorporated
Kansas City, KS
- R **Mr. Edward B. Rust**
CEO, State Farm Insurance
Bloomington, IL
- R **Hon. (Mr.) Kenneth L. Salazar**
Attorney General, State of Colorado
Denver, CO
- R **Mr. and Mrs. Herbert Sandler**
Success for All
Oakland, CA
- R **Ms. Cristina Saralegui**
Hostess and Executive Producer, The Cristina Show
Palm Island Miami Beach, FL
- R **Hon. (Rep.) Jose E. Serrano**
D/New York, House of Representatives
Washington, DC
- R **Mr. Robert Shireman**
Program Officer, The James Irvine Foundation
San Francisco, CA
- R **Ms. Roxanne Spillett**
President, Boys & Girls Clubs of America
Atlanta, GA
- R **Ms. Allegra Starks**
Program Director, Urban sm ARTS
San Antonio, TX
- R **Mrs. Isabel Carter Stewart**
President, Girls, Inc.
New York, NY

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Regrets

- R **Ms. Mary Catherine Swanson**
Executive Director, AVID Center
San Diego, CA

- R **Dr. Richard Tapia**
Rice University
Houston, TX

- R **Mr. Gerald Tirozzi**
National Executive Director, Association of Secondary School Principals
Reston, VA

- R **Dr. Donald Vereen**
Deputy Director, Office of National Drug Control Policy
Washington, DC

- R **Ms. Susan Wally**
Vice President, Kauffman Foundation
Kansas City, MO

- R **Mr. Jason Warwin**
Co-Director, Brotherhood/ Sistersol
New York, NY

- R **Mr. Leslie H. Wexner**
Chairman, The Limited, Inc.
Columbus, OH

- R **Mr. Raul Yzaguirre**
President, National Council of La Raza
Washington, DC

PRESIDENT CLINTON AND VICE PRESIDENT GORE

Working on Behalf of the Hispanic Community

ECONOMY

Closing the Book on A Generation of Deficits. In 1992, the deficit was \$290 billion, a record dollar high. This year, the Administration expects the budget surplus to be \$99 billion, the largest budget surplus in history.

Saving Social Security. Earlier this year, the President outlined his plan to save Social Security and extend the life of the Social Security Trust Fund. The President would lock away the Social Security surpluses to prevent them from being used to fund other programs. In addition, his plan would transfer the interest savings from reducing the national debt to the Social Security Trust Fund and increase the return on Social Security funds through private investment. The President has put forth a balanced budget that maintains our sound economic strategy and invest the budget surplus in our long-term goals: saving Social Security and securing Medicare for the 21st Century.

Nearly 19 Million New Jobs. More than 90 percent of the new jobs have been created in the private sector, the highest percentage in 50 years.

Record-Low Unemployment for Latinos. Under President Clinton and Vice President Gore, the Latino unemployment rate has dropped from 11.6 percent in 1992 to 7.2 percent in 1998 -- its lowest annual level ever. As of June 1999, the monthly Hispanic unemployment was even lower at 6.8 percent.

Income of Median Hispanic Households Up \$2,553 in Past Two Years. In 1997, the income of the median Hispanic household, adjusted for inflation, increased from \$25,477 in 1996 to \$26,628 in 1997 -- an increase of \$1,151 or 4.5 percent. Over the past two years, the income of the typical Hispanic household has risen \$2,553 -- or nearly 11 percent -- the largest two-year increase in Hispanic income on record.

Real Wages Are Rising for Hispanics. The real wages of Hispanics have risen rapidly in the past two years, up 4.2 percent for Hispanic men and 2.7 percent for Hispanic women since 1996.

Inflation -- Lowest Since 1950s. Inflation remains non-existent at 1.6 percent for the beginning of 1999. In 1998, the GDP price index rose 1.0 percent at an annual rate -- its lowest level since the 1950s.

Strong Private Sector Growth. In the first quarter, private-sector GDP growth was up 4.4 percent. Since President Clinton took office, the private sector of the economy has grown an average of 4.0 percent per year -- compared to 3.0 percent under President Reagan and 1.3 percent under President Bush.

Tax Cuts For Low-Income Working Families. President Clinton's 1993 Economic Plan provided tax cuts to 15 million hard-pressed working families by expanding the Earned Income Tax Credit (EITC). The average family with two kids who received the EITC received a tax cut of \$1,026. In 1997, the EITC lifted more than 1.2 million Hispanics out of poverty.

Largest Hispanic Poverty Drop In Two Decades. In 1997, the Hispanic poverty rate dropped from 29.4 percent to 27.1 percent -- the largest one-year drop in Hispanic poverty since 1978. Since President Clinton took office, Hispanic poverty has dropped from 30.6 percent to 27.1 percent. While this marks significant progress, President Clinton will continue to fight for policies that help to raise incomes and reduce poverty.

Minimum Wage Increased. The President raised the minimum wage to \$5.15 an hour -- directly benefiting 1.6 million Hispanic workers.

Fighting for Paycheck Equity. The President has called on Congress to pass legislation to strengthen laws prohibiting wage discrimination. In 1997, the median earnings of Hispanic women represented 56 percent of the median earnings for all men.

Two and a Half Times More Small Business Loans to Hispanic Entrepreneurs. Between 1993 and 1997 the SBA approved nearly 15,000 loans to Hispanic entrepreneurs under the 7(a) and 504 loan programs. In 1997 alone, the Small Business Administration granted more than 3,300 loans, worth \$615 million, to Hispanic small business owners, two and a half times the number of loans granted in 1992.

Supporting Minority Business Communities and Increasing Access to Capital. Building on the efforts of the SBA, Vice President Gore unveiled aggressive plans to increase lending and business services to the Hispanic and African American business communities nationwide. SBA has entered partnership agreements with national leadership organizations, and engaged its national network of field offices and resources in the effort. SBA also licensed the first Hispanic-managed venture capital fund. In addition, the Vice President announced an unprecedented agreement between SBA and the "Big Three" U.S. automakers to increase subcontracting awards to minority businesses by nearly \$3 billion over the next three years -- a 50 percent increase over current levels.

Ensuring Minority Business Owners Have a Fair Opportunity to Compete. The President signed the Transportation Equity Act for the 21st Century into law on June 9, 1998. The Act protects the Disadvantaged Business Enterprise (DBE) Program, a program that ensures that minority and women-owned businesses have an opportunity to compete for transportation projects. The Administration helped defeat an amendment to the House version of this bill that would have eliminated the DBE Program. In a different measure, the President also approved the creation of a new program to target assistance to minority-owned businesses in industries that continue to reflect the effects of discrimination. As a result, thousands of minority-owned businesses will be able to compete more effectively for government contracts.

Expanding Investment in Urban and Rural Areas. The Clinton Administration has announced 105 EZs and ECs across the country. This effort was proposed by President Clinton and Vice President Al Gore, and passed by Congress in 1993. The EZ/EC effort has generated more than \$2 billion of new private sector investment in community development activities. The President has also signed into law a second round of EZs -- 15 new urban and 5 new rural zones -- which will include tax incentives, small business expensing, and private activity bonds. In FY 99, President Clinton and Congress provided first-year funding of \$55 million for the new EZs, and \$5 million in first-year funding for 20 new rural Enterprise Communities announced in January. The FY 2000 Budget proposes mandatory funding for ten years: \$150 million a year for urban EZs and Strategic Planning Communities; \$10 million a year for rural EZs; and \$5 million a year for rural ECs.

Expanding Access to Capital with Community Development Financial Institutions (CDFI). Proposed and signed into law by the President in 1994, the CDFI Fund, through grants, loans and equity investments, is helping to create a network of community development financial institutions in distressed areas across the United States. In FY99, funding was increased 19 percent to \$95 million from \$80 million. The FY 2000 budget proposes to expand funding for the CDFI Fund to \$125 million--a \$30 million increase from 1999.

Working on Behalf of Minority Farmers. The U.S. Department of Agriculture (USDA) is working to strengthen programs and increase outreach targeted to underserved communities, including increasing its lending to minority and women producers. Between 1993 and 1998, direct lending to these groups has nearly doubled -- from \$46.5 million in FY93 to \$91 million in FY98.

Moving from Welfare to Work. With the President's leadership, the Balanced Budget included \$3 billion to move long-term welfare recipients and unemployed non-custodial fathers into jobs and provided tax credits for employers to hire and retain long-term welfare recipients. The FY 1999 Welfare-to-Work competitive grants will support innovative strategies to address specific challenges to employment including limited English proficiency. The President's budget seeks \$1 billion to extend the Welfare-to-Work program to help more long-term recipients and low income fathers in high poverty areas go to work and support their families.

Helping People Get to Work. The Transportation Equity Act for the 21st Century authorizes \$750 million over five years, and the FY99 budget included \$75 million, for the President's Access to Jobs initiative and reverse commute grants to help communities design innovative transportation solutions so that families who need to work can get to work. The President's Budget proposes to double funding for FY 2000, bringing the program to the authorized level of \$150 million.

Assisting Families with Housing Vouchers. In 1999, the President proposed and Congress approved \$283 million for 50,000 new housing vouchers for welfare recipients who need housing assistance to get or keep a job. Families will use these welfare-to-work housing vouchers to move closer to a new job, to reduce a long commute, or to secure more stable housing that will eliminate emergencies which keep them from getting to work every day on time. The President's FY 2000 Budget provides \$430 million for 75,000 welfare-to-work housing vouchers, including \$144 million in new funds for 25,000 additional vouchers.

Providing Incentives to Save. The President signed into law a five-year, \$125 million demonstration program for Individual Development Accounts, providing incentives for low income families to save for a first home, higher education or to start a new business, effectively completing his 1992 community empowerment agenda. The FY99 budget includes \$10 million to launch this initiative, and the President has proposed to double the commitment to \$20 million in FY 2000.

Increasing Homeownership. The Clinton Administration launched a program to increase the homeownership rate of Hispanics in the U.S. through advertising, education and counseling programs and working with lending institutions to better serve the Hispanic community. Progress has been made, four million Hispanics now own their homes, one million more Hispanic homeowners since the first quarter of 1994.

Helping More Families Become Homeowners with the "Play-by-the-Rules" Homeownership Initiative. The FY99 budget included \$25 million for the Neighborhood Reinvestment Corporation to start this new initiative that will make homeownership more accessible to families who have a good rental history but have difficulty purchasing a home; 10,000 lower-income and minority families who are currently renting will benefit from this initiative. The FY 2000 budget proposes a second round of \$15 million for this initiative.

Expanding Low-Income Housing Tax Credit by 40 Percent. In 1993, President Clinton fulfilled his promise to permanently extend the Low-Income Housing Tax Credit, spurring the private development of low-income housing and helping to build 75,000-90,000 housing units each year. President Clinton has proposed to expand the credit by 40 percent. Over the next five years, this expansion would mean an additional 150,000 to 180,000 quality affordable rental units.

FIGHTING FOR EQUAL OPPORTUNITY

Building One America. The President has led the nation in an effort to become One America in the 21st Century: a place where we respect others' differences and, at the same time, embrace the common values that unite us. AFL-CIO Executive Vice President Linda Chavez-Thompson served on the Advisory Board to the President's Initiative on Race, which the President charged with overseeing this effort. The President, the Administration and the Advisory Board were actively involved in public outreach efforts -- including holding numerous public meetings and town halls -- to engage Americans across the nation in this historic effort. One of the critical elements of the President's Initiative on Race was identifying, highlighting and sharing with the nation promising practices -- local and national efforts to promote racial reconciliation. The Advisory Board presented their final report to the President on September 18, 1998, and recommended that conversations on race continue. President Clinton also appointed Robert B. (Ben) Johnson as Assistant to the President and Director of the White House Office on the President's Initiative for One America, a new office the President created to follow up on the work of his Initiative on Race.

An Administration That Looks like One America. The President appointed the most diverse Cabinet and Administration in history. Secretary of Energy Bill Richardson and Small Business Administrator Aida Alvarez are members of the President's Cabinet. Federico Peña and Henry Cisneros previously served in the President's Cabinet.

Judicial Appointments. Six percent of all President Clinton's judicial appointments are Hispanics including the Honorable Jose Cabranes, Judge, Second Circuit U.S. Circuit Court, The Honorable Carlos Moreno, Judge, Central District of California, U.S. District Court and the Honorable Hilda Tagle, Judge, Southern District of Texas, U.S. District Court.

Senior Level Administration Appointments. President Clinton has appointed more Hispanics to senior level positions than any President in American history. Eight percent of Presidential appointments, including boards and commissions, are held by Hispanics. These Presidential appointees include Overseas Private Investment Corporation (OPIC) President George Muñoz; Norma Cantu, Assistant Secretary for Civil Rights at the Department of Education; Saul Ramirez, Jr., Department of Housing and Urban Development Deputy Secretary; Albert Jacquez, Administrator of the St. Lawrence Seaway, Department of Transportation; Eluid Levi Martinez, Commissioner of Bureau of Reclamation at the Department of Interior; Ida L. Castro, Chair, Equal Employment Opportunity Commission; Patricia T. Montoya, Commissioner for Children, Youth & Families at the Department of Health and Human Services; and John U. Sepulveda, Deputy Director at the Office of Personnel Management. White House appointees include: Assistant to the President and Deputy Chief of Staff Maria Echaveste; Assistant to the President and Director of Intergovernmental Affairs Mickey Ibarra; and Deputy Assistant to the President and Deputy Director for Legislative Affairs Janet Murguia.

Opposed California Prop. 209 and Similar Measures. The Clinton Administration strongly opposes state and local initiatives to eliminate affirmative action programs that expand opportunities for Hispanics and others. The Administration opposed Proposition 209 in California and filed *amicus* briefs opposing Prop. 209, which currently prohibits state affirmative action programs. The Clinton Administration opposed a similar initiative in Houston, which was defeated and opposed an initiative in Washington that is similar to Prop. 209. In all these cases, representatives of the administration have spoken out strongly against these initiatives as unfair and a barrier to equality.

Ordered an Assessment of Affirmative Action Programs. The President ordered a comprehensive review of the government's affirmative action programs which concluded that affirmative action is still an effective and important tool to expand educational and economic opportunity to all Americans. This review of federal affirmative action programs has helped to ensure that these programs are fair and effective and that they can survive legal challenges. As a result, programs that benefit Hispanics, including students, working men and women, and business owners, remain in effect and are more likely to be upheld by the courts.

Reducing Backlog and Expanding Alternative Dispute Resolution at Equal Employment Opportunity Commission (EEOC). Thanks to President Clinton, the FY99 budget included \$279 million -- a \$37 million increase over the previous year -- to significantly expand EEOC's alternative dispute resolution program and reduce the backlog of private sector discrimination complaints. The final budget fully funds the President's request -- providing the first real increase for EEOC in several years. The President's FY2000 budget request provides \$312 million for the EEOC, a 12 percent increase over 1999.

Working to Ensure Fairness and Remove Barriers to High Quality Education. The Office for Civil Rights in the Department of Education is working to eliminate discriminatory educational practices within schools that contribute to deficiencies in minority student achievement. These priorities included the inappropriate placement of minority students in special education, limited access of minority students to challenging curricula and programs such as gifted and honors classes and the lack of comparable resources.

Ensuring Election Fairness. The Clinton Administration defended racially fair redistricting plans against claims that they were unconstitutional and prevented election day discrimination against minority voters and voter intimidation and harassment by monitoring polling place activities in a record number of states and counties. Continued enforcement efforts to ensure that citizens who rely on Spanish have the same opportunities to participate in voting-related activities as English-speaking voters.

Oppose English-Only Legislation. Strongly opposed legislation to make English the official language of the United States which would have jeopardized services and programs for non-English speakers and jeopardized assistance to the tens of thousands of new immigrants and others seeking to learn English as adults.

Increasing Voter Registration. Since 1995, the National Voter Registration Act or “Motor Voter” law has registered nearly 28 million new voters and made voting easier for millions more. [FEC, 6/99; FEC, 6/97]

Opposed California Prop. 187. Opposed California's Proposition 187, which would have made illegal immigrants ineligible for public school education at all levels and ineligible for public health care services.

Working for Fair Housing. The President proposed and won a major expansion of HUD's Fair Housing programs. The final budget expands HUD's Fair Housing programs from \$30 million in FY98 to \$40 million in FY99. That 33-percent increase includes \$7.5 million for a new audit-based enforcement initiative proposed by the Administration. The President's FY 2000 budget proposes to increase HUD's fair housing activities by another 17 percent.

Defended Fairness. The Clinton Administration has filed more cases between 1993 and 1997 to enforce fair housing laws than any other Administration (more than 500 cases). For instance, this Administration desegregated a Vidor, Texas, public housing complex and ordered a Mississippi bank to implement remedial lending plans for minority customers who were unfairly denied loans by the bank.

Eliminated Discriminatory “Redlining” Practices. The Clinton Administration negotiated agreements with health care agencies to eliminate discriminatory “redlining” practices denying home health care services based on residential location.

Working to Ensure a Fair, Accurate and Complete Census. The Clinton Administration is working to ensure that Census 2000 is the most accurate census possible using the best, most up-to-date scientific methods as recommended by the National Academy of Sciences. According to the Census Bureau, the 1990 Census missed 8.4 million people and double-counted 4.4 million others. Nationally, 5 percent of Hispanics were not counted in the 1990 census. While missing or miscounting so many people is a problem, the fact that certain groups -- such as children, the poor, people of color, city dwellers and people who live in rural rental homes -- were missed more often than others made the undercount even more inaccurate. A fair and accurate Census is a fundamental part of a representative democracy and is the basis for providing equality under the law. The President is determined to have a fair and full count in 2000.

IMMIGRATION

Fairness for Immigrants. The President worked with Congress to correct the most egregious impacts of the Illegal Immigration Reform and Immigrant Responsibility Act of 1996. As a result, almost a million people will be able to proceed with legalizing their immigration status under the former standards of immigration law and not the new, stricter and more burdensome standards enacted in 1996.

Strengthening the Naturalization Process. The President has made naturalization a top priority of the Immigration and Naturalization Service in order to continue fostering legal immigration while combating illegal immigration. For instance, over one million individuals were naturalized in 1996. The Administration continues to work to streamline and improve the naturalization process so that eligible individuals who have played by the rules can become full partners in America. In FY99, the Administration won an infusion of new resources to reduce the backlog of naturalization applications and improve customer service.

Defended Immigrant Rights. The Administration defeated legislative efforts which would have significantly eroded health care for immigrants. The bipartisan agreement strengthened the sponsorship requirement while preserving the basic ability of families to reunify.

Reversing Unfair Cuts; Protects Legal Immigrants Who Become Disabled and Those Currently Receiving Benefits. The Balanced Budget Act of 1997 restored \$11.5 billion in SSI and Medicaid benefits for legal immigrants whose benefits were also terminated in welfare reform. This law protects those immigrants now receiving assistance, ensuring that they will not be turned out of their apartments or nursing homes or otherwise left destitute. And for immigrants already here but not receiving benefits, the BBA does not change the rules retroactively. Immigrants in the country as of August 22, 1996, but not receiving benefits at that time who subsequently become disabled will also be fully eligible for SSI and Medicaid benefits. When the President signed the 1996 Welfare Reform Law, he pledged to go back and change provisions that have nothing to do with welfare reform, such as the cutting off benefits to legal immigrants. Critics said the changes would never be made. However, in 1997 and again in 1998, the President followed through on his pledge -- and won many of the changes he sought in the 1996 law. The President's FY 2000 Budget would restore eligibility for SSI and Medicaid to legal immigrants who enter the country after that date if they have been in the United

States for five years and become disabled after entering the United States. This proposal would cost approximately \$930 million and assist an estimated 54,000 legal immigrants by 2004, about half of whom would be elderly.

Assuring Families Access to Health Care and Other Benefits. In May 1999, the Vice President announced new actions to assure families that enrolling in Medicaid or the new Children's Health Insurance Program (CHIP) and receiving other critical benefits, such as school lunch and child care services, will not affect their immigration status. The new Department of Justice regulation clarifies a widespread misconception that has deterred eligible populations from enrolling in these programs and undermined the nation's public health. In addition, the Vice President directed Federal agencies to send guidance to their field offices, program grantees and to work with community organizations to educate Americans about this new policy.

EDUCATION

Made the Largest Investment in Education in 30 Years. Maintaining his longtime commitment to education, the President enacted the largest investment in education in 30 years -- and the largest investment in higher education since the G.I. Bill.

Modernizing Our Schools. The President has proposed federal tax credits to help rebuild, modernize, and build 6,000 public schools nationwide. Much of this funding is targeted to the cities with the highest numbers of low-income children.

Reducing Class Size. Last year, the President won a down payment on his initiative to reduce class size to a national average of 18 students in grades 1-3 to help local schools hire an additional 100,000 well-prepared teachers. Research shows that students do better academically in smaller classes, especially minority and low-income students. The President's proposal targets substantial funding to the communities that need it most, and he has threatened to veto legislation that would replace that class size initiative with a block grant that doesn't guarantee the continuation of a nationwide class size initiative and denies adequate funding to the communities that need it most.

Supporting Reading Excellence. More than 1000 colleges have committed work-study students to tutor children in reading, and thousands of AmeriCorps members and senior volunteers are organizing volunteer reading campaigns. In addition, the President won \$260 million for a new child literacy initiative, consistent with the President's America Reads proposal in the FY99 budget. The FY2000 budget includes funding to continue the Clinton-Gore Administration Reading Excellence Program -- helping train reading tutors and coordinating after-school, weekend, and summer reading programs linked to in-school instruction; helping train teachers to teach reading; and helping parents help children prepare to learn to read.

Greater Access to Education Technology. The President has made an unprecedented commitment to bringing technology into schools. In the FY99 budget, President Clinton won \$75 million to fund technology training for teachers and \$10 million for new grants to public-private partnerships in low-income communities to provide residents access to computer facilities for educational and employment purposes. Education technology has always been a top priority for the President and Vice President;

since 1993, they have created the Technology Literacy Challenge Fund and increased overall investments in educational technology by thirty-fold, from \$23 million to \$698 million this year. The Administration has also secured low-cost connections (the E-rate) to the Internet for schools and libraries.

Getting Good Teachers to Underserved Areas. The FY99 budget contained \$75 million for new teacher quality initiatives -- programs that will help recruit and prepare thousands of teachers to teach in high-poverty urban and rural communities and will strengthen teacher preparation programs across the country.

Strengthening Educational Accountability and Excellence. 11 million low-income students now benefit from extra support to meet high expectations and challenging standards because of increased funding for the Title I program and reforms proposed and signed into law by President Clinton in the Elementary and Secondary Education Act (ESEA). This year, President Clinton has proposed building on this progress with further strengthening accountability in these federal programs, improving teacher quality, increasing school safety, expanding public school choice, and providing extra support through summer-school, after-school and other programs to help students master the basics and reach challenging academic standards. The reauthorization will also support teacher education programs that develop the ability of regular classroom teachers to teach limited English proficient (LEP) students.

Enacted a Hispanic Education Action Plan. The Hispanic dropout rate is unacceptably high, and is substantially higher for Hispanics than African-Americans and White non-Hispanics. The Administration is reaching out to Hispanic youth, encouraging them to stay in school, do well academically and graduate from high school, and go on to college so that they can compete successfully for good jobs and take advantage of promising career opportunities. As part of these efforts, the Clinton Administration put forth and won funding increases for a Hispanic Education Action Plan in the FY99 budget. As part of this plan, the President and Vice President proposed significant increases in a number of programs that enhance educational opportunity for Hispanic Americans. The final budget included increases of \$494 million for these programs, including an increase of \$70 million for TRIO college preparation programs over FY98, which will now provide support services to over 700,000 students, and an additional \$50 million for Bilingual Education Professional Development -- double the FY98 level -- to begin to provide 20,000 teachers over five years with the training they need to teach Limited English Proficient students effectively. Moreover, funding for Hispanic-Serving Institutions (HSIs), colleges and universities with at least 25 percent Hispanic enrollments was more than doubled from \$12 million to \$28 million in FY 99. In FY 2000, the President has proposed over a \$650 million increase in funds for Department of Education programs that are part of the Administration's Hispanic Education Agenda.

Expanding College Opportunity with Tuition Tax Credits, Education IRAs, and Largest Increase in Pell Grants in 20 Years. The President is making the first two years of college universally available with \$1500 HOPE Scholarship tax credits and a 20 percent lifetime learning tax credit helps offset tuition costs for college or lifetime learning. The expanded education IRA allows penalty- and tax-free withdrawals for education. And in 1999, nearly four million students will receive a Pell Grant of up to \$3,125, the largest maximum award ever. In the 1995-96 school year, 54 percent of all Hispanic students enrolled full-time in college received a Pell Grant.

Established a Hispanic Advisory Commission. In 1994, the President issued an Executive Order on Educational Excellence for Hispanics which established an advisory commission to oversee the improvement in education for Hispanics and would work to ensure that Hispanic-Serving Institutions will have more input regarding educational goals and issues of concern to Hispanics. The Commission's report identified contributing factors impacting attainment of educational excellence, corrective policy actions, and plans for program development and funding.

Implemented the Student Diversity Partnership Program. Partnered with Hispanic Association of Colleges and Universities, National Association for Equal Opportunity in Higher Education, an Indian Science and Engineering Society and the Center for the Advancement of Hispanics in Science and Engineering Education to implement the Student Diversity Partnership Program. This program will ensure an adequate supply of diverse and qualified scientists and engineers for the 21st century. In addition, the White House recently awarded Presidential Awards for Excellence in Science, Mathematics and Engineering Mentoring Grants to both individual mentors and institutions that foster mentoring, helping to ensure that America's future scientists and engineers come from all of the nation's racial and cultural segments of the population.

AmeriCorps College Support. Since 1993, more than 100,000 people have had the opportunity to serve through AmeriCorps, with Hispanics comprising 13 percent of all participants (1996 data) In 1999, nearly 50,000 young people will take advantage of the opportunity to serve and will earn an award of up to \$4,725 to pay for college or repay student loans.

Establishing the GEAR-UP. In FY99, the President won \$120 million to create a new initiative which would promote partnerships between schools and institutions of higher education to provide about 100,000 low-income middle and high school students with academic and support services to help them prepare for and enter college. The President is proposing to double this initiative this year.

Expanding Investments In Youth Education And Training. While House Republicans attempted to eliminate the successful Summer Jobs program in FY99, President Clinton prevailed with his request for \$871 million in funding, which will finance up to 530,000 summer jobs for disadvantaged youth. The Youth Opportunity Area Initiative program provides high school dropouts between the ages of 16 and 24 with academic and job-skills training, as well as apprenticeships building and rehabilitating affordable housing. The President proposed and won \$250 million for this new innovative program in the FY99 budget.

Teaching Job Skills and Building Homes Through "Youthbuild." Through the *Youthbuild* program, nearly 2,300 high school dropouts have developed valuable job skills while building or renovating homes for hundreds of low-income families. This program offers young adults, ranging in age from 16 to 24, the opportunity to gain leadership skills, earn a high school diploma or GED, learn a valuable trade, and provide much-needed housing to families nationwide. More than \$170 million in grants have been made under *Youthbuild* since its inception in 1993, enabling over 7,800 young people to take part in building or rehabilitating more than 3,650 houses and apartments units in their communities. Of the 7,800 served by *Youthbuild*, an estimated 1,170 are Hispanic youth.

Strengthening Bilingual and Immigrant Education. The President is committed to ensuring that students with limited English skills get the extra help they need in order to learn English and meet the same high standards expected for all students. The Clinton administration fought for and won a 35% increase in bilingual and immigrant education in the 1997 budget deal. For FY99, the Administration fought for and won a doubling of the investments in bilingual teacher training as part of its Hispanic Education Action Plan. Bilingual education funding helps school districts teach English to more than a million limited English proficient (LEP) children and helps LEP students to achieve to the same high standards as all other students. It also provides teachers with the training they need to teach limited English proficient students. The Immigrant Education program helps more than a thousand school districts provide supplemental instructional services to more than 800,000 recent immigrant students. In his proposal to reauthorize the Elementary and Secondary Education Act, the President has proposed additional help to ensure that all teachers are well-trained to meet the needs of students with Limited English Proficiency. His proposal would also make schools and districts more accountable for helping children with Limited English Proficiency master their academic subjects and learn English.

Extra Help for Limited-English Proficient Children. In 1994, President Clinton reformed Title I -- the major elementary and secondary program for disadvantaged children -- clearing away barriers that had prevented limited-English proficient children from getting help. Now Hispanics are 32% of the children served in Title I, the largest share of all communities. The FY99 budget provides a \$301 million boost to the Title I program.

More Assistance for Migrant Children and Families. Migrant families face particularly difficult obstacles to gaining the education and training they would need to improve their standard of living. President Clinton improved the Migrant Education Program in the 1994 reauthorization, and won a 16 percent increase in FY99. As part of his Hispanic Education Action Plan, he also won increases for the High School Equivalency Program, the College Assistance Migrant Program, as well as funding for a Migrant Youth Job Training Demonstration.

Expanding Access to English Language/Civics Education. The President's FY 2000 budget supports a \$190 million increase for adult education and family literacy, including a \$70 million investment for the English Language and Civics Education Initiative: Common Ground Partnerships. This initiative will help states and communities provide limited English proficient adults with expanded access to high quality English as a Second Language programs linked to civics and life skills instruction on understanding and navigating our government system, the public education system, workplace, and other key institutions in American life.

Reducing the Drop-Out Rate Through Right Track Partnerships. The President's FY 2000 budget provides \$100 million for "Right Track Partnerships" to promote partnerships between schools, employers, and community-based organizations that devise innovative community-wide approaches to increase the rate at which economically disadvantaged and limited-English proficient youth complete and excel in high school and subsequently increase the rate at which these youth go on to post-secondary education, training, and higher paying careers. This new proposal builds on last year's Hispanic Education Action Plan, which received nearly \$500 million for FY1999.

CHILDREN AND FAMILIES

Eliminating Racial and Ethnic Health Disparities. In 1998, President Clinton announced an initiative to end racial and ethnic health disparities. The effort sets a national goal of eliminating the longstanding disparities by the year 2010 in six key health areas: infant mortality, diabetes, cancer screening and management, heart disease, AIDS and immunizations. There are major health disparities among Hispanics. Latinos are nearly twice as likely to develop diabetes than non-Latinos and Latinos have two to three times the rate of stomach cancer as white Americans. The President announced a five-step plan -- led by Surgeon General and Assistant Secretary for Health Dr. David Satcher -- to mobilize the resources and expertise of the federal government, the private sector, and local communities. In the FY99 budget, Congress took a critical first step in investing in the President's multi-year proposal. The President's FY 2000 budget has proposed \$145 million to continue this program's activities.

Addressing HIV/AIDS in Communities of Color. Racial and ethnic communities make up the fastest growing portion of HIV/AIDS cases (more than 50 percent of all new HIV cases). As part of the FY99 budget, the Clinton Administration fought for and won a comprehensive new initiative that invests an unprecedented \$156 million to improve prevention efforts in high-risk communities and expand access to cutting-edge HIV therapies and other treatment needed for HIV/AIDS.

Focused Health Efforts. Established the Office of the Minority Health Research and Alternative Medicine at the National Institutes of Health. Helped communities develop culturally-competent systems of care for children with serious emotional disturbances through the Comprehensive Mental Health Services for Children and Families program. Negotiated agreements with hospitals and nursing homes to eliminate barriers to equal access for minorities based on language.

Working to Enact a Strong, Enforceable Patients' Bill of Rights for All Americans. President Clinton has called on the Congress to pass a strong, enforceable patients' bill of rights that assures Americans the quality health care they need. The bill should include important patient protections such as: assuring direct access to specialists; real emergency room protections; continuity of care provisions that protect patients from abrupt changes in treatment; a fair, timely, and independent appeals process for patient grievances; and enforcement provisions to make these rights real. Leading by example, the President directed all federal agencies to ensure that their employees and beneficiaries have the benefits and rights guaranteed under the President's proposed Patients' Bill of Rights.

Protecting and Strengthening Medicare. The 1997 Balanced Budget Act extended the life of the Medicare Trust Fund for at least a decade; expanded choices in health plans; and provided beneficiaries new preventive benefits. Today, Medicare provides health insurance to more than two million elderly and disabled Hispanics and six percent of all beneficiaries currently enrolled in Medicare are Hispanic. President Clinton is working to modernize and strengthen Medicare to prepare it for the challenges the program faces in the 21st Century. This historic initiative would make Medicare more competitive and efficient; modernize and reform Medicare's benefits, including a long-overdue prescription drug benefit and cost-sharing protections for preventive benefits; and make an unprecedented long-term financing commitment to the program that would extend the life of the Medicare trust fund to 2027.

Extended Health Care to Millions of Children with the Children's Health Insurance Program (CHIP). Because of the President's leadership, the 1997 Balanced Budget Act included \$24 billion to provide real health care coverage to up to five million more children, the largest children's health care budget increase since Medicaid was created in 1965. Minority children make up a disproportionate number of the over 10 million uninsured children. Hispanic children make up nearly 30 percent of all uninsured children. The Administration is actively reaching out to communities to target and enroll eligible, uninsured children in CHIP.

Providing Health Care to Children and Pregnant Women. Under current law, states have the option to provide health coverage to immigrant children and pregnant women who entered the country before August 22, 1996. The President's FY 2000 Budget gives states the option to extend Medicaid or CHIP coverage to low-income legal immigrant children and Medicaid to pregnant women who entered the country after August 22, 1996. The proposal would cost \$325 million and provide critical health insurance to approximately 55,000 children and 23,000 women by FY 2004. This proposal would reduce the number of high-risk pregnancies, ensure healthier children, and lower the cost of emergency Medicaid deliveries.

Protecting Families. Family and Medical Leave allows workers to take up to 12 weeks of unpaid leave to care for seriously ill family members, new born or adoptive children, or their own serious health problems without fear of losing their jobs. About 91 million workers are covered by the Family and Medical Leave Act and millions of workers have already benefited from FMLA since its enactment.

Increased WIC -- \$1 Billion Higher. Under President Clinton, participation in the Special Supplemental Nutrition Program for Women, Infants, and Children (WIC) has expanded by 1.7 million -- from 5.7 million in 1993 to 7.4 million women, infants, and children in 1998, with funding rising from \$2.9 billion to \$3.9 billion (FY99). Research shows that every \$1 increase in the prenatal care portion of the WIC program cuts between \$1.77 and \$3.90 in medical expenses in the first 60 days following childbirth. In 1996, 30 percent of the infants who benefited from WIC were Hispanic.

Restoring Food Stamp Benefits for Legal Immigrants. The Agricultural Research Act of 1998 provided Food Stamps for 225,000 legal immigrant children, senior citizens, and people with disabilities who enter the United States by August 22, 1996. The President's FY 2000 Budget would extend this provision by allowing legal immigrants in the United States on August 22, 1996 who subsequently reach age 65 to be eligible for Food Stamps at cost of \$60 million, restoring benefits to about 20,000 elderly legal immigrants by 2004.

Expanded Head Start By More than 60 Percent. Since 1993, President Clinton has expanded Head Start by 57 percent, from \$2.8 billion in FY93 to \$4.4 billion in FY98. During the Clinton Administration, Hispanic enrollment has increased by 70,000 and at a rate nearly twice as fast as non-Hispanic enrollment. Despite these increases, Hispanic children remain under-represented in the program, and the Administration is stepping up efforts to ensure access and culturally appropriate services. Also, the President's FY 2000 budget includes \$607 million in new funds to improve and

expand Head Start, including a \$23 million request for Migrant Head Start that would improve quality and reach as many as 2,000 new children.

Raised Immunization Rates to All Time High. Since 1993, childhood immunization rates have reached all-time highs, with 90 percent or more of America's toddlers receiving the most critical doses of vaccines for children by age 2. For the most critical childhood vaccines, vaccination levels are nearly the same for preschool children of all racial and ethnic groups, narrowing a gap that was estimated to be as wide as 26 percentage points a generation ago. But despite this program, as of 1997, 79 percent of white children had received the recommended series of vaccinations by age 2 compared to 72 percent of Hispanic children whom had been vaccinated against childhood disease. To help increase participation, on April 20, 1999, Secretary Shalala announced a new Spanish-language childhood immunization public awareness campaign, "Vacunelo A Tiempo Todo el Tiempo" (Vaccinate Your Children On time, Every Time), to create and distribute culturally relevant and language appropriate educational materials to help raise Hispanic immunization rates to the national average.

Proposed the Largest Single Investment in Child Care in the Nation's History. In 1998, the President proposed an historic initiative to improve child care for America's working families by helping families pay for child care, building the supply of good after-school programs, improving child care quality and promoting early learning. The President won \$182 million to improve the quality of child care for America's working families in the FY99 budget.

Providing Safe After-School Opportunities for Nearly 400,000 Children Each Year.

Approximately 400,000 school-age children in rural and urban communities have safe and educational after-school opportunities this year because of the expanded 21st Century Community Learning Centers program. Under the leadership of President Clinton and Vice President Al Gore, funding for this initiative has increased from \$1 million to \$200 million in two years, and the Administration has proposed tripling the program this year. In his FY 2000 budget, the President proposed to increase funding to serve approximately 1.1 million students.

FIGHTING CRIME

Held the White House Conference on Hate Crimes. President Clinton hosted the first White House Conference on Hate Crimes, which examined laws and remedies that can make a difference in preventing hate crimes, highlighted solutions that are working in communities across the country, and continued the frank and open dialogue needed to build One America. The President announced significant law enforcement and prevention initiatives to get tough on hate crimes, including: support for legislation to expand the federal hate crimes law to cover crimes based on sexual orientation, gender, or disability; the creation of a network of local hate crime working groups; the addition of approximately 50 FBI agents and federal prosecutors to enforce hate crimes laws; improved collection of data on hate crimes; and the production of materials to educate the public -- especially youth -- about hate crimes. The President and Vice President continue to work to enact the Hate Crimes Prevention Act.

Enhanced Penalties for Hate Crimes. As part of the historic 1994 Crime Act, the President signed the Hate Crimes Sentencing Enhancement Act which provides for longer sentences where the offense is determined to be a hate crime.

Falling Crime Rates. Overall crime rates are down to the lowest levels in a generation --and all incomes and races are benefitting. According to the Bureau of Justice Statistics' National Victimization Survey, property and violent crime victimization rates are at their lowest levels since 1973. Between 1993-1997, decreasing victimization trends were experienced about equally for all race, sex and income groups. In addition, the murder rate is down more than 25 percent since 1993, its lowest point in 30 years. Between 1997 and 1998, the Hispanic violent victimization rate fell from 43 to 33 victimization's per 1,000 Hispanics.

Putting 100,000 New Police on the Streets and Providing COPS Grants to Underserved Areas. This year, ahead of schedule and under budget, the Administration has met its commitment of funding 100,000 police officers for our communities. As a part of the COPS Program, the President announced new grants to increase police presence and community policing in underserved neighborhoods. Under this initiative, 18 cities will share \$106 million to hire 620 new community policing officers. The pilot cities were selected following an analysis of crime, demographic and economic data.

SAFE AND CLEAN ENVIRONMENT

Environmental Justice and Redevelopment -- issued an Executive Order on Environmental Justice to ensure that low-income citizens and minorities do not suffer a disproportionate burden of industrial pollution. The Administration identified pilot projects to be undertaken across the country to redevelop contaminated sites in low-income communities, turn them into useable space, create jobs and enhance community development.

Accelerating Toxic Cleanups and Brownfields Redevelopment -- cleaned up nearly three times as many Superfund sites in six years as the previous administrations did in twelve. Leveraged nearly \$1 billion in private sector investment for Brownfields redevelopment.

Keeping Our Drinking Water Safe -- proposed and signed legislation to strengthen the Safe Drinking Water Act to ensure that our families have healthy, clean tap water. Required America's 55,000 water utilities to provide regular reports to their customers on the quality of their drinking water.

Reducing the Threat of Global Warming -- negotiated an international treaty to reduce greenhouse gas emissions in an environmentally strong and economically sound way. Secured \$1 billion in FY99 for research incentives to reduce greenhouse gas emissions through energy efficiency and clean energy technologies.

Preserving Our Lands -- protected or enhanced nearly 150 million acres of public and private lands, from the red rock canyons of Utah to the Florida Everglades. Reached agreements to protect Yellowstone from mining and save the ancient redwoods of California's Headwaters Forest.

AMERICAN LEADERSHIP

Democracy for Cuba. The Clinton Administration increased efforts to promote a peaceful, democratic transition in Cuba by keeping pressure on the Castro government for change while reaching out to the Cuban people. The President has strengthened the international consensus on the need to promote human rights and democracy. The Clinton Administration has authorized humanitarian measures to alleviate the Cuban people's suffering, encouraged the emergence of civil society, and helped people prepare for a democratic future.

Support Our Closest Neighbors. The Administration took decisive action in assembling a financial support package for Mexico and later Brazil. In each case, the President's leadership prevented a prolonged financial crisis and its spread to other Latin American countries. In addition, the President traveled to Latin America and launched hemispheric negotiations for Free Trade Area of the Americas.

8/99

Hispanic Fund Wins \$50 Million Grant

Award Supports College Scholarships

By VALERIE STRAUSS
Washington Post Staff Writer

The national Hispanic Scholarship Fund announced yesterday that it has received a \$50 million grant from Lilly Endowment Inc., one of the nation's largest private foundations, to promote college education among the nation's fastest-growing population segment.

The grant, which will provide funding for both aspiring and current Hispanic college students in all 50 states and Puerto Rico, is the largest amount ever pledged to a Hispanic organization for education in the United States.

"In the next century, Hispanics will continue to grow in number, influence and responsibility, and this grant recognizes the importance of education in building a foundation to make America stronger," Sara Martinez Tucker, fund president and chief executive officer, said in a statement.

The fund is the nation's oldest provider of college scholarships to Hispanic Americans and has awarded more than 36,000 scholarships totaling about \$38 million since it was founded in 1975. Three years ago it began a campaign to double—from 9 percent to 18 percent—the percentage of Hispanics earning college degrees by 2006. Ninety-seven percent of students who receive fund scholarships earn college degrees.

The grant will enable the fund to significantly increase the number of Hispanics starting college, Martinez Tucker said. The money will be used for various programs, including:

- A college retention fund, which will provide 2,000 academic scholarships per year over a five-year period to current four-year college students;

- A separate scholarship fund earmarked for graduating high school seniors, which will require individual school districts to raise matching funds in their

communities;

- A community college program, which will encourage individuals to continue their education by transferring to a four-year institution.

The Indianapolis-based Lilly Endowment is a private philanthropic foundation created in 1937 by three Lilly family members through gifts of stock in their pharmaceutical business, Eli Lilly & Co.

Endowment President M. Clay Robbins said the foundation decided to help the Hispanic Scholarship Fund because it was "impressed by research showing that low educational at-

**The fund seeks to
double the
percentage of
Hispanics who
earn degrees.**

tainment is a key barrier to the prosperity of Hispanic Americans."

Hispanics now account for 14 percent, or some 32 million, of the U.S. population, and it is estimated by demographers that 40 percent of the nation's new population in the next two years will be Hispanic.

Martinez Tucker, the first Hispanic female to enter AT&T Corp.'s executive management, joined the scholarship fund in 1997, determined to raise its national profile. She was largely responsible for securing the Lilly grant and is trying to reach out to other foundations and businesses.

"We will continue to seek additional support from other responsible corporations, foundations and private citizens to sustain the vision and mission that Lilly Endowment has made possible," she said.

Gore pursues Latino support

Vice president calls on La Raza

By Susan Page
USA TODAY

HOUSTON — Energy Secretary Bill Richardson was charged with warming up the luncheon audience of several thousand Latino activists here Wednesday and introducing a long string of government officials, including the featured speaker, Vice President Gore.

"I haven't introduced the governor," Richardson said, speaking Spanish, "because I don't see him here."

The jab at Texas Gov. George W. Bush, the Republican presidential front-runner, brought knowing laughter from the audience at the annual National Council of La Raza convention. Bush, who is vacationing in Maine, raised the ire of many in the room by declining an invitation to speak to the group meeting in his home state.

Democratic front-runner Gore was looking to win points by showing up, displaying the way he's improved his high school Spanish and attacking Bush's positions on issues from Census sampling to hate-crimes legislation to tax cuts.

Gore's speech to the nation's largest Hispanic civil rights organization was Gore's fifth event this month targeting Latino leaders and voters. That schedule reflects what is shaping up to be the most concerted competition for Hispanic voters ever in a presidential race — and Democratic fears that the party's dominance with Latinos is at risk.

"It's up for grabs," says Raul Yzaguirre, La Raza's president.

Latinos are the nation's fastest-growing demographic group. By 2005, Hispanics are

expected to be the nation's largest minority group; by 2050, they are projected to comprise almost one-fourth of the U.S. population.

Although more than seven in 10 Latino votes went to the Clinton-Gore ticket in the 1996 election, Democratic strategists are alarmed by Bush's potential to make major inroads. Bush won a significant share of the Hispanic vote in his re-election campaign last year. Estimates based on exit polls range from 37% to 49%.

"There's a real understanding among both candidates that the Latino vote is pivotal in some of these key states — California, Texas, Florida, Illinois," says Arturo Vargas, president of the National Association of Elected and Appointed Latino Officials. "Anybody who wants to sit in the White House needs to win in those states, and in a close race, the Latino vote could make the difference."

Bush often appears before Latino audiences, speaks Spanish easily and has distanced himself from Republican-backed proposals in Congress and California that tried to limit social services to immigrants and outraged many Hispanic voters.

Gore partisans say Bush's appeal to Hispanic voters will fade. "To use a Texas expression, they're going to find out he's a little more sizzle and a little less steak," predicts California Lt. Gov. Cruz Bustamante, a Gore supporter and the first Latino elected to statewide office in California this century.

Bush declined invitations to address any of a trio of big His-

panic conventions this summer. The Bush campaign cited scheduling conflicts. Gore addressed two of the three.

A Democratic National Committee staffer passed out stickers Wednesday that asked, "Where's George?"

"Yo estoy aqui porque yo amo y respeto la comunidad Latina," Gore told the crowd. "I am here because I love and respect the Latino community."

Gore's message: The booming economy during the Clinton-Gore administration has reduced Latino poverty and unemployment and increased Latino home ownership and business opportunities.

He touted the administration's support for use of sampling in next year's Census to reduce the undercount of Hispanics and other minorities; Bush and the GOP oppose sampling. Gore endorsed hate-crimes legislation; Bush has questioned the need for it.

Gore, whose trip was paid for by the government to deliver an "official" speech, didn't mention Bush by name.

But he derided those who would let needy people hope "for crumbs of compassion" — a reference to Bush's call for "compassionate conservatism."

And what about the vice president's Spanish?

Gore learned the language at 16 when he spent a summer living with a family in Mexico. Aides say he has been practicing with Latino staffers.

"The vice president wouldn't have any trouble getting by if he was stuck in a Latin American city," Gore campaign spokesman Roger Salazar insists. But Jose Villarreal, a San Antonio lawyer and national treasurer of the Gore campaign, shakes his head about the Spanish of both Bush and Gore. "I can tell you," he says, "neither one of them grew up speaking it."

Gore Courts Hispanic Vote On Bush Turf

Texas Governor's Absence At Conference Is Noted

By MICHAEL A. FLETCHER
and GREG CONNOLLY
Washington Post Staff Writers

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HOUSTON, July 28—Vice President Gore came to George W. Bush's home state today and attacked the Republican presidential front-runner for embracing policies that have hurt Latinos.

Speaking before the national convention of the largest Latino advocacy organization in the United States, Gore criticized the Texas governor for presiding over a state where a quarter of the children have no health insurance and more than half of the uninsured are Latino. He also criticized Republicans for proposing a huge tax cut without dedicating "one dime" to strengthen Medicare, which provides health insurance to 2 million elderly and disabled Latinos.

In a warmly received speech flavored liberally with Spanish phrases, Gore also joined in the criticism of Bush for declining an invitation to address the National Council of La Raza, whose convention here concludes tonight.

First, Energy Secretary Bill Richardson ended his introduction of local dignitaries by telling the crowd in Spanish: "I haven't introduced the governor of Texas because I don't see him here."

Then Gore, also speaking in Spanish, told the

2,300 Latino activists gathered for his speech: "I want to explain why I am here today. I love and respect the Latino community." Gore aides made clear that the line was aimed at Bush, who is vacationing in Maine.

Karen Hughes, Bush's communications director, responded to Gore's criticism by noting that Bush recently signed legislation that she said will "dramatically increase insurance for poor children" in Texas. The measure, approved this spring by the Texas legislature, would insure children in families whose income is up to 200 percent of the poverty level.

Hughes said Bush has a record that is "strongly supported" by Latinos and criticized Gore's tactic as an example of "the old-style attack politics the American people are sick and tired of."

Gore's pointed references to Bush underscored Democratic concern not only with securing the Latino vote, but with undercutting the strong support Bush and GOP presidential candidate John McCain have received from Latino voters. In his last reelection bid, Bush received 40 percent of the Latino vote. Meanwhile, McCain has received a majority of Arizona's Hispanic vote in both of his successful Senate campaigns.

"It certainly means any [Democratic] candidate trying to woo the Hispanic vote will have to work much harder than expected," said Rep. Xavier Becerra (D-Calif.). "Now you've got [Republican] candidates who have some understanding and familiarity with the Hispanic vote and a bit of a track record. Rarely could you have said that before about Republican presidential candidates."

The battle for the Latino vote is crucial to both parties because

Latinos have been showing signs of coalescing into a political force. Jolted by a wave of GOP-led proposals across the country to limit immigration, impose English-only provisions and deny social service benefits to illegal residents, the

Latino electorate grew by 29 percent between 1992 and 1996.

Now, Latinos account for 11 percent of the nation's population and about 5 percent of the overall electorate. But the importance of their vote is magnified because it is concentrated in five electorally rich states where their strong support could prove decisive. Together, California, Texas, Florida, New York and Illinois are home to 76 percent of the nation's Hispanic population.

"There are different goals here for Republicans and Democrats," said Harry P. Pachon, president of Tomas Rivera Policy Institute, a California think tank that explores Hispanic issues. "The question becomes margin of victory. Will the Republicans get 20, 30 or 40 percent? The margin will make all the difference."

In 1996, President Clinton received 72 percent of the Hispanic vote, a margin that helped power him to victory in such key states as California and Texas. But Democrats

have not always done so well with Hispanic voters. In 1984, Ronald Reagan won the support of two in five Hispanic voters. And in Florida, Republican Jeb Bush won a majority of the Hispanic vote in his successful 1998 gubernatorial campaign.

On Monday, McCain was greeted with a standing ovation after delivering a speech that touched on his support for school vouchers and the need for campaign finance reform. He also noted that he has opposed English-only initiatives and what he called "divisive" efforts to outlaw bilingual education.

"I believe in the politics of addition," McCain said. "I am proud that I may be the only Republican who has run a statewide campaign and won a majority of the Hispanic vote twice."

While some Hispanic leaders have criticized Bush for declining invitations to speak here and before several other Latino groups in recent weeks, he has also made a point of campaigning in Hispanic communities. Also, Bush has won praise for appointing Latinos to several state posts.

"I don't think you are going to win the Latino vote by eating tamales at a

public function and saying muchas gracias," said NCLR President Raul Yzaguirre. "I think whoever is the winning candidate in our community is going have to show that he or she is going to make some appointments in our community."

Gore's supporters say they hope to counter the relative strength of Bush and other GOP candidates among Latinos by linking them to other Republicans who are perceived by some as hostile to Latinos.

The vice president also has used the perks of office to woo Latinos. He has announced a new Hispanic education plan that targets about \$1 billion in federal aid to disadvantaged students and children with limited English skills. He also spices his speeches before Hispanic audiences with Spanish phrases, learned during a summer in Mexico and polished in conversation with aides Roger Salazar and Alejandro Cabrera.

"When you approach people who are trying to learn English or know the embarrassment of not speaking English well, having

appreciated," Becerra said.

Much of that strategy was on display today, as he made veiled references critical of Bush and attacked GOP proposals that he said would be harmful to Latinos and promised to take initiatives to bolster education and improve health care.

"I want to do things the right way," Gore said, "not by letting people feed for themselves or hoping for crumbs of compassion."

Connolly reported from
Washington. Staff writer Dan
Bals contributed to this report
from Washington.

The Washington Post

THURSDAY, JULY 29, 1999

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

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

August 2, 1999

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

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

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

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

(1) The Effects of Family Poverty

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

(2) Health Care

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

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

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- **(3) Community Issues and Funding for Programs and Activities**

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

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

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

- **(5) The Role of Immigration Status**

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

in the current policy environment.

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

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

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

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

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

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

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

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

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

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

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

students do not complete college is financial. This has been the case, is the case and will continue to be the case. Grants and scholarships are much more likely to increase Hispanic post-secondary attainment than loans. Mentorships with faculty in collaboration with public and private sponsors also have been demonstrated to motivate students to complete post-secondary degrees.

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

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

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

Engaging children in grades one through three in challenging, hands-on problem based learning, we know from the research, has lasting positive effects on academic performance. Integrating peer tutoring - kids teaching kids across all subjects is the least costly, but rarely systematically utilized.

Hispanic students get the message early on that their academic success is not an expected norm but rather, an exception. Hispanic students also are generally tracked into non-college preparatory courses. Today, Hispanic students are receiving, on average, more vocational course credits than academics credits, and are less likely to take algebra, geometry and science courses – the minimum requirements for college acceptance. (Only 6 states require Algebra 1 of all students for high school graduation and none require Geometry.) We need to get serious about high standards and make school boards, and state departments of education accountable to provide the level of resources required. We invest in schools and teachers like gambling – we place small bets and expect huge winnings. We need to heavily invest in attracting the brightest and the best we can to teach - individuals who love what and how they teach and are not destroyed in the process by the way their schools and districts are structured.

Performance based learning in middle school and high school yields extraordinary gains in academic measures. Because it builds on self-directed learning like technology, it also yields the motivation to learn - which is what sustains learning for the rest of one's life. Performance based learning applies apprenticeships and mentorships to everyday real-world problems. Students perform the thinking and skills necessary for productive living giving then options to create solutions that are discipline specific, for example, in business, the arts, in health professions, and in science and engineering related professions. Most students do not enroll in college if they do not complete high school.

Several educational reforms based on systemic and partnership approaches are demonstrating success with Hispanic and other minority students. Working with regular and magnet schools, this is the arena where business, industry, philanthropy and community based and social service organizations can make significant contributions-which some have started.

Since the majority of Hispanic students and most minority students who complete high school or its equivalent enroll in higher education at the community college level, community colleges need support to:

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

Graduating unprecedented numbers of Hispanic students from colleges and universities must become a national priority. How to do so is well established in the wide range of empirical research on student persistence and retention. I have examined this issue for over twenty years. We know how to keep students in college. The number one reason why Hispanic

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

Hispanic Educational Attainment

Distinguished Mrs. Clinton

Honored Guests

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

Challenges

If you are typical,

You get tired, angry and frustrated that you always have to fight against the odds.

The condition of poverty seriously impacts what your schools and teachers can and cannot do for you.

Poor or not, you probably have grown up knowing and speaking Spanish. It is at the core of your cultural experience with your family. You have learned, from school and society, that if you are bilingual and speak Spanish, you are not expected to succeed academically, if at all. You know that this is what happened to your parents. You wonder what the big deal is in understanding that speaking two languages is one of the best ways to get ready to live, work, compete and enjoy the new century.

You experience one in every five of your friends dropping out of school or getting ready to. You fight a constant battle to stay engaged with your own learning.

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You know you cannot go to college if you do not graduate. You also are realizing you do not have the right credits, do not know how you could pay for it, anyway, and wonder if college can really be a hope for you.

Now see yourself as a Hispanic in the general population.

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

20 percent (3.6 million) of you have less than 7 years of elementary schooling,
Only 27 percent (4.8 million) of you have graduated from high school,
Only 6 percent (1.06 million) of you have earned a Bachelor's degree, and
Only about 1 percent or less of you has earned master's, professional or doctoral degrees.
Additionally,

In the K-12 system, on average, among all the children, Hispanic students continue to lag about two years or more behind mainstream white students in reading, mathematics, and science – due not to innate, intrinsic factors, but rather extrinsic factors (e.g., contextual-poverty, standards and testing, safety and sanitation- and political factors - how schools are funded.)

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

There are three major challenges I ask you to keep:

One, the “against all odds” mentality that poor Hispanic children and youth live with every day of their lives is robbing them of the interest and motivation necessary for educational success. In this phenomenon, our Hispanic students are joined with the same frustrations as their poor white, black, Asian, Pacific Islander, Alaskan and Native American peers.

Two, the challenge of building and maintaining engagement with learning is central to educational growth. Engagement that results in Hispanic students wanting to learn more, engagement that results in Hispanic students enjoying learning enough to not want to stop. Engagement that results in schools and teachers knowing how to build on the unique gifts of linguistic and cultural diversity.

Three, accept the challenge that post-secondary attainment of Hispanics is absolutely essential to ensure the emergence of Hispanic leadership in civic and political life, in business and health, in education, and in all aspects of our American culture for the 21st century.

Opportunities for Policy and Practice

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

Known, successful bilingual education models need wide dissemination and support. At the elementary level, in dual immersion programs, both 1st language Spanish and 1st language English speakers are scoring at or above grade level in reading and mathematics over control group peers. As a multi-racial population group, Hispanics have much to teach and share with each member of our American family.

**FIRST LADY HILLARY RODHAM CLINTON
HOSTS WHITE HOUSE CONVENING ON HISPANIC CHILDREN AND YOUTH**

August 2, 1999

Today at the White House, First Lady Hillary Rodham Clinton is hosting a convening to examine the many challenges and opportunities facing Hispanic young people, particularly in the areas of early childhood development, educational attainment, and adolescence. Mrs. Clinton will spotlight progress that has been made in these areas, announce new public and private efforts, and issue a call to action to all sectors of society to meet the challenges that still remain.

Facing the Challenges Before Us. The Hispanic population is among the fastest growing segments of American society and it is also one of the youngest – with one out of every three Hispanics 15 years old or younger. By the year 2000, the number of Hispanics aged 24 or younger is expected to reach 15 million (or 15 percent) of a total youth population of 98 million. This Administration has worked hard to ensure that all of our young people have access to the tools they need to reach their potential, and has developed and promoted programs that specifically reach out to Hispanic students. However, significant challenges still exist -- too many Hispanic children are still being left behind. While progress has been made, dropout rates are too high, health insurance rates are too low, and poverty rates far exceed the national average.

Fighting for Essential Investments in Education. Raising the educational achievement of Hispanic Americans is a top priority of this Administration. Responding to the findings from the President's Advisory Commission on Educational Excellence for Hispanic Americans, the Administration proposed and won nearly \$500 million in funding increases for programs in the Hispanic Education Agenda in the FY 1999 budget. For the second year in a row, the President has proposed increased funds – over \$650 million for FY 2000 – for Department of Education programs that are part of the Administration's Hispanic Education Agenda, including:

- \$320 million to strengthen basic educational skills and raise academic standards;
- \$35 million to train more bilingual/ESL teachers and improve instruction to help students learn English and master their basic academic subjects;
- \$30 million to prepare disadvantaged youth for success in college;
- \$44 million to improve education programs for migrant youth and adults;
- \$190 million in new investments to help adults learn English and become literate.

According to Administration estimates of the long-term impact of the Republican tax and budget plans, funding for programs in the President's Hispanic Education Agenda could be cut by over \$6 billion in the tenth year alone of the Republican tax plan. This estimate assumes defense funding at the President's requested level and pay down of the debt by as much as Republicans promise.

Increasing Federal Efforts to Address the Needs of Hispanic Children. Mrs. Clinton is unveiling new Administration efforts to address the challenges of Hispanic children and youth:

- ***Serving Hispanic Children and Families Better Through Head Start.*** Hispanic enrollment has increased by 70,000 during the Clinton Administration, with the program now reaching approximately 220,000 Hispanic children. Despite these increases, Hispanic children remain under-represented, comprising 23.3 percent of Head Start enrollment (excluding Puerto Rico) compared to 29.8 percent of all low income, pre-school children in the nation. The Head Start program is furthering its longstanding commitment to meeting the needs of Hispanics and other under-served populations through a variety of steps to ensure access and culturally appropriate services, including:
 - increasing by 50% the number of points awarded to expansion grant applicants who emphasize outreach to under-served populations, such as seasonal farm workers, recent immigrant families and non-English speaking groups;

- boosting the number of grant application reviewers that have expertise in serving language minority children;
 - working with and monitoring programs to ensure full utilization of community assessments to better target outreach, recruitment and enrollment of under-served populations; and
 - providing specialized technical assistance to ten communities where changing local demographics have resulted in significant under-served populations.
- ***Implementing the Hispanic Education Action Plan.*** The Department of Education is aggressively implementing the Hispanic Education Action Plan, designed to increase academic performance and participation of Hispanic students in critical programs. Specifically, the Education Department is taking a series of new steps to ensure that schools participating in Title I--the largest K-12 education program which enrolls over 3 million Hispanic students -- are held accountable for helping Hispanic students meet challenging standards in academic subjects and become proficient in English. These steps include vigilant enforcement of requirements that Hispanic students be included in state assessment programs and that states intervene to turn around low performing schools. The Education Department will also issue new guidance to states and school districts on how to effectively include Hispanic students and meet applicable civil rights requirements in state testing programs, as well as guidance and assistance to schools on effective practices for helping limited English proficient students meet challenging academic standards.

In addition, the Education Department will expand outreach, provide technical assistance, and take additional steps to increase participation of Hispanic students and communities in key programs, such as the 21st Century Learning Centers after-school program and the GEAR-UP program. GEAR-UP enables colleges to form partnerships with high poverty middle schools to help students better prepare for college by providing them with mentors, academic support, and financial aid information.

- ***Building on the Progress of the White House Initiative on Educational Excellence for Hispanic Americans.*** Today, the White House Initiative on Educational Excellence for Hispanic American is releasing “What Works for Latino Youth” a directory of programs throughout the country that have helped improve the lives of young Hispanics. The White House Initiative will continue to solicit recommendations and produce an updated directory by the end of the year. Additionally, the White House Initiative will organize a national meeting on Latino Educational Excellence in 2000 to follow-up on today’s convening and develop new strategies to bolster education from early childhood to graduate school.
- ***Promoting Science and Technology Training for Hispanic Students.*** In order to develop a strong and diverse science and technology workforce, the Department of Energy (DOE) today is forming a strategic partnership with the ‘Latino Science and Engineering Consortium’ that will work to identify, develop, and nurture the next generation of scientists, engineers, technicians and educators in math and science by supporting mentoring programs, technical internships for community college students, research fellowships for undergraduate and graduate students and professional development opportunities in science, math and technology for K – 12 teachers serving Hispanic children.
- ***Ensuring Diversity of Americorps.*** Sixteen percent of all Americorps members are Hispanic. To ensure that the program continues to reflect accurately the face of America, Americorps is committing to increase its efforts to recruit Hispanic youth by featuring Latinos in ads, translating recruitment materials into Spanish, and forming partnerships with Hispanic-serving universities and organizations.
- ***Helping to Prepare Hispanic Youth for College.*** The Department of Education today is releasing “Como Ayudar A Su Hijo A Aprender Matematicas,” a Spanish version of “Helping Your Child Learn Math.” This

tool for parents is a key part of America Counts, the Department of Education's mathematics initiative dedicated to making the improvement of student achievement in mathematics a national priority. This Spanish guide, which is available free through the Department's toll-free number, 1-800-USA-LEARN, includes sample word problems, math games, and other activities designed to help children in the elementary grades learn math, and to help Hispanic parents become actively involved in their children's learning. In addition, the Department of Education is expanding its "Think College Early" campaign to target the Hispanic community by holding a special session in 2000 to help parents and students learn about what they need to prepare for college.

Encouraging Private Sector Investment in Hispanic Children. A number of private sector organizations, including corporations, foundations, and media organizations have committed resources to addressing the needs of Hispanic children and youth.

- ***AT&T: Closing the Technology Gap.*** Building on its long history of enhancing educational opportunities for Hispanics, AT&T today is committing to work with leading Hispanic-serving organizations over the next 3 to 6 months to build on existing efforts and introduce new programs to fill the technology gap for Latino youth throughout the nation. Some activities will include the development of neighborhood-based technology centers, programs targeted at early awareness and parental involvement to increase Latino representation in the technology field, and support of programs that inform teachers serving Latino students in urban and rural locations on how to use technology in the classroom.
- ***Supporting Hispanic Access to After-school Programs.*** The Charles Stewart Mott Foundation, as part of its ongoing partnership with the Department of Education, today is making a commitment of more than a \$300,000 commitment to improve Latino participation in after-school programs. This new effort builds on the Foundation's \$83 million commitment in 1997 to support after-school activities in coordination with the 21st Century Community Learning Centers program.
- ***Media Organizations.*** Today's meeting -- coupled with the efforts of the National Campaign to Prevent Teen Pregnancy -- has stimulated commitments from an impressive array of media leaders concerned about Hispanic youth, their families and their communities. These leaders understand that the media can be a powerful force for raising awareness and showcasing solutions. They have committed to a variety of activities including PSAs, radio programs, talk shows, newspaper supplements and magazine features -- all directed to improving the lives of Hispanic youth. The leaders spearheading these activities are: Cristina Saralegui, CEO, Cristina Saralegui Enterprises and Host, "The Cristina Show"; Lisa Quiroz, Publisher, People En Español; Monica Lozano, Associate Publisher, La Opinión; Joaquin Blaya, Chairman and CEO, Radio Unica; Patricia Fili-Krushel, President, ABC Television Network; Daisy Exposito, President, The Bravo Group; Consuelo Luz, President, Hispanic RadioNetwork; James McNamara, President and CEO, Telemundo Network.
- ***Univision Community Affairs Campaign Aimed at Hispanic Youth.*** Univision, the network and its affiliated stations, is committing to a multi-year campaign to support high academic achievement in the Hispanic community, from pre-school through college. Univision plans to kick-off this campaign later this month in conjunction with various back-to-school events. The campaign will include: a national public service announcement (PSA) campaign with Univision national on-air talent; local affiliate PSAs and events with Univision local affiliate on-air talent; integration of education information into entertainment and news programming; and a series of national conferences and panels at established conferences.



WHITE HOUSE INITIATIVE ON EDUCATIONAL EXCELLENCE FOR HISPANIC AMERICANS

WHITE HOUSE CONVENING ON HISPANIC CHILDREN AND YOUTH
AUGUST 2, 1999

FEDERAL AGENCY EXEMPLARY PROGRAMS (selected)

DEPARTMENT OF AGRICULTURE (USDA)

- USDA Project SOAR is a one-on-one tutoring and mentoring program for youth at risk for academic failure. The goal is to encourage students to focus their efforts on educational and personal values through extensive mentoring and academic support and positive community involvement. It targets ethnically diverse youth, with primary focus on minorities. Project SOAR activities include: Individual Mentoring; Academic Support; Skill/Asset Building; Family Community Leadership; Parent Participation; Cultural/Social Activities; After-School Enrichment; and Community Service. The target audience includes: 90% Hispanic youth and families, grades 4-6, inner city low income areas, and rural communities.
- USDA Forest Service sponsors the *Central California Consortium*, an outreach effort intended to create an awareness and interest in natural resources, natural sciences, and agricultural sciences career opportunities for Hispanic youth, starting at kindergarten level through the attainment of a degree from a four-year institution. The Consortium provides opportunities for the educational institutions involved to establish research projects that will assist the Forest Service and other USDA agencies in providing quality customer service to public. The Consortium involves the following institutions: California State University, Fresno State Center Community College District, Fresno County Office of Education, Kings Canyon School District, City of Orange Cove, Central California Hispanic Chamber of Commerce, Sierra National Forest, and the Forest Service Hispanic Employees Association. The Consortium involves three National Forests within commuting distance: Stanislaus, Sierra, and Sequoia.

DEPARTMENT OF EDUCATION

- The Department of Education, lead by the Office of Intergovernmental and Interagency Affairs (OIIA), has developed an Hispanic outreach plan that is dedicated to improving the educational achievement of Hispanic students through increased family involvement and community partnerships. Current efforts include the following:

--OIIA has built a variety of partnerships--including the two largest Spanish television stations, *Univision* and *Telemundo*, as well as Spanish radio PSAs--to lead a national public information campaign on the Department's initiatives and available resources.

--The Department is continuing to work to have bilingual (Spanish-English) staff at all major call centers. The Information Resource Center (1-800-USA-LEARN), Education Publications Center (1-877-4ED-PUBS) and the Federal Student Aid Information Center (1-800-4FED-AID) are able to answer calls from Spanish-speaking customers.

--The *America Reads Challenge* and *America Counts*, have developed, in partnership with the Office of Educational Research and Improvement, a variety of materials (e.g. "El Reto: ¡A leer America! A Leer Y Escribir ya!"- Read*Write*Now Activity Kits) to provide support to Spanish-speaking parents and care-givers to become more actively involved in their children's early learning.

--The National School-to-Work Office has provided funding and outreach materials to the National Council of La Raza and the Urban League to support the participation in School to Work efforts of specific youth populations and community-based organizations with expertise in serving specific types of youth, including Hispanic youth.

--In an effort to better serve our customers and highlight the array of materials now available to the Spanish-speaking community, the Department has produced a catalog of publications and resources available in Spanish. The catalog serves as a resource for Spanish-speaking parents.

DEPARTMENT OF ENERGY (DOE)

- The Department of Energy will be forming a strategic partnership with the 'Latino Science and Engineering Consortium' through a Memorandum of Understanding. The Department of Energy and the Latino Science and Engineering Consortium will work together to help prepare Hispanic American students in science and technology in order to produce a world class, diverse pool of talent throughout government and industry. The partnership provides the framework whereby the Department of Energy and its National Laboratories will identify, develop and nurture the next generation of scientists, engineers, technicians and educators in math and science. This consist of supporting mentoring programs, technical internships for community college students, research fellowships for undergraduate and graduate students and professional development opportunities in science, math and technology for K - 12 teachers serving Latino children.

DEPARTMENT OF HEALTH AND HUMAN SERVICES (HHS)

- Enacted in 1997, the Children's Health Insurance Program (CHIP) allots \$24 billion over five years for individual states to provide new health coverage for millions of uninsured children. CHIP is the largest new investment in children's health care since the creation of Medicaid in 1965. About 29% of Hispanic children in America are uninsured and HHS is making special efforts to reach Latino families and insure Hispanic children.

Efforts include:

--CHIP application is available in both Spanish and English in Florida.

--Nationally, the Univision network contributed to the production of a CHIP video to help reach the Hispanic population.

--The Office on Minority Health funds the Latino Children's Health Insurance Initiative (LCHII) which conducts training seminars within the Latino community on the availability of health insurance for low-income families, increase Latino children's enrollment in CHIP, and give the community a role in CHIP recruitment.

--New York State is working with the Children's Defense Fund, Columbia University and the community organization Alianza Dominicana to enroll Hispanic children in New York's CHIP program.

- On April 20, 1999, Secretary of Health and Human Services Donna Shalala announced a new Spanish-language childhood immunization public awareness campaign, "Vacunelo A Tiempo Todo el Tiempo" (Vaccinate Your Children On time, Every Time), to create and distribute culturally relevant and language appropriate educational materials to help raise Hispanic immunization rates to the national average. The Spanish-language public service announcement was sent to more than 60 Spanish-language television stations and 900 Spanish-language radio stations and carries toll-free numbers that provide information in Spanish.
- The Head Start program provides comprehensive developmental services to millions of low-income preschool children and their families. During the Clinton Administration, Hispanic enrollment has increased by 70,000 and at a rate nearly twice as fast as non-Hispanic enrollment.

--Since fiscal year 1992, Hispanic enrollment (excluding Puerto Rico) has increased 62% while non-Hispanic enrollment has increased 27%.

--From fiscal year 1993 to fiscal year 1999, the budget for Head Start has increased from \$2.8 billion to \$4.6 billion. Of the estimated 822,000 children who were enrolled in Head Start in 1998, 26% were of Hispanic origin.

--The Head Start Bureau seeks to address two critical areas to ensure that Head Start programming meets the growing needs of Hispanic children and families:

- 1) Ensuring that Hispanic children have fair and equitable access to Head Start services; and
 - 2) Ensuring that Head Start services meet the cultural and linguistic needs of Hispanic children and families.
- The Migrant Head Start Program provides services identical to Head Start but tailors them to the needs of migrant farmworker families. This program emphasizes serving infants, toddlers and pre-school age children so that they will not have to be cared for in the fields or left in the care of very young siblings while parents are working. Infants as young as six weeks are served. In fiscal year 1998, Migrant Head Start was funded at \$162 million serving 37,000 children. During fiscal year 1999, \$5 million more was used to reach up to 1,000 additional children of migrant and seasonal farmworkers, and the fiscal year 2000 budget includes a \$23 million increase request for Migrant Head Start that would improve quality and reach as many as 2,000 new children.

DEPARTMENT OF HOUSING AND URBAN DEVELOPMENT (HUD)

- The *Youthbuild* program offers young adults, ranging in age from 16 to 24, the opportunity to gain leadership skills, earn a high school diploma or GED, learn a valuable trade, and provide much-needed housing to families nationwide.

More than \$170 million in grants have been made under *Youthbuild* since its inception in 1993, enabling over 7,800 young people to take part in building or rehabilitating more than 3,650 houses and apartments units in their communities. Of the 7,800 served by Youthbuild, an estimated 1,170 are Hispanic youth.

- *Campus of Learners* is an initiative designed to provide public housing residents with an opportunity to live in a college-like setting that is focused on learning. The initiative is part of a larger effort to transform public housing and stimulate welfare reform. Local public housing authorities raise money from private and public partners to fund the initiative. The *Campus of Learners* designation enhances the public housing authorities' (PHA) ability to set up creative partnerships with local schools, vocational centers, community colleges, universities and corporations.

The program's 25 nationwide complexes offer academic classes, job training, and computer learning and programs for adults, youth, and teens. PHAs designated for the program work closely with local school districts to develop curricula, strengthen parent-teacher relationships, establish after school activities, create educational classes, and encourage parental involvement. Campuses draw on the resources of the universities, vocational or technical institutes, and colleges through the creation of specialized education and technology classes. Finally, the business community and other private partners provide mentoring for children and adults, telecommunications resources, apprenticeship programs for youth, job training and employment opportunities for adults.

The first 25 sites were announced on September 27, 1996. A number of these housing developments serve a large proportion of Hispanic residents. For example 91.4% of the residents in East Los Angeles' Nueva Maravilla housing development, and 70% of the residents in San Diego's Vista de Valle housing development are Hispanic.

DEPARTMENT OF JUSTICE (DOJ)

- The Office of Juvenile Justice and Delinquency Prevention's Juvenile Mentoring Program (JUMP) supports one-on-one mentoring programs for youth at risk of educational failure, dropping out of school, or involvement in delinquent activities, including gangs and drug abuse. JUMP brings together responsible adults and at-risk young people in need of positive role models. The program promotes personal and social responsibility as well as increased participation in elementary and secondary education while discouraging the use of illegal drugs, and firearms, involvement in violence, and other delinquent activity.

The following JUMP programs support Latino youth:

--*Latino Mentoring Program, Family Services, Inc.*, in Providence, Rhode Island, links at-risk Hispanic youth from Providence School District with mentors from the business and education community.

--*Mentor Matter* in the Washington and Union Elementary Schools in Visalia Unified School District, California. Hispanic students who attend this school live in Linnell Labor Camp, a migrant labor settlement and are at risk for poor academic achievement and juvenile crime.

--*Big Sisters* located in Philadelphia, Pennsylvania serves Hispanic females ages 10-18. The program promotes self-esteem and self-confidence and highlights educational and

career opportunities in an effort to prevent teen pregnancy, school drop-outs, and delinquency.

--*The George Gervin Youth Center*, in San Antonio, Texas, serves Hispanic youth in Page Middle School and Brackenridge High School. Most of these young people live in the crime-ridden Victoria Courts where approximately 34% of youth are dropouts and teen parents. The program introduces them to work and summer jobs and attempts to motivate them to stay in school and stay away from crime.

- Weed and Seed is a community-based initiative that aims to prevent, control, and reduce violent crime, drug abuse, and gang activity in targeted high-crime neighborhoods across the country.

The Weed and Seed strategy involves a two-pronged approach: law enforcement agencies and prosecutors cooperate in "weeding out" criminal who participate in violent crime and drug abuse, attempting to prevent their return to the targeted area; and "seeding" brings human services to the area, encompassing prevention, intervention, treatment, and neighborhood revitalization. A community-orientated policing component bridges weeding and seeding strategies.

At each program site, the U.S. Attorney play a central role in organizing the Steering Committee and bringing together the communities with other Weed and Seed participants. The U.S. Attorney also facilitates coordination of federal, state, and local law enforcement efforts. Through cooperation, sites can effectively use federal law in weeding strategies and mobilize resources for seed programs from a variety of federal agencies.

Currently, there are over 170 Weed and Seed sites around the nation. Below are some examples educational programs that serve significant number of Hispanic youth.

--Phoenix, Arizona (Capitol Mall/Oakland University Park; Hispanic Population: 55%). Valley of the Sun YMCA implements a Future Leaders Project that provides neighborhood youth ages 13-17 with job training and weekend employment opportunities. This is designed to introduce teens to a work environment and work etiquette while in turn raising their aspirations. Participants receive employment training and employment certification. The Downtown Neighborhood Learning Center (DNLC) provides basic adult education (GED), English language, computer skills, and pre-employment training.

--Oxnard, California (Hispanic Population 95%). The Tezcatlipoca Project is a culturally-based college-level program providing fifty-four hours of Hispanic art and history from the Pre-Columbian era to the present day. The Alternative Weekend Program is geared towards third through eighth grade students who have disciplinary problems. Participating students must sign a contract for thirty days and must achieve perfect attendance as well as improvement in grades and skills. Barrio Productions provides training in video production. As part of the program, university students teach youngsters to write and edit scripts and produce commercials and public service announcements. Using donated material, the Build a Computer Program teaches children as young as ten the basic skills in computer construction. Students take home the build computer, and it becomes their family's property.

DEPARTMENT OF LABOR (DOL)

- The Department of Labor, through the Employment and Training Administration, will provide \$1.25 billion over five years to increase long-term employment of youth aged 14-21 who live in Empowerment Zones, Enterprise Communities and High-Poverty areas. This initiative builds on 11 pilot projects the Department has already funded. Hispanics represent 30% of the initiative's participants. In addition, special outreach efforts are being made to recruit more Hispanic youth who may face language and cultural barriers. Each site has established a work-based learning program, integrating academic and vocation education with the private sector as partners. All youth participants are also provided with leadership training, mentoring, and soft-skill development.
- The Department also funds and operates 118 Job Corps centers across the country, providing residence and training to 65,000 disadvantaged young people. 16% of the young people served, or 10,400 youth, are Hispanic. The mission of Job Corps is to attract eligible young adults and teach them the skills they need to become employable and independent through intensive and fully supervised programs in educational and vocational training, work experience, physical rehabilitation and development, and counseling. Residential living, support services (including health care), nutritious meals, sports and recreation are provided.

NATIONAL AERONAUTICS SPACE ADMINISTRATION (NASA)

- The NASA/Hispanic Association of Colleges and Universities (HACU) *Proyecto Access* identifies disadvantaged middle school and high school students, most of whom are Hispanic, with the potential and interest in becoming practitioners or teachers in engineering, science, and other mathematics-related areas and reinforces them in their pursuit of these fields. The main objectives for the project are to:
 - Acquaint the students with professional career opportunities in math, science, and engineering
 - Reinforce the mathematics preparation of these students at the secondary level
 - Increase the retention rates of these students in college
 - Increase the number of competently prepared minority and female high school students from *Proyecto Access* who will ultimately pursue engineering, mathematics, or science studies in college.
- NASA has created two early childhood learning communities in South Bronx, New York. The project offers very young Latino students and their parents an opportunity to gain exposure and insight into computers. Students and their parents participate in academic enrichment and motivational activities. The Hostos Community College Learning Centers are located in the South Bronx at Hostos Children's Center and at a public school.

SMALL BUSINESS ADMINISTRATION (SBA)

- SBA's San Diego District Office (SDDO) is partnering with several organizations to teach entrepreneurship and SBA programs to inner-city youths, the majority of whom are Hispanic. As these programs prove successful, most can be expanded nationwide.

- SDDO and Junior Achievement are developing a program to teach entrepreneurship and SBA programs to inner-city K through 12 students. San Diego Junior Achievement annually involves about 13,000 students, half of whom are Hispanic. After SBA's classroom courses, students will visit SBA's Business Information Center (BIC). Hispanic students will receive special assistance by Spanish-speaking SBA staff and online resources translated into Spanish, including the Small Business Classroom, Online Women's Business Center, and classes on business plans, etc. Much of Junior Achievement training material is offered in Spanish. SDDO will judge student business plans.
- SDDO and Millennium Entrepreneurs are developing a program to teach "ABCs of Small Business" and "How SBA can assist Young Entrepreneurs" to high school students, 70% of whom are Hispanic. Millennium Entrepreneurs is a kids business camp, founded by African American Tonja McCoy using SDDO's BIC to put her dream into reality. Tonja is expanding Millennium throughout San Diego, Hawaii, and the East Coast. Camps last three weeks during summer and Christmas breaks, and will expand to fall and spring after school. After SBA's camp classes, students will visit SBA's BIC. Spanish-speaking SBA Staff will assist the Hispanic students. SBA will offer Hispanic students online resources translated into Spanish, including the Small Business Classroom and the Online Women's Business Center. All of Millennium's material is available in Spanish.

SMITHSONIAN INSTITUTION

- The National Museum of American Art (NMAA) has created *¡del Corazon!*, (<http://nmaar-yder.si.edu/webzine/>), an interactive webzine featuring Latino art from their collection. The on-line magazine provides curricular activities developed by and responsive to the needs of the K-12 learning community. *¡del Corazon!* is a collaborative effort between participating schools and museum staff to create an engaged learning tool using technology and Smithsonian primary source materials. The NMAA collection includes important works that not only represent the diversity of Latino art, but reflects the historical contributions of Latinos to our society.

WHITE HOUSE INITIATIVE ON EDUCATIONAL EXCELLENCE FOR HISPANIC AMERICANS

- Excelencia en Educación: The Role of Parents in the Education of Their Children, is a series of conference sponsored by the White House Initiative on Educational Excellence for Hispanic Americans. The academic emphasis of the conferences is mathematics, reading, and college readiness and the focus is on powerful strategies for parents to more fully engage in supporting their children's education. The conferences cover 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 improve strategies to brighten the future of young Hispanics and prepare to serve as catalysts for enhancing parental involvement throughout the nation.
- The White House Initiative on Educational Excellence for Hispanic Americans created the Inter-Departmental Council on Hispanic Educational Improvement (IDC) to assist the federal government in its efforts to evaluate the impact of Hispanic outreach programs and determine the most effective strategies that will increase the educational and employment opportunities for Latinos. The IDC, comprised of deputy and assistant secretaries, is the primary mechanism that can catalyze substantial change in the federal government's

provision of educational and employment opportunities for the Latino community. IDC members share the responsibility of ensuring their agencies make the necessary programmatic, management, and budgetary adjustments to address the educational challenges facing the Latino community.

WHITE HOUSE CONVENING ON HISPANIC CHILDREN AND YOUTH
August 2, 1999

I. Event Overview: Purpose and Themes

The purpose of this forum is to examine the many challenges and opportunities facing these young people, particularly in the areas of early childhood development, educational attainment, and adolescence. Panelists and participants will discuss the pathways to achievement for Hispanic youth, including the networks of support that promote that achievement, as well as the often significant challenges that can impede positive growth. This convening will highlight promising efforts across the country and examine ways to foster new support for innovative programs.

II. Program

- Opening remarks by First Lady Hillary Rodham Clinton
- Remarks by Congresswoman Lucille Roybal-Allard
- First Lady Hillary Rodham Clinton introduces researchers
- Remarks by Dr. Hector Cordero, Assistant Professor at the Milano Graduate School of Management and Urban Policy at the New School for Social Research
- Remarks by Dr. Carlos Rodriguez, Pelavin Center, American Institute of Research
- Program opens to audience participation, moderated by Sarita Brown, Executive Director of the White House Initiative on Educational Excellence for Hispanic Americans

Issue One: Early Childhood Development

Issue Two: Education

Issue Three: Youth and Communities

- Closing remarks by First Lady Hillary Rodham Clinton

WHSO LAYOUT FINAL – Blue Room Update 2
a/o 7/31/99; L. Schwartz, S. Kennedy Gill

WHITE HOUSE CONVENING AROUND HISPANIC YOUTH

Monday, August 2, 1999

East Room

Panelist/Speaker Times

NW Gate: 8:30 a.m. (Contact: Ruby Shamir)

Guest Times

East Visitors Gate Opens: 8:30 a.m.

Invite: 9:00 a.m.

Seated in East Room: 9:40 a.m.

Principal Times:

9:30 a.m.

9:40 a.m.

9:50 a.m.

11:40 a.m.

Brief in Red Room

Meet in Blue Room

Event in East Room

Depart

Approx. 180 guests/Open Press/Business Attire

10 Social Aides for entry

5 Volunteers

5:30 a.m. Satellite trucks arrive.

7:30 a.m. Press Set Up Begins. Social Office places packets & books on audience chairs.

8:30 a.m. Guests arrive to the East Visitors Gate and proceed to the State Dining Room.
Contact: Pam von Fuchs

Speakers and researchers arrive to the NW Gate and proceed to the State Floor for a walk-through.

Contact: Ruby Shamir

SETUP NOTES: *coffee/juice/pastries for arrivals in SDR; Coat/bag check in Family Theater; strings & piano in Grand Foyer for before/entrance music; WHCA mic in Blue Room for announce; 10x16 stage at gold curtain; tables and half circle wood attachment with cloth over for table on dias; 180 chairs theater-style around stage; toast lectern on stage to be removed after HRC opening remarks; **Residence to provide lighting**; LIVE satellite feed from East Room; 3 WHCA wireless hand-held mics for the audience; WHCA mic wranglers around room for audience participants; 5 table mics on stage (type tbd); Folders & WH Initiative books pre-placed on each chair; back-up hand-held mic for HRC behind stage.*

9:30 a.m. **MRS. CLINTON** receives briefing in the Red Room.
Contacts: Shirley Sagawa, Nicole Rabner, Janet Murguia, Maria Echaveste, Sarita Brown

9:35 a.m. Social Aides begin seating in East Room (pending cue from Laura Schwartz).

9:40 a.m. **MRS. CLINTON** proceeds to the Blue Room to meet participants.

Blue Room Participants

Event Participants

Sarita Brown, *Exec. Director, WH Initiative on Educational Excellence for Hispanic-Americans*

Lucille Roybal-Allard, *Chair, Congressional Hispanic Caucus*

Dr. Hector Cordero-Guzman, *Asst. Professor, Milano Graduate School of Management and Urban Policy at the New School for Social Research*

Dr. Carlos Rodriguez, *Senior Research Analyst, Pelavin Center, American Institute of Research*

Congressional Hispanic Caucus Members

Rep. Xavier Becerra

Rep. Charles Gonzalez

Rep. Rubén Hinojosa

Rep. Grace Napolitano

Rep. Ciro Rodriguez

Rep. Loretta Sanchez

Rep. Robert Underwood

Administrator Aida Alvarez

George Munoz, *President, OPIC*

Ana Guzman, *Chair, President's Advisory Commission on Education Excellence for Hispanic Americans*

Guillermo Lineres, *Vice Chair, President's Commission; New York City Council Member*

Steven Zwerling, *Senior Director, Ford Foundation*

John Guerra, *Vice President Corporate Affairs, AT&T Southwest LSO Business*

Deborah Santiago, *Deputy Director, WH Initiative on Educational Excellence for Hispanic-Americans*

Dora Olivo, *Texas State Representative*

Carmen Arroyo, *New York State Representative*

Menti Sabates-Morse, *Dade County School Board Member, Miami, Florida*

Sarah Brown, *National Campaign to Prevent Teen Pregnancy*

Maria Alvarez, *Consultant*

9:50 a.m. **MRS. CLINTON**, accompanied by Representative Lucille Roybal-Allard, Ms. Sarita Brown, Dr. Hector Cordero-Guzman and Dr. Carlos Rodriguez, is announced into the East Room from the Blue Room and proceeds to the stage.

PROGRAM

See Attached.

Note: After Mrs. Clinton's opening remarks, the toast lectern is removed from the stage and will not be used again.

11:35 a.m. **MRS. CLINTON** makes closing remarks and departs.

Selected participants are escorted to the North Lawn for press interviews.
Other guests depart East Gate.

HISPANIC CONVENING SEATING

Tent cards for stage

Mrs. Clinton

Sarita Brown

Rep. Lucille Roybal-Allard

Dr. Hector Cordero-Guzman

Dr. Carlos Rodriguez

7 general MOC reserved cards

Blue reserved card by name

Administrator Aida Alvarez

11 blue general reserved cards for Blue Room guests

Yellow cards by name for 10 speakers & guests

Dr. Gloria Rodriguez

Hisela Perez

Maria Gomez

Emily Cole

Michael Casserly

Carmen Vega-Rivera

Ivelisse Estrada

Marguerita Rosa

Sister Jennie Lechtenberg

Lisa Quiroz

Yellow cards by name for reserved seats

Shirley Sagawa

Melanne Verveer

Maria Echaveste

Mickey Ibarra

5 General yellow reserved cards