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- P1 National Security Classified Information [(a)(1) of the PRA]
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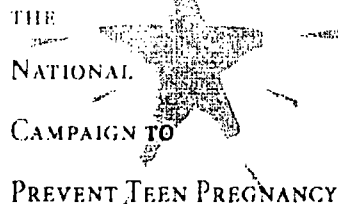
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Alma Candelaria	SBA	205-6923
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Genie Chough	DPC	456-5566
Irma Martinez	Cabinet Affairs	456-2572
Ruby Shamir	FLOTUS	456-6266
Nicole Rabner	FLOTUS	456-6266



FACT SHEET

Teen Pregnancy and Childbearing Among Latinos in the United States¹

MAY 1999

Highlights:

- The Latino population is the fastest growing major racial/ethnic group in the United States.
- Latinas have the highest teen birth rate among the major racial/ethnic groups in the United States.
- The teen birth and pregnancy rates for Latinas have not decreased as much in recent years as have the overall U.S. teen birth and pregnancy rates.
- Teen birth rates vary among Latina subgroups.



Latinos and the U.S. Population

Latinos currently constitute approximately 11 percent of the total U.S. population.² In 1998, an estimated 1.3 million girls between the ages of 15 and 19 were Latina, approximately 13 percent of all 15- to 19-year-old girls.³ Of the 1997 Latino population, approximately 63 percent were of Mexican descent, 14 percent were of Central or South American descent, 11 percent were of Puerto Rican descent, 4 percent were of Cuban descent, and 7 percent were of other Latino origin.⁴

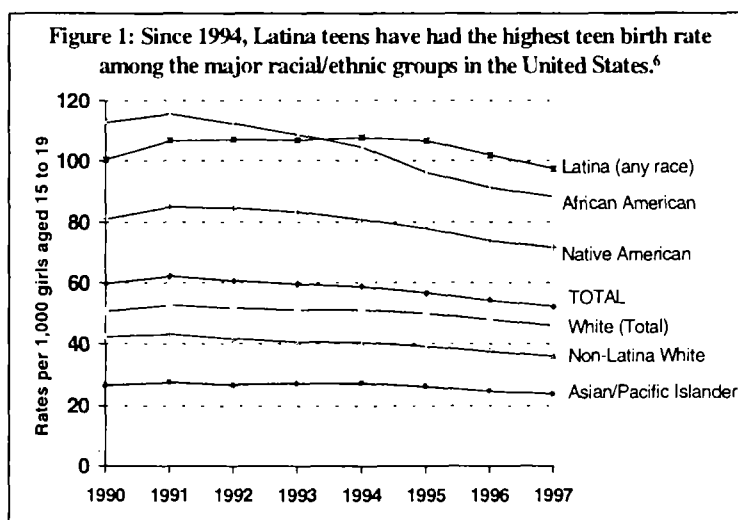
The Latino population is the fastest growing major racial/ethnic group in the United States. By 2010, Latinos will be the largest minority group (at present, the African-American population is larger), and by 2050 approximately one-quarter of the U.S. population will be Latino.⁵

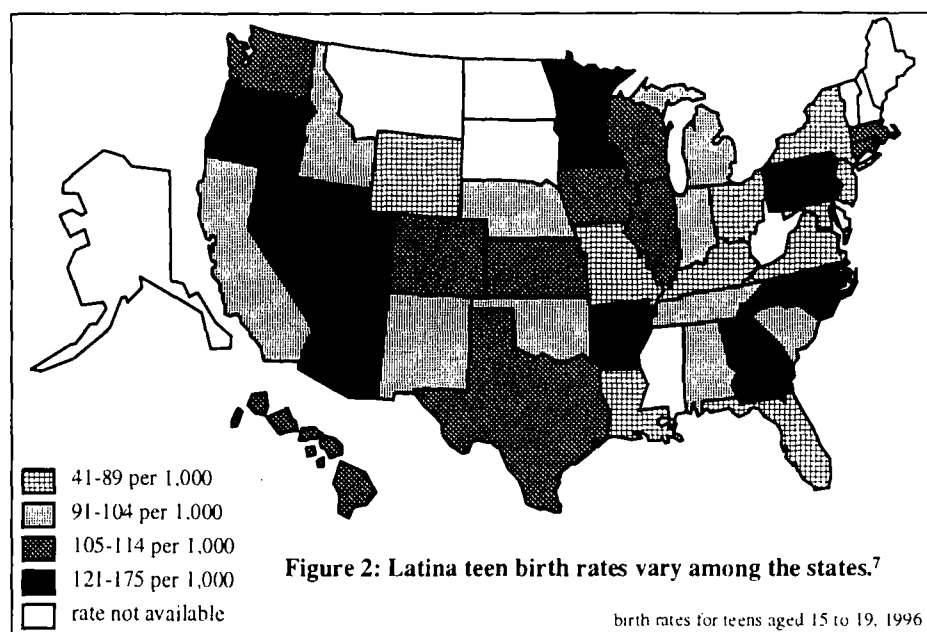


Latina Teen Birth Rates

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 (Figure 1). Approximately one-quarter of the births in 1997 to teens aged 15 to 19 were to Latinas.⁶

Latina teen birth rates vary substantially at the state level: for the 40 states with Latino populations large enough to calculate birth rates in 1996, rates for teens aged 15 to 19 ranged from 41 per





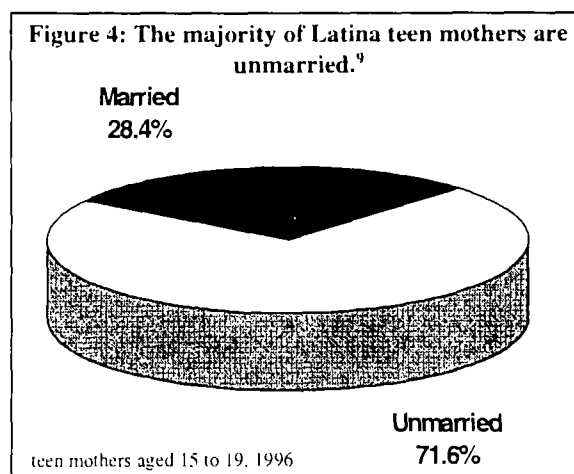
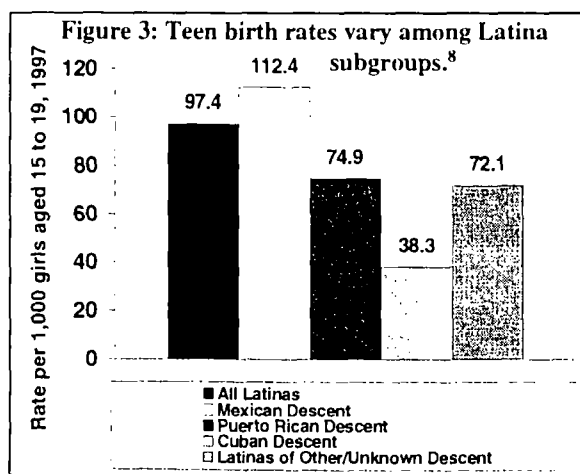
1,000 in Louisiana to 175 per 1,000 in North Carolina (Figure 2).⁷

Teen birth rates also vary among Latino subgroups. Of the four subgroups for which rates were available in 1997, Mexican Americans had the highest teen birth rate (112.4 per 1,000) among Latina 15- to 19-year-olds. Teens of Puerto Rican origin had the next highest birth rate (74.9 per 1,000 teen girls aged 15 to 19), and

Latina teens of "other/unknown" origin (including Central and South America) ranked third with a birth rate of 72.1 per 1,000 teen girls aged 15 to 19. Cuban-American 15- to 19-year-olds had the lowest teen birth rate among these subgroups in 1997, 38.3 per 1,000 (Figure 3).⁸

Although Latina teen mothers are more likely to be married than the average teen mom, the majority give birth out-of-wedlock (Figure 4). In 1997, 71.6 percent of Latina teens aged 15 to 19 who gave birth were unmarried, versus 77.8 percent of all teens aged 15 to 19 who gave birth.⁹

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. Among the major Latino subgroups, the birth rate for Cuban Americans aged 15 to 19 increased 38.3 percent between 1991 and 1997, but the other three subgroups experienced declines. The birth rate for Mexican Americans aged 15 to 19 decreased 4.2 percent, the birth rate for 15-



to 19-year-olds of Puerto Rican descent declined 27.1 percent, and the birth rate for 15- to 19-year-olds of "other/unknown" Latina descent decreased 18.2 percent between 1991 and 1997.¹⁰



Latina Teen Pregnancy Rates

Between 1992 and 1996, the pregnancy rate for Latina teens aged 15 to 19 decreased 6 percent, while the pregnancy rate for all teen girls aged 15 to 19 dropped 13 percent.¹¹

In 1996, Latina teens aged 15 to 19 had a pregnancy rate of 164.6 per 1,000, well above the national average of 97.3 per 1,000 15- to 19-year-old girls but below the rate for African-American teens in the same age bracket. The pregnancy rate for African-American teens is higher than the rate for Latina teens, even though the birth rate for African-American teens is lower, because pregnant African-American teens are more likely to have an abortion: an estimated 41 percent of pregnancies among African Americans aged 15 to 19 ended in abortion in 1996, versus approximately 28 percent of pregnancies among Latina 15- to 19-year-olds.¹²

In 1995, 19 percent of sexually experienced 15- to 19-year-old Latino males reported having caused a pregnancy, versus 14 percent of all sexually experienced males aged 15 to 19.¹³



Sexual Activity and Contraceptive Use

Latino youth report higher than average rates of sexual activity and lower than average rates of contraceptive use. In 1995, 50 percent of all girls aged 15 to 19 and 48 percent of unmarried girls aged 15 to 19 reported ever having had sexual intercourse. Rates for Latinas in the same age bracket were slightly higher than average: 55 percent of all Latina teen girls aged 15 to 19 and 52 percent of unmarried Latina teen girls aged 15 to 19 reported ever having had sexual intercourse.¹⁴ A 1995 survey of teen males showed a similar pattern: 61 percent of 15- to 19-year-old Latino males reported ever having sex, versus 56 percent of all males aged 15 to 19 (Figure 5).¹⁵

In 1995, 41.7 percent of all Latina teen girls aged 15 to 19 reported that they did not use any form of contraception at first sex, versus 24.1 percent of all sexually experienced girls in this age bracket (Figure 6). (Nonuse of contraception at first sex is a strong predictor of

Figure 5: More Latino teens report ever having had sexual intercourse.^{14,15}

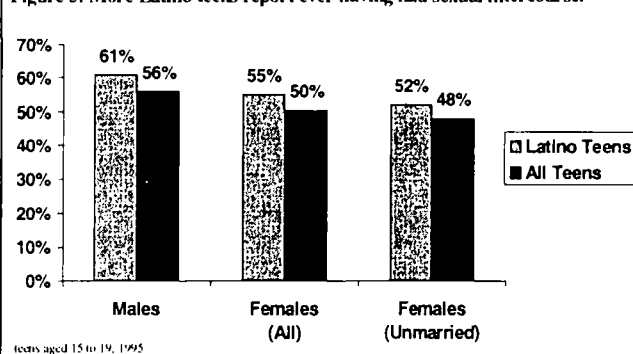
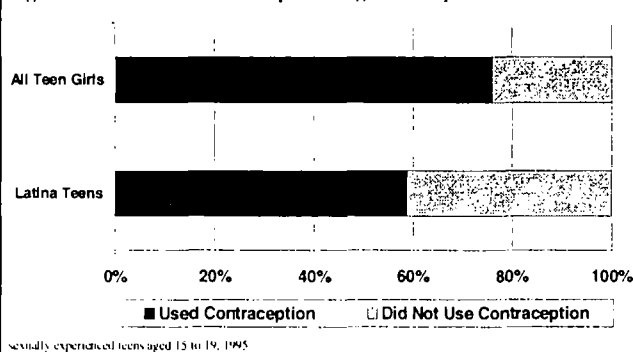


Figure 6: Fewer Latina teens report using contraception at first sex.¹⁶



pregnancy. Of unmarried teen girls aged 15 to 19 who did not use contraception at first sexual intercourse, approximately 50 percent became pregnant within 12 months, versus 13 percent of those who used contraception at first intercourse.) Among sexually active teen girls aged 15 to 19 (those who reported having had sex in the past three months), 46.8 percent of Latinas reported that they did not use contraception the last time they had sex, versus 30.9 percent of all sexually active teen girls.¹⁶ Also in 1995, only 29 percent of sexually active Latino males aged 15 to 19 reported using condoms consistently (100 percent of the time) in the previous 12 months, versus 44 percent of all sexually active teen males aged 15 to 19.¹⁷

NOTES

1. This fact sheet is the first in a series of fact sheets from the National Campaign to Prevent Teen Pregnancy on teen pregnancy and childbearing among various subgroups in the United States.
2. Estimated as of November 1, 1998. Yax, L. K. (December 28, 1998). Resident population of the United States: Estimates, by sex, race, and Hispanic origin, with median age. [Online] U.S. Bureau of the Census. Available: <www.census.gov/population/estimates/nation/intfile3-1.txt>.
3. Day, J. C. (1996). Population projections of the United States by age, sex, race, and Hispanic origin: 1995 to 2050. *Current Population Reports*: P25-1130.
4. Yax, L. K. (August 7, 1998). Selected social characteristics of all persons and Hispanic persons, by type of origin: March 1997. [Online] U.S. Bureau of the Census. Available: <www.census.gov/population/socdemo/hispanic/cps97/sumtab01.txt>.
5. Day, J. C. (1996). Population projections of the United States by age, sex, race, and Hispanic origin: 1995 to 2050. *Current Population Reports*: P25-1130.
6. Ventura, S. J., Martin, J. A., Curtin, S. C., & Mathews, T. J. (1999). Births: Final Data for 1997. *National Vital Statistics Reports*: 47(18).
7. Rates are rounded to the nearest whole number. Ventura, S. J., Mathews, T. J., & Curtin, S. C. (1999). Declines in Teenage Birth Rates, 1991-97: National and State Patterns. *National Vital Statistics Reports*: 47(12).
8. Ventura, S. J., Martin, J. A., Curtin, S. C., & Mathews, T. J. (1999). Births: Final Data for 1997. *National Vital Statistics Reports*: 47(18).
9. Ibid.
10. Ibid.
11. Ibid.
12. The Alan Guttmacher Institute (1999). *Teenage pregnancy: Overall trends and state-by-state information*. New York: Author.
13. Moore, K. A., Driscoll, A. K., & Lindberg, L. D. (1998). *A statistical portrait of adolescent sex, contraception, and childbearing*. Washington, DC: The National Campaign to Prevent Teen Pregnancy.
14. Abma, J., Chandra, A., Mosher, W., Peterson, L., & Piccinino, L. (1997). Fertility, family planning, and women's health: New data from the 1995 National Survey of Family Growth. (DHHS Publication No. (PHS) 97-1995). *Vital and Health Statistics*: 23(19).
15. Sonenstein, F. L., Stewart, K., Lindberg, L. D., Parnas, M., & Williams, S. (1997). *Involving males in preventing teen pregnancy: A guide for program planners*. Washington, DC: The Urban Institute.
16. Manlove, J., & Terry, E. (February 1999). Trends in sexual activity and contraceptive use among teens. Presentation and background paper for *Messengers and Methods for the New Millennium: A Round Table on Adolescents and Contraception*, co-sponsored by The National Campaign to Prevent Teen Pregnancy and Advocates for Youth.
17. Moore, K. A., Driscoll, A. K., & Lindberg, L. D. (1998). *A statistical portrait of adolescent sex, contraception, and childbearing*. Washington, DC: The National Campaign to Prevent Teen Pregnancy.

ABOUT THE NATIONAL CAMPAIGN TO PREVENT TEEN PREGNANCY: The National Campaign to Prevent Teen Pregnancy is a national, non-profit organization that advocates for policies and programs that will reduce the rate of teen pregnancy and childbearing in the United States. For more information, visit our website at www.teenpregnancy.org.

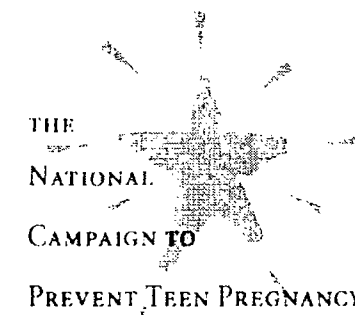
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ABOUT THE NATIONAL CAMPAIGN TO PREVENT TEEN PREGNANCY: FOUNDED IN 1996, THE NATIONAL CAMPAIGN TO PREVENT TEEN PREGNANCY IS A PRIVATE, NONPROFIT, NONPARTISAN INITIATIVE WHOSE GOAL IS TO REDUCE THE TEEN PREGNANCY RATE IN THE UNITED STATES BY ONE-THIRD BETWEEN 1996 AND 2005.

THE NATIONAL CAMPAIGN TO PREVENT TEEN PREGNANCY ★ 2100 M STREET, NW, SUITE 300, WASHINGTON, DC 20037
(202) 261-5655 ★ (202) 331-7735 FAX ★ CAMPAIGN@TEENPREGNANCY.ORG ★ [HTTP://WWW.TEENPREGNANCY.ORG](http://WWW.TEENPREGNANCY.ORG)



FACT SHEET

Teen Pregnancy and Childbearing Among Latinos in the United States¹

MAY 1999

Highlights:

- The Latino population is the fastest growing major racial/ethnic group in the United States.
- Latinas have the highest teen birth rate among the major racial/ethnic groups in the United States.
- The teen birth and pregnancy rates for Latinas have not decreased as much in recent years as have the overall U.S. teen birth and pregnancy rates.
- Teen birth rates vary among Latina subgroups.



Latinos and the U.S. Population

Latinos currently constitute approximately 11 percent of the total U.S. population.² In 1998, an estimated 1.3 million girls between the ages of 15 and 19 were Latina, approximately 13 percent of all 15- to 19-year-old girls.³ Of the 1997 Latino population, approximately 63 percent were of Mexican descent, 14 percent were of Central or South American descent, 11 percent were of Puerto Rican descent, 4 percent were of Cuban descent, and 7 percent were of other Latino origin.⁴

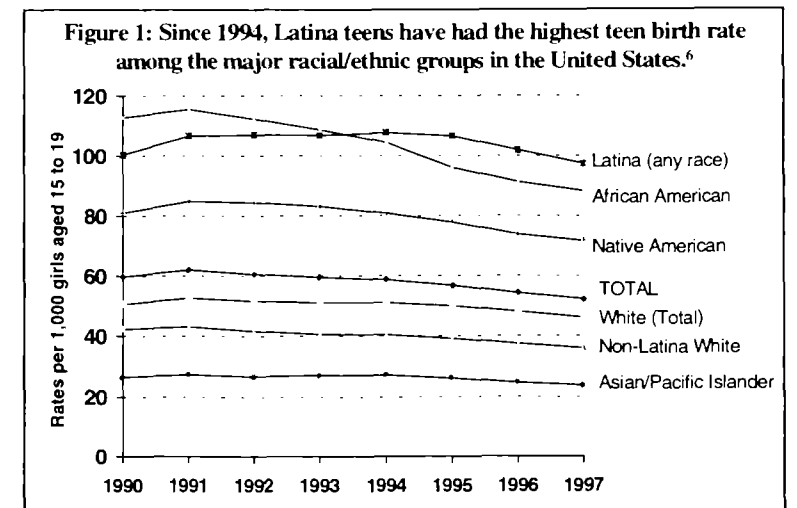
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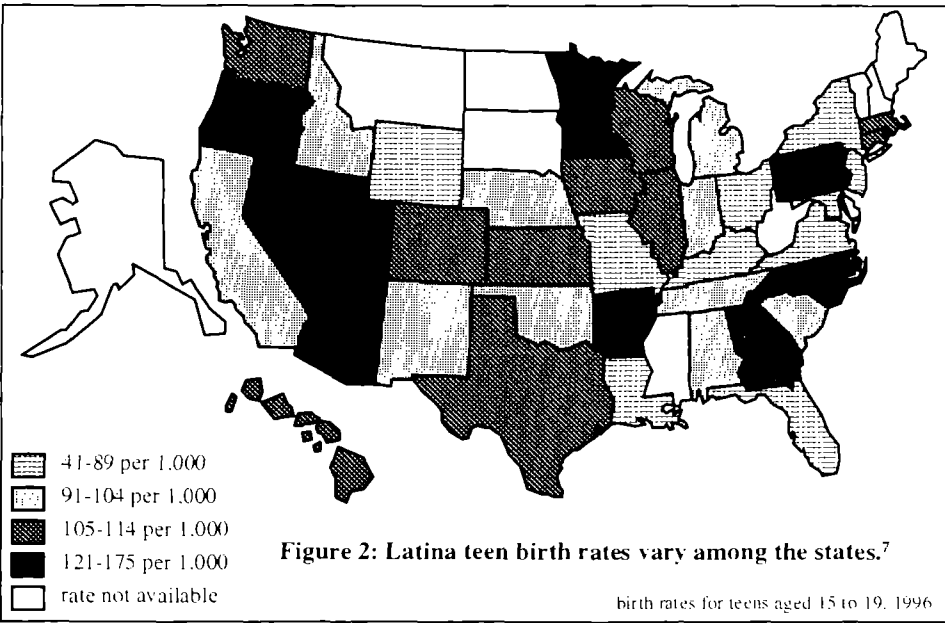
Latina Teen Birth Rates

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 (Figure 1). Approximately one-quarter of the births in 1997 to teens aged 15 to 19 were to Latinas.⁶

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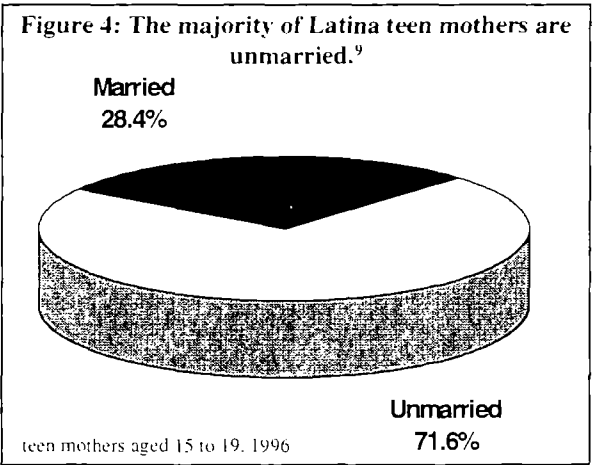
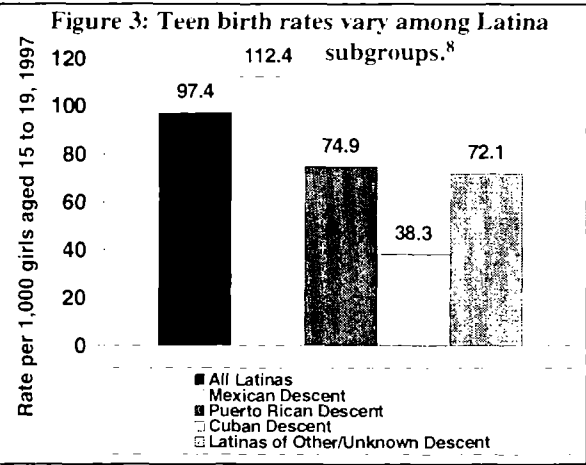
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Latina teens of “other/unknown” origin (including Central and South America) ranked third with a birth rate of 72.1 per 1,000 teen girls aged 15 to 19. Cuban-American 15- to 19-year-olds had the lowest teen birth rate among these subgroups in 1997, 38.3 per 1,000 (Figure 3).⁸

Although Latina teen mothers are more likely to be married than the average teen mom, the majority give birth out-of-wedlock (Figure 4). In 1997, 71.6 percent of Latina teens aged 15 to 19 who gave birth were unmarried, versus 77.8 percent of all teens aged 15 to 19 who gave birth.⁹

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. Among the major Latino subgroups, the birth rate for Cuban Americans aged 15 to 19 increased 38.3 percent between 1991 and 1997, but the other three subgroups experienced declines. The birth rate for Mexican Americans aged 15 to 19 decreased 4.2 percent, the birth rate for 15-



to 19-year-olds of Puerto Rican descent declined 27.1 percent, and the birth rate for 15- to 19-year-olds of “other/unknown” Latina descent decreased 18.2 percent between 1991 and 1997.¹⁰

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Latina Teen Pregnancy Rates

Between 1992 and 1996, the pregnancy rate for Latina teens aged 15 to 19 decreased 6 percent, while the pregnancy rate for all teen girls aged 15 to 19 dropped 13 percent.¹¹

In 1996, Latina teens aged 15 to 19 had a pregnancy rate of 164.6 per 1,000, well above the national average of 97.3 per 1,000 15- to 19-year-old girls but below the rate for African-American teens in the same age bracket. The pregnancy rate for African-American teens is higher than the rate for Latina teens, even though the birth rate for African-American teens is lower, because pregnant African-American teens are more likely to have an abortion: an estimated 41 percent of pregnancies among African Americans aged 15 to 19 ended in abortion in 1996, versus approximately 28 percent of pregnancies among Latina 15- to 19-year-olds.¹²

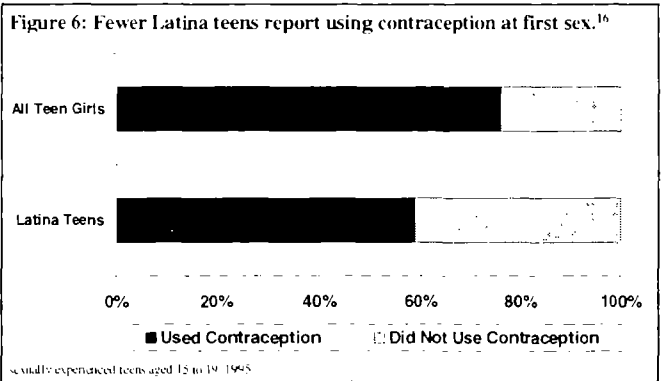
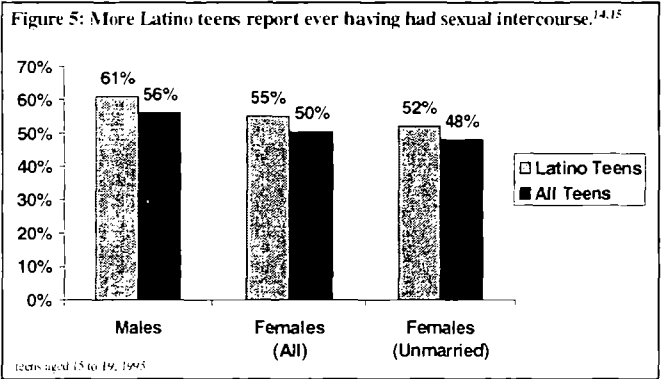
In 1995, 19 percent of sexually experienced 15- to 19-year-old Latino males reported having caused a pregnancy, versus 14 percent of all sexually experienced males aged 15 to 19.¹³

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Sexual Activity and Contraceptive Use

Latino youth report higher than average rates of sexual activity and lower than average rates of contraceptive use. In 1995, 50 percent of all girls aged 15 to 19 and 48 percent of unmarried girls aged 15 to 19 reported ever having had sexual intercourse. Rates for Latinas in the same age bracket were slightly higher than average: 55 percent of all Latina teen girls aged 15 to 19 and 52 percent of unmarried Latina teen girls aged 15 to 19 reported ever having had sexual intercourse.¹⁴ A 1995 survey of teen males showed a similar pattern: 61 percent of 15- to 19-year-old Latino males reported ever having sex, versus 56 percent of all males aged 15 to 19 (Figure 5).¹⁵

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Youth Risk Behavior Surveillance — United States, 1997

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Abstract

Problem/Condition: Priority health-risk behaviors, which contribute to the leading causes of mortality and morbidity among youth and adults, often are established during youth, extend into adulthood, and are interrelated.

Reporting Period: February–May 1997.

Description of the System: The Youth Risk Behavior Surveillance System (YRBSS) monitors six categories of priority health-risk behaviors among youth and young adults — behaviors that contribute to unintentional and intentional injuries; tobacco use; alcohol and other drug use; sexual behaviors that contribute to unintended pregnancy and sexually transmitted diseases (STDs) (including human immunodeficiency virus [HIV] infection); unhealthy dietary behaviors; and physical inactivity. The YRBSS includes a national school-based survey conducted by CDC as well as state, territorial, and local school-based surveys conducted by education and health agencies. This report summarizes results from the national survey, 33 state surveys, 3 territorial surveys, and 17 local surveys conducted among high school students from February through May 1997.

Results and Interpretation: In the United States, 73% of all deaths among youth and young adults 10–24 years of age result from only four causes: motor vehicle crashes, other unintentional injuries, homicide, and suicide. Results from the national 1997 YRBSS demonstrate that many high school students engage in behaviors that increase their likelihood of death from these four causes — 19.3% had rarely or never worn a seat belt; during the 30 days preceding the survey, 36.6% had ridden with a driver who had been drinking alcohol; 18.3% had carried a weapon during the 30 days preceding the survey; 50.8% had drunk alcohol during the 30 days preceding the

Nationwide, 14.8% of students had been in a physical fight on school property one or more times during the 12 months preceding the survey (Table 8). Overall, male students (20.0%) were significantly more likely than female students (8.6%) to have been in a physical fight on school property. This significant difference was identified for white and Hispanic students and all grade subgroups. Overall, black and Hispanic students (20.7% and 19.0%, respectively) were significantly more likely than white students (13.3%) to have been in a physical fight on school property. Black and Hispanic female students (17.0% and 12.3%, respectively) were significantly more likely than white female students (5.9%) to report this behavior. Female students in grades 9 and 10 (12.4% and 11.3%, respectively) were significantly more likely than female students in grade 12 (4.9%) to have been in a physical fight on school property, and female students in grade 9 (12.4%) were significantly more likely than female students in grade 11 (6.2%) to report this behavior. Male students in grades 9 and 10 (29.3% and 21.6%, respectively) were significantly more likely than male students in grade 12 (13.1%) to have been in a physical fight on school property, and male students in grade 9 (29.3%) were significantly more likely than male students in grade 11 (17.8%) to report this behavior. Across the state surveys, prevalence rates ranged from 11.3% to 33.6% (median: 13.5%) (Table 9). Across the local surveys, prevalence rates ranged from 11.2% to 26.7% (median: 16.3%).

Approximately one third (32.9%) of students nationwide had had property (e.g., a car, clothing, or books) stolen or deliberately damaged on school property one or more times during the 12 months preceding the survey (Table 8). Overall, male students (36.1%) were significantly more likely than female students (29.0%) to have had property stolen or damaged on school property. This significant difference was identified for students in grade 10. Male students in grades 9 and 10 (39.8% and 39.7%, respectively) were significantly more likely than male students in grade 12 (30.0%) to have experienced this. State prevalence rates ranged from 25.3% to 50.2% (median: 31.7%), and local prevalence rates ranged from 23.6% to 41.4% (median: 33.7%) (Table 9).

Suicide Ideation and Attempts

Nationwide, 20.5% of students had seriously considered attempting suicide during the 12 months preceding the survey (Table 10). Overall, female students (27.1%) were significantly more likely than male students (15.1%) to have considered attempting suicide. This significant difference was identified for all racial/ethnic and grade subgroups. Overall, Hispanic students (23.1%) were significantly more likely than black students (16.4%) to have considered attempting suicide. This significant difference was identified for both male and female students. Prevalence rates ranged from 16.3% to 29.7% (median: 22.9%) across the state surveys and from 15.5% to 23.2% (median: 18.3%) across the local surveys (Table 11).

More serious suicide ideation was observed among the 15.7% of students nationwide who, during the 12 months preceding the survey, had made a specific plan to attempt suicide (Table 10). Overall, female students (20.0%) were significantly more likely than male students (12.2%) to have made a suicide plan. This significant difference was identified for all racial/ethnic subgroups and for students in grades 10 and 11. Overall, Hispanic students (19.6%) were significantly more likely than white and black students (14.3% and 12.5%, respectively) to have made a suicide plan. Hispanic

*

female students (23.9%) were significantly more likely than black female students (16.0%) to have made a suicide plan. Hispanic male students (16.0%) were significantly more likely than white and black male students (11.0% and 8.8%, respectively) to report this behavior. Female students in grade 10 (24.2%) were significantly more likely than female students in grade 12 (15.3%) to have made a suicide plan. Prevalence rates across the state surveys ranged from 14.0% to 28.6% (median: 17.6%) (Table 11). Prevalence rates across the local surveys ranged from 11.0% to 21.1% (median: 14.4%).

Nationwide, 7.7% of students had attempted suicide one or more times during the 12 months preceding the survey (Table 10). Overall, female students (11.6%) were significantly more likely than male students (4.5%) to have attempted suicide. This significant difference was identified for white and Hispanic students and students in grades 9–11. Overall, Hispanic students (10.7%) were significantly more likely than white students (6.3%) to have attempted suicide. Hispanic male students (7.2%) were significantly more likely than white male students (3.2%) to report this behavior. Female students in grades 9 and 10 (15.1% and 14.3%, respectively) were significantly more likely than female students in grade 12 (6.2%) to have attempted suicide. The percentage of students attempting suicide ranged from 7.8% to 22.0% (median: 9.1%) across the state surveys and from 7.5% to 12.6% (median: 10.2%) across the local surveys (Table 11).

Nationwide, 2.6% of students reported having made a suicide attempt during the 12 months preceding the survey that resulted in an injury, poisoning, or overdose that had been treated by a doctor or nurse (Table 10). Female students in grade 9 (5.0%) were significantly more likely than female students in grade 12 (2.0%) to have made a suicide attempt that required medical attention. The prevalence of injurious suicide attempts varied sixfold from 1.3% to 7.8% (median: 3.0%) across the state surveys and varied nearly twofold from 2.5% to 4.6% (median: 3.4%) across the local surveys (Table 11).

Tobacco Use

Cigarette Use

Nationwide, 70.2% of students had ever tried cigarette smoking (even one or two puffs) (Table 12). Hispanic male students (76.9%) were significantly more likely than white male students (70.4%) to have ever tried cigarette smoking. State prevalence rates ranged from 38.1% to 79.1% (median: 72.0%), and local prevalence rates ranged from 59.2% to 71.4% (median: 68.2%) (Table 13).

More than one third of students (36.4%) nationwide had smoked cigarettes on ≥ 1 of the 30 days preceding the survey (i.e., current cigarette use) (Table 12). Black male students (28.2%) were significantly more likely than black female students (17.4%) to report current cigarette use. Overall, white students (39.7%) were significantly more likely than Hispanic and black students (34.0% and 22.7%, respectively) to report current cigarette use, and Hispanic students (34.0%) were significantly more likely than black students (22.7%) to report this behavior. White female students (39.9%) were significantly more likely than Hispanic and black female students (32.3% and 17.4%, respectively) to report current cigarette use, and Hispanic female students (32.3%)

TABLE 10. Percentage of high school students who reported having seriously considered attempting suicide and who reported suicidal behavior, by sex, race/ethnicity, and grade — United States, Youth Risk Behavior Survey, 1997

Category	Seriously considered attempting suicide*			Made a suicide plan*			* Attempted suicide*†			Suicide attempt required medical attention*		
	Female	Male	Total	Female	Male	Total	Female	Male	Total	Female	Male	Total
Race/Ethnicity												
White [‡]	26.1 (±3.7) [¶]	14.4 (±2.2)	19.5 (±2.8)	18.5 (±2.2)	11.0 (±1.1)	14.3 (±1.3)	10.3 (±2.2)	3.2 (±0.7)	6.3 (±1.2)	2.6 (±1.0)	1.5 (±0.6)	2.0 (±0.5)
Black [‡]	22.0 (±2.4)	10.6 (±2.8)	16.4 (±2.0)	16.0 (±2.5)	8.8 (±2.8)	12.5 (±2.3)	9.0 (±1.6)	5.6 (±2.1)	7.3 (±1.4)	3.0 (±1.1)	1.8 (±1.6)	2.4 (±0.8)
Hispanic	30.3 (±4.7)	17.1 (±3.0)	23.1 (±2.3)	23.9 (±3.7)	16.0 (±3.7)	19.6 (±2.5)	14.9 (±4.5)	7.2 (±2.6)	10.7 (±2.3)	3.8 (±1.9)	2.1 (±1.1)	2.8 (±1.0)
Grade												
9	28.9 (±6.0)	16.1 (±4.6)	22.2 (±5.0)	19.9 (±4.6)	13.0 (±3.2)	16.3 (±3.3)	15.1 (±4.0)	6.3 (±1.7)	10.5 (±2.2)	5.0 (±1.8)	3.2 (±1.5)	4.1 (±1.1)
10	30.0 (±4.6)	14.5 (±2.8)	21.5 (±3.2)	24.2 (±3.9)	11.0 (±1.4)	16.9 (±2.1)	14.3 (±3.9)	3.8 (±1.2)	8.5 (±1.4)	3.7 (±1.8)	1.4 (±0.7)	2.4 (±0.9)
11	26.2 (±3.8)	16.6 (±2.4)	21.0 (±2.5)	21.0 (±3.4)	13.5 (±2.4)	16.9 (±2.1)	11.3 (±3.4)	4.4 (±1.6)	7.6 (±1.5)	2.8 (±2.1)	2.6 (±1.3)	2.7 (±1.0)
12	23.6 (±3.8)	13.5 (±2.1)	17.9 (±2.2)	15.3 (±2.7)	11.2 (±2.1)	13.0 (±1.8)	6.2 (±1.7)	3.7 (±2.0)	4.8 (±1.3)	2.0 (±1.0)	1.0 (±1.1)	1.4 (±0.7)
Total	27.1 (±2.8)	15.1 (±1.7)	20.5 (±2.3)	20.0 (±1.8)	12.2 (±1.1)	15.7 (±1.3)	11.6 (±2.0)	4.5 (±0.8)	7.7 (±0.9)	3.3 (±1.0)	2.0 (±0.8)	2.6 (±0.5)

* During the 12 months preceding the survey.

† One or more times.

‡ Non-Hispanic.

¶ Ninety-five percent confidence interval.



DEPARTMENT OF HEALTH & HUMAN SERVICES

Chief of Staff

Washington, D.C. 20201

F A C S I M I L E

DATE: 7/22TO: Nicole RabnerFAX#: 456-6244

FROM: Elizabeth Summy
Deputy Chief of StaffPhone: 202/690-7431 Fax: 202/401-5783

COMMENTS:*Hispanic info*

Pages [including this cover]

**National Breast and Cervical Cancer Early Detection Program
Activities Relating to Hispanic Populations
and
Suicide Among Hispanic Youth in the United States**

**Prepared by the Centers for Disease Control and Prevention
July 1999**

- I. The Centers for Disease Control and Prevention's (CDC) National Breast and Cervical Cancer Early Detection Program (NBCCEDP)** targets Hispanic women for breast and cervical cancer screening and education services. Since the inception of the NBCCEDP, Hispanic women have received 19 percent of the mammograms provided and 20 percent of the Pap tests.

Examples of National Programs That Target Hispanic Youth:

American Social Health Association. The American Social Health Association has formulated a national model for the primary and secondary prevention of cervical cancer, using two counties in North Carolina as pilot sites, and focusing upon the economically disadvantaged, Hispanic and African-American populations, and women living in hard-to-reach urban and rural areas. This cervical cancer prevention project will consist of developing and delivering culturally appropriate media messages, educational materials, client support services, and health education workshops in the community setting.

Baylor College of Medicine. Baylor College of Medicine is a private medical college that will replicate *Salud En Accion*, an intervention utilizing media (behavioral journalism in the form of role modeling) and community organization (through trained volunteers) within designated Hispanic communities to deliver messages and empower constituencies for cancer prevention and control. Baylor's initial pilot sites will be in Texas.

National Center for Farmworker Health, Inc. With funding from the NBCCEDP, the National Center for Farmworker Health (NCFH) seeks to reduce cost barriers and create access to breast and cervical cancer screening by recruiting, training, and supervising female farmworkers and traveling lay health advisors (TLHAs). The TLHA program was developed to address the need for comprehensive and culturally sensitive early detection among mostly Hispanic migrant and seasonal farmworkers. TLHAs provide basic education on women's health, referrals to breast and cervical cancer screening sites, tracking and follow-up services, and translation of service information for farmworkers. TLHAs serve as safety nets for continuity of care, assisting home-base health centers and upstream clinics in arranging follow-up care and referrals and in locating patient medical records. These activities contribute to the health centers' mission by enabling them to reach a greater percentage of the target population while strengthening NBCCEDP efforts to decrease barriers to breast and cervical cancer screening.

National Coalition of Hispanic Health and Human Service Organizations. The National Coalition of Hispanic Health and Human Services Organizations (COSSMHO) has established the *Salud Para Todas* Task Force on the prevention of breast and cervical cancers among Hispanic women. The task force's objective is to improve access to and delivery of comprehensive breast and cervical cancer screening services by linking with State and local health departments, Hispanic community-based organizations, and comprehensive cancer centers. COSSMHO developed a resource kit for community educators to increase awareness among Hispanic women about breast and cervical cancer screening programs. In addition, a media training program for members of the task force was completed, providing them with the skills to become spokeswomen on the issues of breast and cervical cancers in their communities. COSSMHO will continue to disseminate information and evaluate outreach strategies.

National Hispanic Council on Aging. The National Hispanic Council on Aging's (NHCoA's) multifaceted breast and cervical cancer early prevention efforts, implemented at four sites, consists of four projects for increasing awareness to different Latino subgroups. The organizations implementing the projects are the Spanish American Union, located in a predominantly Puerto Rican Community in Springfield, Massachusetts; the District of Columbia chapter of NHCoA, which serves primarily Salvadoreans; the HASCLUB in Bergenfield, New Jersey, which serves South and Central American, Cuban, and Puerto Rican populations; and the *Congregacion Hispana de Personas Mayores, Proyecto Nueva Luz*, in Dallas, Texas, which reaches nine Roman Catholic congregations of primarily Mexican American descent.

II. Suicide Among Hispanic Youth in the United States

The Centers for Disease Control and Prevention (CDC) began working in suicide prevention in fiscal year 1997, and cosponsored the National Suicide Prevention Conference in Reno, Nevada, October 1998. Recommendations from this Conference emphasize the need to conduct risk factor research and preventive strategies for Hispanic populations. In addition, the Surgeon General's Call to Action for suicide prevention addresses Hispanic needs.

Suicide took the lives of 30,903 Americans in 1996 (10.8 per 100,000 population). Overall, suicide is the ninth leading cause of death for all Americans, and is the third leading cause of death for young people aged 15 to 24. More people die from suicide than from homicide in the United States. In 1996, 20,634 Americans died from homicide (8.58 per 100,000 population). Nearly 60 percent of all suicides are committed with a firearm.

Overall, Hispanic suicide rates in the United States are somewhat lower than non-Hispanic. However, among youth in schools, Hispanics are more likely than other ethnic groups to report suicide attempts that require medical attention. The prevalence of risk factors for suicide--mainly depression--differs among Hispanic subpopulations. Hispanics in the Northeast (mainly Puerto Ricans) appear to have a higher prevalence of depression than other

Hispanic groups and than the general population. Information examining rates of suicide among Hispanics in the Northeast compared to the general population and compared to other regions is not available.

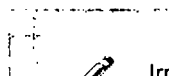
The Problem

- Suicide rates among Hispanic youth are lower compared to white, non-Hispanic youth and similar in magnitude to those of black youth.
- Among Hispanic male youth (ages 15 to 24) suicide rates were 17.4 per 100,000 in 1994-1996, while among white, non-Hispanic males of the same age the suicide rates were 23.2 per 100,000. Among black males between the ages of 15 to 24 years, suicide rates were 18.4 per 100,000 in 1994-1996.
- Among Hispanic females aged 15 to 24 years, suicide rates were 2.9 per 100,000 in 1994-1996 while among white, non-Hispanic females of the same age, suicide rates were 3.9 per 100,000. Among black females aged 15 to 24, suicide rates were 2.4 per 100,000 in 1994-1996.
- The picture is different for self-reported suicide behavior among high-school aged youth. In 1997, as part of the Youth Risk Behavior Surveillance System, CDC conducted a national school-based Youth Risk Behavior survey that included questions related to suicidal behavior.
 - Overall, Hispanic students (23.1 percent) were significantly more likely than black students (16.4 percent) to have considered attempting suicide. This significant difference was identified for both male and female students.
 - Overall, 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.
 - Hispanic female students (23.9 percent) were significantly more likely than black female students (16.0 percent) to have made a suicide plan. Hispanic male students (16.0 percent) were significantly more likely than white and black male students (11.0 percent and 8.8 percent, respectively) to report this behavior.
 - Overall, Hispanic students (10.7 percent) were significantly more likely than white students (6.3 percent) to have attempted suicide. Hispanic male students (7.2 percent) were significantly more likely than white male students (3.2 percent) to report this behavior.

CDC's Program in Suicide Prevention

CDC's National Center for Injury Prevention and Control (NCIPC) is working to raise awareness of suicide as a serious public health problem, and is focusing on science-based prevention strategies to reduce injuries and deaths due to suicide. Current activities include the following:

- A case-control study that is examining possible risk factors for suicide, including alcohol use, exposure to previous suicides, and residential mobility that might lessen opportunities for developing social networks.
- Support for extramural research that will examine risk factors for suicide in the general population.
- Development of a national suicide prevention center at the Suicide Prevention Research Center, Trauma Institute, University of Nevada School of Medicine, to integrate the disciplines of epidemiology, medicine, biostatistics, public health, and behavioral and social sciences in order to prevent injuries from suicidal behavior more effectively. The Center will also identify and evaluate current and new interventions for preventing and controlling suicide-related injuries; develop and improve effective public and private sector programs for suicide prevention and control; and facilitate suicide prevention efforts supported by various governmental and non-governmental agencies within a geographic region.
- Support for the Surgeon General's Call to Action.
- Evaluation of the effectiveness of current suicide prevention programs--CDC has awarded cooperative agreements to Research Foundation for Mental Hygiene, Inc., at New York State Psychiatric Institute and the Medical University of South Carolina. Both projects will evaluate specific interventions that may influence one or more of the factors that lead to suicidal behavior among high-risk populations.



Irma L. Martinez
07/23/99 06:10:28 PM

Record Type: Record

To: esther.aguilera@hq.doe.gov @ inet
cc: Ruby Shamir/OPD/EOP@EOP, Nicole R. Rabner/WHO/EOP@EOP
Subject: RE: REMINDER

Thank you for the information below. Please forward the attachement you mention in your message as it was not included. thanks.

----- Forwarded by Irma L. Martinez/WHO/EOP on 07/23/99 06:09 PM -----



"Aguilera, Esther" <Esther.Aguilera@hq.doe.gov>
07/23/99 06:00:23 PM

Record Type: Record

To: Irma L. Martinez/WHO/EOP
cc: "Seiden, Maya" <Maya.Seiden@hq.doe.gov>
Subject: RE: REMINDER

Irma,



We are finalizing DOE's memorandum of agreement (MOA) with the four major Latino science and engineering organizations. You will receive a paragraph description by Monday.

One of the biggest challenges facing Latinos and the Nation is the need to prepare our youth for the science, engineering, computing, and technology careers of today and tomorrow. The continued success of our scientific engine depends on building an US-based, diverse workforce with the expertise to draw on.

We are also compiling program material for distribution.

Following are our recommendations for the priority invite list. These are individuals and organizations that have made huge contributions to promote Latinos in science and engineering. For your secondary list, attached is DOE's partnership list - this includes 28 Latino organization.

DOE Recommendations for Priority Invite List (priority order). This list includes those organizations involved in the MOA.

1. Dr. Manuel Gomez
Vice President for Research and Academic Affairs
University of Puerto Rico
San Juan, Puerto Rico 00936

787-764-8369 & 787-751-8644 / F787-756-7717

(Dr. Gomez is the project director of the DOE-sponsored research called HiCrest, serves on the National Academy Committee on Undergraduate Education, and is one of a few top Latino scientists in positions of authority manages a R&D portfolio of \$50 million.)

2. Dr. Richard Tapia

Noah Harding Professor and Associate Director of Graduate Studies
Rice University
Department of Computational Sciences
713-527-4049 & 713-723-3536 / F713-285-5318

(Dr. Tapia, is a national leader on science education especially for Minority students, also serves on the President's Advisory Committee on Super-Computing, the prestigious National Science Board for the National Science Foundation)

3. Judith Camacho

Society for the Advancement of Chicanos and Native Americans in Science (SACNAS)
P.O. Box 8526
Santa Cruz, CA 95061
831-459-0170 / F831-459-0194

4. Jose Rivera

Society of Hispanic Professional Engineers (SHPE)
5400 East Olympic Boulevard, Suite 210
Los Angeles, CA 90022
323-725-3970 / F323-725-0316

5. Charles Vela

Center for the Advancement of Hispanics in Science & Engineering Education (CAHSEE)
707 22nd Street, N.W.
Room 105
Washington, D.C. 20052
202-994-6529 / F202-994-2459

6. Richard Martinez

Mexican American Engineering Society (MAES)
3780 Kilroy Airport Way, Suite 200
Long Beach, CA 90806
562-988-6585 / F562-981-7386

National Coalition of Hispanic Health
and Human Services Organizations
1501 Sixteenth Street, NW
Washington, D.C. 20008

Telephone (202) 797-4341
Fax (202) 797-4353
Email afalcon@cossmho.org
Website www.cossmho.org



Fax

To: Janet Murguia

From: Adolph P. Falcon

Fax: (202) 456-6220

Pages: 2

Tel:

Date: June 16, 1999

Re: Latina Suicide Data

☐ Urgent ☐ For Review ☐ Please Comment ☐ Please Reply ☐ Please Recycle

Janet,

Attached are the suicide data findings and tables directly from the CDC which demonstrate the statement we made that Hispanic girls are the group most likely to attempt suicide.

If you have any questions, please feel free to call me at (202) 797-4341.

Thanks,

Adolph



Irma L. Martinez
07/27/99 01:21:57 PM

Record Type: Record

To: Nicole R. Rabner/WHO/EOP@EOP
cc: Ruby Shamir/OPD/EOP@EOP
Subject: RE: DOE MOU

----- Forwarded by Irma L. Martinez/WHO/EOP on 07/27/99 01:21 PM -----



"Aguilera, Esther" <Esther.Aguilera@hq.doe.gov>
07/27/99 10:36:35 AM

Record Type: Record

To: Irma L. Martinez/WHO/EOP
cc: "Seiden, Maya" <Maya.Seiden@hq.doe.gov>
Subject: RE: DOE MOU

The attached document includes a description of the DOE memorandum of agreement with the Latino Science and Engineering Consortium (LSEC). We hope the First Lady can announce this MOA at the August 2nd event.

The Consortium includes:

- * the Society of Hispanic Professional Engineers (SHPE),
- * the Society for the Advancement of Chicanos and Native Americans in Science (SACNAS),
- * Center for the Advancement of Hispanics in Science & Engineering Education (CAHSEE), and
- * Mexican American Engineering Society (MAES).

These four organizations represent the largest national science and engineering national organizations that are working with Latino youth to encourage them to pursue and complete science and engineering degree.



- Whitehousesam.doc

To: 'Nicole_R._Rabner@who.eop.gov@INTERNET'; Rodriguez, Samuel
Cc: 'Irma_L._Martinez@who.eop.gov@INTERNET';
'Shirley_S._Sagawa@who.eop.gov@INTERNET'; Seiden, Maya
Subject: RE: DOE MOU

Thanks for the interest.

DOE laboratories and facilities provide hands on experience for students and faculty.

Sam Rodriguez in our Office of Science is preparing detailed responses to your questions about internship and fellowship opportunities at our labs. He will forward e-mail responses.

Thanks again.

-----Original Message-----

From: Nicole_R._Rabner@who.eop.gov@INTERNET
[mailto:Nicole_R._Rabner@who.eop.gov]
Sent: Tuesday, July 27, 1999 2:28 PM
To: Aguilera, Esther
Cc: Irma_L._Martinez@who.eop.gov@INTERNET;
Shirley_S._Sagawa@who.eop.gov@INTERNET
Subject: RE: DOE MOU

Thank you, Esther, for this description of the MOE that you propose Mrs. Clinton announce at the White House convening on Monday. It looks very promising. I wonder if you could give us some more information about MOE, in particular how the various age groups and populations (college students, community college students and teachers of K-12) would benefit from the partnership. For example, what does it mean that K-12 teachers will get "math and technology training"? Where and by whom? Any more information that you could send would be appreciated, either via e-mail or fax (202-456-6687). Thanks again for your help -- I'm very hopeful that we will be able to announce this important new partnership.

Irma L. Martinez
07/27/99 01:21:57 PM

Record Type: Record

To: Nicole R. Rabner/WHO/EOP@EOP

cc: Ruby Shamir/OPD/EOP@EOP
Subject: RE: DOE MOU

----- Forwarded by Irma L. Martinez/WHO/EOP on 07/27/99
01:21 PM -----

(Embedded
image moved "Aguilera, Esther" <Esther.Aguilera@hq.doe.gov>
to file: 07/27/99 10:36:35 AM
PIC01357.PCX)

Record Type: Record

To: Irma L. Martinez/WHO/EOP

cc: "Seiden, Maya" <Maya.Seiden@hq.doe.gov>

Subject: RE: DOE MOU

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These four organizations represent the largest national science and engineering national organizations that are working with Latino youth to encourage them to pursue and complete science and engineering degree.



- att1.unk



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

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WASHINGTON, DC 20202-3601

FAX COVER SHEET

Number of pages (including cover): 13

To: Ruby Shonir

Fax Number: 202-456-6687

From: Sarita E. Brown

Date: July 14, 1999

Subject:

The First Lady and Hispanic Educational Issues - 14 July, 1999**Carlos Rodríguez, Ph.D. - Bio**

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.

CARLOS RODRIGUEZ

Education

- Ph.D. 1993, University of Arizona, Tucson, AZ, Higher Education Administration
- M.A. 1988, University of Texas at San Antonio, San Antonio, Texas, Bicultural-Bilingual Studies
- B.A. 1967, St. Edwards University, Austin, TX, English Literature

Present Position

**American Institutes for Research
Senior Research Analyst**

Responsible for conducting and directing research, evaluation, and technical assistance projects examining education practice and policy. Special focus on elementary, secondary, post-secondary and adult education issues with minority and at-risk populations. Further responsibilities include designing and managing research projects, supervising and conducting data collection and analysis procedures, developing technical assistance procedures and materials, and preparing reports for public and private clients. Expertise also includes business development and budget planning and management.

Professional Experience

Project Director, External Evaluation of The Equity 2000 Project of the College Board, (1995–Present). Senior manager of evaluation to assess the impact of a national education reform project of The College Board that requires all students in seven major, urban school districts to enroll in and complete algebra and geometry in high school. The goal of the project is to close the gap in college access and success between minority and disadvantaged students and non-minority students. Responsibilities include implementing the evaluation design, developing survey and course enrollment and completion instruments, interview, focus group, and classroom observation protocols, supervising all data collection and analyses activities, data presentations, and preparation of national reports. Served as *Deputy Director* from 1994–1995, and *Research Analyst* from 1993–1994.

Project Director, The Evaluation of The Partnerships for Health Professions Education, Division of Disadvantaged Assistance, Bureau of Health Professions, Health Resources and Services Administration. (1997–Present). Manage national evaluation of the development and impact of an educational partnership model, elementary through professional school. The purpose of the partnership model is to create a wider and higher qualified applicant pool of minority students interested in pursuing careers in the health professions. Responsibilities include implementing and revising the evaluation design, coordinating quantitative and qualitative methodological approaches including interview, focus group, and on-site protocols, supervising all data collection and analyses activities, data presentations, and preparation of quarterly and national reports. Responsibilities also include working closely with the Director and staff of the Division of

Disadvantaged Assistance to monitor the development and progress of the health profession partnership model at seven sites across the nation.

Senior Research Analyst, National "What Works" Evaluation of Adult ESL Students, (1995–Present). Task Leader of national evaluation of the impact of instructional approaches and methods on improving the literacy skills of low-literate adult learners. Responsibilities include assisting in the design and review of telephone and mails survey instruments, conducting and analyzing focus groups with teachers and bilingual students, training research assistants to conduct telephone surveys, analyzing assessment instruments utilized in adult ESL education programs with low-literate learners, and coordinating implementation of on-site study design.

Senior Research Analyst, The Latin American Educational Indicators Project, (1996–1998). Task leader for the development of educational indicators for Latin American and Caribbean nations. Responsible for the development and analysis of a Latin American database with comparable demographic, economic, educational and socio-historical data. Responsibilities also include establishing a network of researchers working in this field in the private and public sector, nationally and internationally.

Senior Research Analyst, A Profile of Hispanic Serving Institutions (1995–1997). Developed a report profiling Hispanic serving institutions in the United States by presenting an analysis of institutional and demographic data including enrollment, tuition, and degree trend data. Conceptualized the notion of an "emerging" Hispanic serving institution due to the changing demographic composition of several areas in the United States.

Senior Research Analyst, National Institute on Governance, Finance, Policy-Making and Management (1998). Responsible for coordinating logistics and internal panel communication for national expert panel on governance, finance, policy-making and management issues in education.

Deputy Director, A Study of Institutional and Student Responses to Higher Education Cost Pressures in the 1990s (1994–1996). Task leader for field study component and cross-site analysis of institutional responses to increasing costs in colleges and universities; conducted on-site interviews and focus groups with administrators, faculty and students. Assisted in the preparation of the final report for the Office of Educational Research and Improvements for the U.S. Department of Education.

Senior Research Analyst, Training Guides for the Head Start Learning Community, Supporting Families In Crisis (1995–1996). Conducted and analyzed on-site focus groups with Head Start grantees in the District of Columbia to field-test a national training guide to support families in crisis for the Head Start Bureau of the Administration for Children and Families.

Senior Research Analyst, National Review of Head Start Monitoring, Training and Technical Assistance (1995–1996). Conducted on-site regional focus groups with Head Start grantees in the West, Northwest and Mountain states to determine what is working, not working and how to improve the national Head Start monitoring and training and technical assistance

initiative. Responsibilities also included providing within-case analysis of focus group data and the preparation of written reports.

Senior Research Analyst, The Head Start Family Support Conference (1994–1995). Member of national conference planning design team for Head Start family assistance grantees. Conducted conference focus groups on identifying and solving community-based needs.

Research Analyst, The Saudi Arabian Skills Development and Assessment Centers Project (1993–1994). Task leader for the supervision of student-teacher internships of Saudi Arabian professionals in Washington, DC metropolitan area special education centers. Responsible for development and implementation of class observation protocols and providing continuous feedback to improve specific pedagogical expertise.

Graduate Research Associate, Vice President's Office of Academic Outreach and International Affairs (1989–1993). Responsible for academic appeals and complaints brought by undergraduate and graduate students; performed liaison activities on memoranda of agreement with Mexican, Central and South American colleges and universities including the coordination of higher education linkages with Mexico; University of Arizona representative to the Arizona-Mexico Commission Educational Committee; organized and coordinated a tri-national conference on NAFTA & Educational Policy; active role in President's budget priorities and strategic planning initiatives, and founding member of the University of Arizona Diversity Action Council.

Consultant Services

The Presidential Commission on Educational Excellence for Hispanic Americans (1996). Prepared and published the Commission's national report, *Our Nation on The Fault Line: Hispanic American Education*. Responsibilities included synthesizing and analyzing primary and secondary data sources, coordinating the overall publication of the document, writing and managing pre-publication copy, and continuous liaison with the White House Initiative office and the Presidential Commission. As of the summer of 1999, 100,000 copies of the report have been distributed throughout the nation.

The MacKenzie Groups (1996). Developed panel presentation and workshop on assessment of minority students in higher education for first national conference on the Models of Institutional Excellence initiative.

National Action Council for Minorities in Engineering [NACME] (1995–1996). Member of proposal design team of NACME. Developed proposal for within case and across case analysis of factors related to persistence in under graduating engineering fields.

Minority Access to Research Careers [MARC] (1994–1995). Advisor to the national evaluation of the MARC program of the National Institute of General Medical Sciences of the National Institute of Health.

Argonne National Laboratories (1994-1995). Advisor to the national evaluation of the Undergraduate Student Research Participation program of the U.S. Department of Energy. Provided consultative services on the integration of the critical incident technique to identify factors affecting the persistence of minority students in engineering, mathematics and science fields.

The Alliance for Undergraduate Education, The University of Pennsylvania (1992-1993). Conducted on-site institutional audit of the California State University of Northridge of the effects of diversity that included interviews and focus groups with students, faculties and administrators.

The Mexican American Studies Center, The University of Arizona (1990-1992). Developed a proposal for \$300,000 that was subsequently funded (and renewed) to support ten doctoral students per year for four years in studies related to Hispanic education needs.

The Division of Language, Reading and Culture, the College of Education of the University of Arizona (1989-1991). Conducted qualitative and quantitative analysis of multi cultural content inclusion of all course syllabi of the College of Education.

Additional Activities

Volunteer Adult ESL Instructor, Washington, DC (1994-present). Teacher team-leader for Basic through level three English-as-a-Second Language students.

Adjunct Associate Professor, The College Education, American University (on-going since Spring 1998). Responsible for teaching graduate seminar on Cultural Factors in American Higher Education and Foundations of Educational Administration and Organization Management.

Faculty, Scholar In Residence Program of Pennsylvania State University (Summers 1997 and 1995). Responsible for graduate seminar on Minority issues in Higher Education. For the summer of 1994, conceptualized and developed a seminar theme on the Measure of Diversity in Higher Education.

Adjunct Faculty, ESL/Bilingual Certification Curriculum, Continuing Education Division, The University of Phoenix, Tucson, Arizona (1991-1993). Courses Taught: Curriculum Development for ESL/Bilingual Educators, Methods of Integrating Culturally Related Concepts into the ESL/Bilingual Curriculum, Teaching ESL in the Content Areas.

Curriculum Development Specialist, Continuing Education Division, University of Phoenix, Phoenix, Arizona (1992-1993). Course Authorship: The Cultural Component of ESL/Bilingual Education and Instruction; Foundations and Assessment of ESL/Bilingual Populations.

Faculty of Record, Center for Transfer Students, The University of Arizona (1991-1993). Responsible for coordinating and teaching summer classes for community college transfer students.

Adult Educator, Citizenship and ESL Instructor, Pima County Adult Education (1990–1993).
Teacher team-leader for Basic through level three English-as-a-Second Language students.

Employment History

1995- Present	Senior Research Analyst, Pelavin Research Center of the American Institutes for Research, Washington, DC
1993-1995	Research Analyst, Pelavin Associates, Inc. Washington, DC
1989-1993	Faculty of Record & Research Graduate Associate, The University of Arizona, Tucson, AZ
1984-1989	Elementary, Middle School and High School bilingual teacher, public and private schools, San Antonio, TX Real Estate and Auto Leasing and Sales, San Antonio, TX
1982-1984	Private Educational Consultant, Central TX Restaurant Manager, Austin, TX Real Estate Sales Associate, San Antonio, TX
1972-1982	Senior Trainer, Southwest Educational Development Laboratory, Austin, TX
1970-1972	Alumni Director, St. Edwards University, Austin, TX
1969-1970	Consultant, Office of Public Information, The United Nations, New York, NY, author of feasibility study for the involvement of youth in international development
1967- 1969	Field Director, the Collegiate Council for the United Nations, The United Nations Association, New York, NY

Professional Affiliations

American Educational Research Association
 Association for the Study of Higher Education
 Higher Education Group of Washington, DC
 Hispanic Association of Colleges and Universities
 National Association of Bilingual Education
 National Association for Research in Science Training
 Phi Delta Kappa
 Teachers of English to Speakers of Other Languages
 United Nations Association
 Washington Area Education Group-National Academy of Science

Presentations

"Preliminary Findings of the Senior Survey Report of the Equity 2000 Project" at the American Educational Research National Conference, Montreal, Canada, April 1999.

"Preliminary Findings of the Senior Survey Report of the Equity 2000 Project" to the National Site Coordinators Committee of The College Board, Washington, DC, May 1999.

"Preliminary Findings of the Summative Evaluation of the Equity 2000 Project" to the National Advisory Committee of The College Board, Washington, DC, April 1997.

"Higher Education in the United States," invited speaker on "Conversemos En Esta Noche," ("Let's Talk Tonight"), a live simulcast call-in broadcast with the Voice of America throughout Latin American and Caribbean nations, March 1997.

"Higher Education in the United States," invited speaker for a Voice of America taped broadcast to Middle Eastern nations, March 1997.

"Minority Students in the Health Profession Pipeline," The Office of Minority Health Programs, the Department of Health and Human Services, Washington, DC, February 1997.

"Minorities in Higher Education . Roadblocks and Solutions," The Council on Graduate Medical Education, Washington, DC, June 1996.

"What the Data Tell Us About Student Retention," paper presentation, The National Action Council for Minorities in Engineering 10th. Annual Meeting, Atlanta, Georgia, June 1995.

"Strategies for Keeping Minority Students in Science and Engineering," paper presentation, Third Annual Meeting of the Society for the Advancement of Chicanos and Native Americans in Science, Cornell University, April, 1995.

"The Critical Elements of K-12 Math and Science Reform," paper presentation, The American Association for the Advancement of Science 1996 Annual Meeting and Science Innovation Exposition, Baltimore, Maryland, February 1996.

"What the Data Tell Us About Student Retention," paper presentation, The National Action Council for Minorities in Engineering 10th. Annual Meeting, Atlanta, Georgia, June 1995.

"Strategies for Keeping Minority Students in Science and Engineering," paper presentation, Third Annual Meeting of the Society for the Advancement of Chicanos and Native Americans in Science, Cornell University, April, 1995.

"The Critical Elements of K-12 Math and Science Reform," paper presentation, The American Association for the Advancement of Science 1996 Annual Meeting and Science Innovation Exposition, Baltimore, Maryland, February 1996.

"What the Data Tell Us About Student Retention," paper presentation, The National Action Council for Minorities in Engineering 10th. Annual Meeting, Atlanta, Georgia, June 1995.

"Strategies for Keeping Minority Students in Science and Engineering," paper presentation, Third Annual Meeting of the Society for the Advancement of Chicanos and Native Americans in Science, Cornell University, April, 1995.

"Keeping Minorities and Women in Science and Engineering," paper presentations and Chair, Panel Discussion. Expanding Minority Opportunities, First Annual National Conference sponsored by the Coalition to Increase Minority Degrees, Arizona State University, January 1995.

Critical Review and Discussant on two papers, "Public University Fee Policies: The Cases of the Universidad National Autonoma de Mexico" and "Learning Outcomes Assessment in the New World: What Lessons for the New South Africa." AHSE International Conference, The Association for the Study of Higher Education, Annual Conference, Tucson, Arizona, 1994.

"Keeping Minority Students in Science and Engineering," paper presentation, The Association for the Study of Higher Education, Annual Conference, Tucson, Arizona, 1994.

"Patterns for Success: Minorities in Science and Engineering," The National Institute of Health, Washington, DC, 1994.

"Racism in the Academy," The Association for the Study of Higher Education, Annual Conference, Pittsburgh, Pennsylvania, 1994.

"Patterns for Success: Minorities in Science and Engineering," The American Indian Research Opportunities Symposium, Montana State University, Bozeman, Montana, 1994.

"Minority Students on Non-Minority Campuses," Quality Education for Minorities (QEM) Summit, Washington, DC, 1993.

"Patterns for Success: Minorities in Science and Engineering," Post Session, AERA Annual Meeting, Atlanta, Georgia, 1993.

"Increasing Minority Student Access and Success," Arizona Compact for Minority Student Achievement. Annual State Meeting, Phoenix, Arizona, 1992.

"How Policy Makers Address Minority Student Retention," Association for the Study of Higher Education, Annual Meeting, Boston, Massachusetts, 1991.

Moderator, "Town Meeting on the University of Arizona Campus Climate," Diversity in Action Conference, Tucson, Arizona, 1991.

Panel Chair, "The Minority Graduate Student Experience," The Third National Conference of the National Association of Graduate and Professional Students, University of Oklahoma, 1991.

"Racism On Campus, Racial Harmony Through Racial Understanding," Conference, Campus Christian Center, University of Arizona, 1991.

"Diversity and Student Challenges," New Horizons Program, Associated Students of the U of A, University of Arizona, 1990.

"American Campuses and Diversity," The Mortar Board Association-Regional Meeting, University of Arizona, 1990.

"The Diversity Action Plan of the University of Arizona," The Parent's Association of the Alumni, University of Arizona, 1990.

Publications

Education in Latin America: Trends and Challenges, Conceptual and analytic paper on education indicators in Latin America. NCES, 1999.

The Equity 2000 Evaluation: The Senior Survey Analysis of Cohorts 1,2,3. AIR, Palo Alto, 1999.

The Measure of Diversity: The Case of Penn State, A critical review of diversity policy and practice at Penn State University, in press, The Center for the Study of Higher Education, Pennsylvania State University, in progress.

The Practitioner's Perspective, A critical review of "Science, Mathematics and Engineering: A Study, by E. Smith. Sloan Foundation and NACME working conference on Minorities in Science, Mathematics and Engineering, Oxford University Press, 1998.

The Summative Report of the Equity 2000 Project of The College Board, Washington, DC, Pelavin Research Institute of the American Institutes for Research, (in progress) 1997.

A Profile of Policies and Practices for Limited English Proficient Students: Screening Methods, Program Support, and Teacher Training (SASS 1993-94), Statistical Analysis Report, National Center for Educational Statistics, Washington, DC, 1997.

Our Nation on the Fault Line: Hispanic American Education, President's Advisory Commission on Educational Excellence for Hispanic Americans, The White House Initiative for Educational Excellence for Hispanic Americans, Washington, DC, September 1996.

Higher Education Cost Pressures in the 1990's: Institutional Responses. Postsecondary Education Division, the Office of Educational Research and Improvement, the U.S. Department of Education, Washington, DC, 1996.

A Profile of Hispanic Serving Institutions, Pelavin Research Institute, Office of Educational Research and Improvement, Department of Education, Washington, DC, 1996.

The 1994-1995 National Implementation Report of the Equity 2000 Project of The College Board, Pelavin Research Institute, Washington, DC, 1996.

The College Board's Equity 2000 National Implementation Report for 1993-1994, Pelavin Research Institute, Washington, DC, 1995.

The 1994 Equity 2000 Summer Mathematics Institute Report, Pelavin Research Institute, 1995.

Counselor Focus Group Report, Spring 1995: Preliminary Summary Findings, Pelavin Research Institute, Washington, DC, 1995.

The 1994 Summer Guidance Institutes: Follow-up Survey Report, Pelavin Research Institute, Washington, DC, 1995.

The 1992 and 1993 Summer Math Institutes: Follow-up Survey Report, Pelavin Research Institute, Washington, DC, 1995.

The 1992 Summer Guidance Institutes: One-Year Follow-Up Study, The College Board's Equity 2000 Project, Report Number 69, Pelavin Associates, Incorporated, Washington, DC, 1994.

Manual of Appropriate Practices, Version 1.0, (for developmentally challenged learners, children and adults), Pelavin Associates, Incorporated, Washington, DC, 1994.

Crucial Practices of Diversity, A Project Report of the Alliance for Undergraduate Education, Pennsylvania State University, 1994.

What Works in Undergraduate Science and Mathematics, Leadership: Challenges for the Future, Project Kaleidoscope, The National Association of Independent Colleges, critical review. Washington, DC, 1994.

A Synthesis of Effective Practices in Science Education: A Comprehensive Review of Research, the National Institute of General Medical Sciences of the National Institutes of Health, 1994.

The Cultural Component of ESL/Bilingual Education and Instruction, Foundations and Assessment of ESL/Bilingual Populations, (two graduate curriculum modules), The University of Phoenix, Arizona, August 1993.

Minorities in Science and Engineering: Patterns for Success, The University of Arizona, unpublished dissertation, 1993.

How Policy Makers Address Minority Student Retention, ERI, 339310, April, 1992.

Fifth Grade, Bilingual Mathematics Textbooks, Editorial Consultant on Bilingual (Spanish/English) version, Silver, Burdett and Ginn and Company, New Jersey, 1990.

The Minority Graduate Student Experience, The Graduate Student Voice, Graduate College Newsletter, the University of Arizona, Tucson, Arizona, 1990.

Bilingual Oral Language and Reading Program, Teacher Manuals and Student Texts, first and second grade bilingual language development curriculum, National Educational Laboratory Publishers, Austin, Texas, 1975.

Theories of Language Learning and Reading, Staff Development Manual, National Educational Laboratory Publishers, Austin, Texas, 1975.

An Analysis of Gifted Behavior in Mexican American Children, Southwest Educational Development Laboratory, Austin, Texas, 1972.

Awards

Spencer Dissertation Award, Woodrow Wilson Foundation, 1992-1993.

Distinguished Service Award for Graduate Students, Graduate College, University of Arizona, April, 1991.

Bilingual Education Fellows Program, Mexican American Studies and Research Center, University of Arizona, 1990-1993.

Centennial Graduate Achievement Award, University of Arizona, December 1990.

The Latino Graduate Fellows Seminar, Inter-American University Program, UCLA, June 1990.

Minority Graduate Student Fellowship, University of Arizona, 1989-1990.

Languages

English, Spanish, and French

Research Interests

Education policy and practice related to under represented populations in United States.

The evaluation of the effects of diversity in colleges and universities.

Postsecondary education: Strategies for the persistence of undergraduate and graduate minority students; higher education access and retention policy, and finance.

Pre-School through Post-Secondary education reform initiatives.

Bilingual, Multi cultural, Adult, and Comparative International Education.

Effective pedagogy approaches with adult learners.

Attention: Ruby Shamir

Date: 7/19/99

Company: The White House

Number of Pages: 3

Fax Number: 1-202-456-6687

Voice Number: 1-202-456-5696

From: Dr. Hector Cordero-Guzman

Company: New School for Social Research

Fax Number: 212-229-5404

Voice Number: 212-229-5434

Subject: Short Biography

Comments:

Dear Ms. Shamir,

Enclosed you will find a short resume and biography. I very much look forward to collaborating with you and the First Lady on the Conference on Latino Children and Youth.

When you e-mail me a description of the Conference could you please send me an address where I could mail you some materials?

Take care and I remain at your service.

Withdrawal/Redaction Marker

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001. resume	Hector Cordero-Guzman (partial) (1 page)	nd	P6/b(6)

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

P1 National Security Classified Information [(a)(1) of the PRA]
P2 Relating to the appointment to Federal office [(a)(2) of the PRA]
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b(2) Release would disclose internal personnel rules and practices of an agency [(b)(2) of the FOIA]
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b(4) Release would disclose trade secrets or confidential or financial information [(b)(4) of the FOIA]
b(6) Release would constitute a clearly unwarranted invasion of personal privacy [(b)(6) of the FOIA]
b(7) Release would disclose information compiled for law enforcement purposes [(b)(7) of the FOIA]
b(8) Release would disclose information concerning the regulation of financial institutions [(b)(8) of the FOIA]
b(9) Release would disclose geological or geophysical information concerning wells [(b)(9) of the FOIA]

DR. HÉCTOR R. CORDERO-GUZMÁN

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EDUCATION

THE UNIVERSITY OF CHICAGO
A.M. (1989), PH.D. (1995) SOCIOLOGY
PH.D. DISSERTATION: EDUCATIONAL ATTAINMENT, LABOR FORCE PARTICIPATION AND THE WAGES OF
WHITE, AFRICAN-AMERICAN, MEXICAN-AMERICAN, PUERTO RICAN, AND OTHER HISPANIC YOUNG MALES
DURING THE 1980s.

THE UNIVERSITY OF DAYTON
B.A. SOCIOLOGY AND ANTHROPOLOGY (1986)

WORK EXPERIENCE

ROBERT J MILANO GRADUATE SCHOOL OF MANAGEMENT AND URBAN POLICY
NEW SCHOOL FOR SOCIAL RESEARCH
ASSISTANT PROFESSOR, DEPARTMENT OF URBAN POLICY ANALYSIS AND MANAGEMENT,
SEPTEMBER 1996 TO PRESENT

CHAPIN HALL CENTER FOR CHILDREN AT THE UNIVERSITY OF CHICAGO
SENIOR RESEARCH ASSOCIATE
SPRING AND SUMMER OF 1999

CENTER FOR PUERTO RICAN STUDIES
HUNTER COLLEGE OF THE CITY UNIVERSITY OF NEW YORK
RESEARCH DIRECTOR FOR POLITICAL ECONOMY, SEPTEMBER 1992 TO SEPTEMBER 1996

RUTGERS, THE STATE UNIVERSITY OF NEW JERSEY
DEPARTMENT OF PUERTO RICAN AND HISPANIC CARIBBEAN STUDIES
ADJUNCT PROFESSOR, 1994-1995 ACADEMIC YEAR

RESEARCH INTERESTS

- CHILD AND YOUTH DEVELOPMENT
- INTERNATIONAL MIGRATION AND PUBLIC POLICY
- ECONOMIC DEVELOPMENT, SOCIAL STRATIFICATION, AND URBAN POVERTY
- RACIAL AND ETHNIC RELATIONS
- COMMUNITY BASED ORGANIZATIONS
- DEMOGRAPHY, SOCIAL SCIENCE METHODOLOGY, AND PROGRAM EVALUATION

SKILLS

- EXTENSIVE EXPERIENCE WITH UNIX, DOS, WINDOWS AND MANY DATA SETS
- EXPERIENCE IN TEACHING GRADUATE COURSES IN SCIENTIFIC RESEARCH METHODS
- EXPERIENCE IN DATABASE DEVELOPMENT, MANAGEMENT, AND DATA ANALYSIS
- EXPERIENCE IN FUND-RAISING AND PROGRAM EVALUATION
- EXPERIENCE CONSULTING FOR GOVERNMENT AGENCIES AND NGOS
- FULLY FLUENT IN SPANISH AND ENGLISH.



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-Guzman 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.

LATINO CHILDREN'S HEALTH
Accomplishments Highlights
U.S. Department of Health and Human Services

Cross-Cutting Initiatives

- For fiscal year 2000, The Department of Health and Human Services is requesting \$145 million to continue activities under the *Initiative to Eliminate Racial and Ethnic Disparities in Health*, which was unveiled by the President, Secretary Shalala and Surgeon General Satcher on February 21, 1998. The initiative is focused on eliminating disparities in six key health areas including infant mortality and immunizations, which impact Hispanic infants and children. The budget request for fiscal year 2000 is about \$80 million more than what Congress appropriated for these activities in the initial year, fiscal year 1999.
- Through the Hispanic Agenda for Action (HAA), the Department of Health and Human Services formally involves the Latino community in program planning, implementation and evaluation, and in helping to increase Hispanic representation throughout the Department of Health and Human Services' employment ranks. This initiative was developed out of a desire to enhance the Department's ability to serve its Hispanic customers, which includes families and children.
- In 1998, the Office of Minority Health (OMH), Office of Public Health and Science announced entrance in to an umbrella cooperative agreement with the National Latino Children's Institute (NLCI). This will establish a broad programmatic framework in which specific projects can be funded. The purpose is to assist NLCI to expand and enhance its activities aimed at improving the general welfare of Latino children throughout the country in areas such as health promotion, disease prevention, and education.
- The Department of Health and Human Services has installed two high-ranking Hispanic officials on its leadership team in the area that focuses on children and youth:
 - The recently named Commissioner for Children, Youth and Families, Patricia Montoya, who is a former regional director for the Department of Health and Human Services; and
 - Carmen R. Nazario, named in July as principal deputy assistant secretary for the Administration on Children Youth and Families.

Children's Health Insurance Program (CHIP)

- Enacted in 1997, 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:
 - The 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.

Border Health Program

- Since 1996, the Health Resources and Services Administration (HRSA) has invested more than \$150 million to provide border residents with primary health care, maternal and child health services and programs to train and place health professionals where they are needed. Through community and migrant health centers and other health care providers, children are now getting immunized, tuberculosis is being treated, and more people are getting the primary and preventive care and support services needed to stay healthy.
- HRSA's Border Health Program has developed 10 public/private sector partnerships since 1996 to expand the number of primary health care delivery and Healthy Start sites serving Latinos; enroll some 2,000 children in CHIP and Medicaid; tackle illnesses resulting from air, water and soil pollution; and place culturally competent primary care providers in health professions shortage areas.
- The Healthy Start prenatal care initiative, in 60 communities nationwide including the border area, has designated the border area as a top health priority.
- Working with the Texas A&M University Oral Health Telemedicine Initiative, the Border Initiative is helping to increase access to dental care for border residents through a network of private dentists.

Infant Mortality

- The 1998 the National Center for Health Statistics reported the overall infant mortality rate reached a new low of 7.1 deaths per 1,000 live births. A 1996 CDC report on infant mortality among minority groups showed that rates for infants of all Hispanic origin mothers combined were comparable to those for infants of non-Hispanic white mothers and infant mortality rates from Sudden Infant Death Syndrome (SIDS) were lower than those for all white infants. However, to further address this need as part of the infant mortality component of President Clinton, Secretary Shalala, and Surgeon General Satcher's *Eliminating Racial and Ethnic Disparities Initiative*, NICHD began an information dissemination and outreach to minority communities campaign. NICHD accomplished the following for SIDS prevention in the Hispanic community:

- ❑ Distributed packages of Back to Sleep educational materials to all licensed daycare

centers in the United States, including centers serving Hispanic Communities. The Back to Sleep campaign seeks to prevent SIDS by encouraging caregivers to place infants to sleep on their backs or sides.

- Developed a videotape for minority audiences to increase awareness of ways to reduce SIDS. The tape included a segment featuring a Hispanic family discussing the importance of placing infants to sleep on their backs.

Immunization

- 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.
- 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. The Spanish-language public service announcement was sent to more than 60 Spanish-language TV stations and 900 Spanish-language radio stations and carries toll-free numbers that provide information in Spanish.

Substance Abuse and Mental Health

- SAMHSA awarded \$1.5 million in Community Action Grants to 11 Hispanic community-based organizations in 1998. These grants are supporting the development and implementation of exemplary prevention and treatment practices for Hispanic adults and adolescents with mental health and/or substance abuse problems -- including children and adolescents with serious emotional disturbances and their families.
- The Community Mental Health Services for Children and Their Families is a program for children with serious emotional disturbances and their families. The program launched a national effort to improve outreach to the Hispanic population. Outreach materials, which have been distributed to more than 900 organizations and media outlets for distribution to families, include a free Spanish-English guide to assist families as they seek help for children with emotional and behavioral problems; and a poster called "How Are You" and "How Important Is Your Mental Being."
- The new Homeless Families grant program is designed to evaluate appropriate treatment service modalities for homeless women with psychiatric and/or substance use disorders who are caring for their dependent children. Funding will support the evaluation of interventions by community organizations that provide services to Hispanic women. A major focus will be to identify the number of homeless Hispanic women with dependent children and who are living

with mental health and/or substance abuse disorders.

Head Start

- Since its inception in 1965, the Head Start program has provided 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, which provides services identical to Head Start, 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.

Research

- There is a particular risk for Mexican-American children for growth deficiency, which contributes to delay in development, cognitive defects, and small constitutional size. The National Institute of Nursing Research is supporting research testing a culturally appropriate intervention to deal with growth deficiency in the Mexican-American population, using community-based Women, Infants, and Children (WIC) clinics.
- The National Institute of Dental and Craniofacial Research is conducting and funding research on oral health problems affecting Latinos, including the development of a community-based intervention to prevent dental disease among disadvantaged rural Puerto Rican mothers and children.

- The National Institute on Child Health and Development (NICHD) continues to support a large portfolio of research targeted to Hispanics. NICHD co-sponsored a program announcement on low birth weight in minority populations addressing populations with high incidences of low birth weight babies, including certain Hispanic groups. Selected studies include:
 - The Puerto Rican Maternal and Infant Health Project. NICHD-supported scientists have developed and are administering a maternal-infant health survey to Puerto Rican women, in the United States and in Puerto Rico, examining what factors contribute to their relatively high rates of neonatal, postnatal, and infant mortality.
 - Study of Mexican Origin Pregnancy Outcomes. NICHD researchers are examining factors that enable Mexican Americans to have relatively favorable pregnancy outcomes compared to other high-risk populations.

The following studies contribute to the early childhood development of Hispanic youth:

- The Early Childhood Longitudinal Study, Birth Cohort 2000. This study, co-sponsored by other NIH institutes, is designed to examine the effect of home environment, early child care and education on children's physical and cognitive development and includes samples of approximately 1,500 Hispanic children.
- Latino Families of Children with Mental Retardation. Examines the psychosocial adjustments and problems of ethnic minority families coping with mentally disabled children. In particular, the unique circumstances, experiences, beliefs, goals, needs, resources, strengths, and sources of support of Hispanic and other ethnic minority families.
- Latino Families and Early School Performance. Examines the impact that family input has on the early educational performance of Latino children in comparison to other ethnic groups.

Research on childhood asthma:

- Inner City Asthma Study. In fiscal year 1999, the National Institute of Allergy and Infectious Diseases and the National Institute of Environmental Health Sciences are extending the Inner City Asthma Study, a study of children with asthma in seven U.S. cities that is testing interventions that reduce their exposure to indoor allergens. The prevalence of asthma is high among Hispanics, with those of Puerto Rican descent having the highest incidence. In New York City, for example, hospitalization and death rates for Hispanic children are three times higher than the national average.
- Understanding why Latinos experience higher rates of illness and deaths due to asthma is a primary focus of research supported by the National Heart, Lung and Blood Institute (NHLBI) of the National Institutes of Health. This research will help identify appropriate targets for intervention and new treatments that will improve the quality of life for Latino children with asthma. Another research program is designed

to help Latino families reduce their children's exposure to environmental tobacco smoke, a known irritant for asthma.

Memorandum to: Nicole Rabner, Office of the First Lady

CC: Lee Satterfield

From: Michelle Peluso, Office of the Secretary, Department of Labor

Date: July 16, 1999

Re: First Lady's Hispanic Youth Conference

There are several areas where the Department of Labor can support the First Lady's Hispanic Youth Conference on August 2, 1999. In particular, we would be happy to contribute in the following ways:

Amplification of the Youth Opportunity Movement

On July 8th, the President and Secretary Herman kicked off the Youth Opportunity Movement in Los Angeles. This initiative is designed to secure private sector commitments and to increase public awareness to help all youth, but particularly those who are out of school, including a disproportionately large Hispanic youth population, get the skills, supportive services, and job opportunities they need to be productive members of our economy.

To date, we have secured over \$30 million in new funding commitments from businesses and foundations with an additional 3,000 job hiring commitments for our young people. Additionally, we have lined up an array of celebrities, with a particular emphasis on Hispanic celebrities, to tape PSAs to publicize the Movement. We believe this would be an ideal message for the First Lady to highlight at her August 2nd Conference. Additionally, by August 2nd, there may be several new partnerships that the First Lady could announce.

Message and Data Collection

With respect to the three areas (early child development, education, and youth and the community) that the First Lady is focusing on, the Department of Labor does a great deal of its work in the third area. In particular, we have over \$2.5 billion of youth programs which provide education, mentoring, skill development, job preparation, and leadership development to young people. Most of these programs put a particular emphasis on reaching out to Hispanic youth. These programs are critical as 37% of Hispanic children live in poverty. In addition, while 83% of all Americans over 25 have completed high school, only 56% of Hispanics have received their high school degree. The dropout rate for Hispanic youth is simply too high, and yet 43% of Hispanic teenagers who are not in school are also not working.

At the August 2nd Conference, we would be happy to prepare background information, best practice stories, and talking points to allow the First Lady to address the need to ensure that Hispanic teenagers have opportunities to successfully transition into the labor force as they finish their education.

Audience Participation

Attached you will find a list of business leaders, foundation leaders, youth practioners, and young people who all do a great deal to serve the Hispanic youth population or are themselves Hispanic youth. We believe all of these would make great additions to your audience as all have a positive story to tell about overcoming the challenges Hispanic youth face. Please call me if you need any additional information on these names.

Site and Speaker Identification

If you are looking for possible sites to hold the Conference or possible speakers to speak at the Conference, we would be happy to provide you with any information we have on successful Hispanic youth program sites and speakers.

If there is any additional information you need, or if there is anything else you would like us to do, please call me at (202) 693-6072.

Attachments:

Youth Opportunity Movement background paper

DOL youth programs overview

List for invitations to audience

The Youth Opportunity Movement: Investing in Our Future

The economy is booming, and unemployment is low. However, though millions of Americans are enjoying economic success, not everyone is sharing in the prosperity. President Clinton launched his New Markets Initiative to expand our thriving economy into pockets of poverty and unemployment that remain. Among those at risk of being left out are **15 million youths** between 16 and 24 who are not in school. Seventy percent of them have a high school diploma or less, and five million live in distressed communities.

The problem affects all youth, but statistics facing Hispanic youth, in particular, are daunting: 37 percent of Hispanic children live in poverty. In addition, 43 percent of Hispanic teenagers who are not in school are also not working. We cannot afford to leave this source untapped. That is why Secretary of Labor Alexis Herman is building a national partnership with the private sector — **a Youth Opportunity Movement** — to invest in young people. Unlocking the talents of youth is good public policy. It is good business. And it is vital to tapping into new markets throughout the United States.

The Youth Opportunity Movement offers a way to bridge gaps and break cycles that lead to poverty and despair. In conjunction with the recently enacted Workforce Investment Act, the U.S. Department of Labor awards Youth Opportunity grants to qualifying communities. This funding enables communities to establish “one-stop” service centers where youth can access a wide range of services and resources, and to form community-wide partnerships.

The Youth Opportunity Movement began with a federal investment of over \$1 billion dollars. Secretary Herman will use these funds to leverage a much larger private investment in community programs to train young people.

Private Sector Partnership

On July 8, 1999, President Clinton and Secretary Herman joined a broad-based private sector coalition that announced commitments to help out-of-school youth. These “Youth Opportunity Founders” represent the first wave of a partnership between the federal government, private sector companies, private foundations and role models from the sports and entertainment world.

Thus far, more than 25 business partners nationwide, including **Toyota Motor Sales USA, Cisco Systems, United Parcel Service** and **Shell Oil** have committed over **\$8 million** and **3,000 jobs**. Many of these companies have committed in other ways, as well; to mentoring youth, providing child care and assisting with curriculum development.

Five foundations have made commitments which total **\$23 million** to computer learning centers, child care and health care for young people. **The California Endowment**, for example, will

invest \$15 million in out-of-school youth activities, including **Proyecto Patoral–Jobs for a Future**. Under the leadership of Father Greg Boyle, the program focuses on getting gang members off the streets and into jobs via Homeboy Industries.

The Ms. Foundation for Women is committing \$2 million nationally through its Collaborative Fund for Healthy Girls/Healthy Women. Beneficiaries include Denver’s **Mi Casa Resource Center** and New York City’s **Youth Fighting for a Change**.

Several Hispanic celebrities have come on board to champion the Youth Opportunity cause through public service announcements and appearances at Youth Opportunity events. They include: **Edward James Olmos, Rosie Perez, Esai Morales, Diego Serrano, Giselle Fernandez and Jenny Gago**. “I grew up in East LA with a lot of kids who were talented, smart and had dreams,” **Olmos** said. “What they needed were skills to make the most of their skills. Hopefully, the Youth Opportunity Movement will give today’s young people the skills every kid needs to set their dreams in motion.”

Department of Labor Youth Programs Overview

DOL Youth Program Vision:

At the Department of Labor, we aim to ensure that all youth, particularly those out-of-school, acquire the necessary skills and work experience to successfully transition into adulthood, careers, and further education and training.

Total Program Commitment:

Currently, the Department of Labor has over \$2.5 billion in annual program commitments to youth, enabling us to offer services to over 1,080,000 young people between the ages of 14-24 in PY 1997.

DOL Youth Programs:

Year Round and Summer Formula Funded Programs: Prior to the enactment of the Workforce Investment Act, two separate funding streams were provided to states for summer employment and year-round activities for youth. Consistent with the idea of a coordinated approach for providing youth services, the Act merges these two separate streams into one in an effort to facilitate the offering of a broad array of services to youth in local areas.

The Summer Youth jobs program, funded through the Department of Labor, provides jobs to young people from low-income families in urban and rural areas. Nearly 495,000 young people, mainly 14 and 15-year olds, found public sector jobs last summer. Summer jobs are especially important for Hispanic and minority youth living in high poverty neighborhoods. More than 48 percent of the youth participating in the program in 1998 were also enrolled in academic enrichment activities.

In addition, approximately 130,000 young people participated in year-round programs, offering training, education, work experience, and leadership development.



Some programs serve Hispanic youth almost exclusively. For instance *Opportunities for a Better Tomorrow*, in Brooklyn, New York, is a highly successful program which serves 1,798 young people, 90% of whom are Hispanic.

Youth Opportunity Grants: The objective of the Youth Opportunity Grants is "to increase long-term employment of youth aged 14-21 who live in empowerment zones, enterprise communities and high-poverty areas." This initiative is a five-year, \$1.25 billion investment commitment and individual grants will vary by population of target community. This year we

will launch our first \$250 million grant competition to select scores of new sites, in an effort to assist young people.

These grants are the successor to the Opportunity Areas for Out of School Youth Pilot Projects, which were smaller awards to communities over the past three years that served as testing grounds for the Youth Opportunity Grants. These pilot sites currently enroll over 3,000 youth in six sites—Houston, Los Angeles, Chicago, Boston, New York City and Russell Springs, KY. Five more sites were awarded pilots this past spring - Baltimore, Detroit, Denver, San Diego, and Oakland, CA.

Preliminary analysis suggests that 30% of youth enrolled are Hispanic. Additionally, special outreach efforts are being made to recruit more Hispanic youth who face language and cultural barriers. For instance, about 50% of all Hispanic youth enrolled in the LA and Houston programs migrated to the U.S. within the last 10 years.

Job Corps: Established in 1964 by the Economic Opportunity Act, Job Corps targets the most severely disadvantaged, annually serving 65,000 youth aged 16 to 24. The majority of Job Corps students are of Hispanic or African American descent. Job Corps is a national residential training and employment program. Its mission 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.

To fulfill its mission, Job Corps works with labor unions, trade associations and local providers to conduct vocational training. Upon program completion, placement contractors help to place these students in jobs, enroll in higher education or enter the Armed Forces. Support contractors utilize a national network to help former students find housing, transportation and other short term support.

Job Corps now has 119 centers nationwide and plans to open three additional centers. Job Corps is currently authorized under Title IVB of the Job Training Partnership Act which will change to Title IC of the Workforce Investment Act.

Youth Offender Grants: Congress has provided \$12.5 million for the Department of Labor to test creative ways to combine job training and juvenile justice programs. Nationally, 14 grants have been awarded to develop pilot projects incorporating job training and education into programs to help young people aged 14 to 21 who have broken the law or are in at-risk situations.

These grants will provide services for youth who are or have been under criminal justice supervision, have been involved in gangs or are out of school in communities with high poverty

and unemployment. These first pilots will be models for other programs designed to help troubled young people finish school and find jobs.

School-to-Work: The School-to-Work Opportunities Act was passed by an overwhelming, bipartisan majority of Congress and signed into law in 1994. This Act provides seed money to state and local partnerships to bring together educational reform, workforce development and economic development efforts to raise academic standards and help youth successfully prepare for careers and higher education.

There are now 470,000 youth receiving work-based learning experiences tied to an integrated curriculum, and 136,000 employers providing work-based learning slots. Services provided through School-to-Work include: integrated curriculum, applied learning and project-based learning; comprehensive career counseling; a continuum of work-based learning (job shadowing, structured work experience, paid work experience); placement and support of students in the workplace; and transportation and other support services.

Boys and Girls Clubs of America: In a joint effort with the U.S. Department of Justice, the Department of Labor provides funding for the start-up and operation of “Career Prep” programs at 40 Boys and Girls Clubs throughout the country. With additional funding provided by The Taco Bell Foundation, the clubs establish and operate “Teen Supreme Centers,” which provide job readiness training and career guidance to youth who reside in the target communities.

All of our youth programs serve the Hispanic youth population, and all place a particular emphasis on outreach to Hispanic youth who face language and cultural barriers.

More information about all of these programs is available.

**Hispanic Youth Conference
Audience Invitation List from DOL**

HISPANIC CBOs

Brent Wilkes, National Executive Director
LULAC
1133 20th Street, NW Suite 750
Washington, DC 20036
202-408-0060/ f-202-408-0064

Elisa Sanchez, CEO/ President
MANA
1725 K Street, NW Suite 501
Washington, DC 20006
202-833-0060/ f-202-496-0588

Marissa Demeo, Policy Director
MALDEF
1717 K Street, NW
Washington, DC 20036
202-628-4074/ f-202-293-2849

Bernardo Ramirez, Deputy Vice President
National Council of La Raza
1111 19th Street, NW Suite 1000
Washington, DC 20036
202-785-1670/ f-202-776-1796

Manuel Mirabal, President
National Puerto Rican Coalition
1700 K Street, NW Suite 500
Washington, DC 20006
202-223-3915/ f-202-429-2223

Kofi Boateng
National Puerto Rican Forum
31 East 32nd Street, 4th Floor
NYC, NY 10016
212-685-2311/ f-212-685-2349

Juan Figueroa, Executive Director
Puerto Rican Legal Defense and Education Fund
99 Hudson Street, 14th Floor
NYC, NY 10013
212-219-3360/ f-212-431-4276

Fernando Hernandez, President
Cuban -American Foundation
3155 NW 72nd Avenue

Miami, FL 33122
305-477-1202/ f-305-592-7889

YOUTH PROGRAMS

Ronald Blackburn-Moreno, President
ASPIRA
1444 I Street, NW, Suite 800
Washington, DC 20005
202-835-3600/ f-202-835-3613

Bernadette Desmond
Burrough of Manhattan Community College
30 West Broadway, Room 301
NYC, NY 10007
212-346-7663/ f-

Hugo Cardona
SER - Jobs for Progress
100 Decker Drive #200
Irving, TX 75062
972-541-0616/ f-972-650-1860

Gumesindo Salas, VP of Government Relations
HACU - DC Office
1 Dupont Circle, NW, Suite 605
Washington, DC 20036
202-833-8361/ f-202-833-8367

Dr. Antonio Flores, President
HACU - Headquarters
4204 Gardendale Street, Suite 216
San Antonio, TX 78229
210-692-3805/ f-210-692-0823

PRIVATE INDUSTRY

Stuart Mitchell, Executive Director/ CEO
Rural Opportunities, Inc.
400 East Avenue
Rochester, NY 14604
716-546-7180/ f-716-340-3337

BUSINESS

Marilda Gandara Alfonso, President
Aetna Foundation
151 Farmington Avenue
Hartford, CT
(860)273-6382/ f-(860)273-6388

Ricardo Artigas, Vice President, Global Parts & Services
GE Power Systems
One River Road
Schenectady, NY 12345
(518)385-3100/ f-(518)385-4924

Robert Mendoza, Vice Chairman
JP Morgan & Co.
60 Wall Street
New York, NY 10260
(212)483-2323/ f-(212)648-5141

Carlos Gutierrez, Executive Vice President, Business Development
Kellogg
One Kellogg Square
P.O. Box 3599
Battle Creek, MI 49016-3599
(616)961-2000/ f-(616)961-2871

Arthur Martinez, President & CEO
Sears Roebuck & Co.
3333 Beverly Road
Hoffman Estates, IL 60179
(847)286-2500/ f-(847)286-8351

George Foyo, President
AT&T Caribbean and Latin America Region
2333 Ponce de Leon Blvd
Coral Gables, FL 33134
(305)774-2002/ (305)774-2001

Hector de J. Ruiz, President
Motorola Semiconductor Products Sector
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David Fuentes, Chairman & CEO
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Carlos Cantu, President & CEO
ServiceMaster
One Service Master Way
Downers Grove, IL 60515
(630)271-1300/ f-(630)271-2710

Susan Corrales-Diaz, President and CEO
Systems Integrated
2200 North Glassell Street
Orange, CA 92865
714/998-0900/ f-714/998-6059

Jorge Mas, Jr., CEO
MasTec, Inc.
3155 NW 77th Avenue
Miami, FL 33122
(305)599-1800/ f-(305)406-1818

Joseph Unanue, CEO
Goya Foods, Inc.
1000 Seaview Drive
Sucaucus, NJ 07096
(201)348-4900/ f-(201)348-6609

Humberto Pujals, CEO
Government Micro Resources, Inc.
7203 Gateway Court
Manassas, VA 20109
(703)330-9616/ f-(703)330-1199

Albert Zapanta, President
Federico Sacasa, Chairman
U.S. Mexico Chamber of Commerce
1300 Penn Avenue, NW Suite 270
Washington, DC 20004-3021
(202)296-5198/ f-(202)371-8686

NOTE: ADDITIONALLY, WE CAN GATHER THE NAMES OF AND VET HISPANIC YOUTH FOR AUDIENCE PARTICIPATION IF YOU WOULD LIKE.

Investing in Youth and Expanding the Economy: A Partnership with the Private Sector

President Clinton and Secretary Herman are honored to join with a broad-based private sector coalition of Youth Opportunity Movement "Founders" who today are announcing meaningful commitments to help out-of-school youth, both in Los Angeles and around the nation. These Founders represent the first wave of a partnership between the federal government, private sector companies, private foundations and youth role models from the sports and entertainment world that will get the movement off the ground and get many other partners involved.

The **California Endowment** will invest \$15 million in out-of-school youth activities. *Contact: Peggy Hinz, 818-703-3311.*

The **Ms. Foundation for Women** is committing \$2 million nationally through its Collaborative Fund for Healthy Girls/Healthy Women, to support evaluation activities to document and disseminate best practices in the field of girl's programming. *Contact: Kelly Parisi, 212-742-2300.*

The **Enterprise Foundation** and **FreddieMac Foundation** announce a \$1 million commitment to participants in its Family Child Care Home Ownership Program in Los Angeles, to make home ownership easier for young people. *Contact: Staci Jones, 202-543-4599.*

The **United Way of the Bay Area** and the **Barry Bonds Family Foundation** announces a \$1 million "Link and Learn" initiative to fund computer learning centers in San Francisco and Oakland to help out-of-school youth. *Contact: Eric McDonald, Vice President, 415-772-4310.*

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

Cisco Systems of Los Angeles will expand the Cisco Networking Academy information technology training course offerings from the current level - in 15 different empowerment zones and enterprise communities - to at least 35 of those economically disadvantaged areas. The Los Angeles-based company will partner with every one of the

**Secretary Alexis M. Herman
U.S. Department of Labor**

Labor Department's current Youth Opportunity grant communities if possible as well as selected Job Corps centers, and will also develop a web-based placement system to allow students to be matched with employers. Cisco will recruit employers through an information campaign to customers, partners and the general business community, with the potential to reach 65,000 people in the first two years. The estimated financial commitment from Cisco is in excess of \$800,000. *Contact: Diane Hinz, 408-525-0199.*

The **Fluke Corporation** will provide all the above-mentioned Cisco Networking Academies with test tool equipment valued at \$750,000. *Contact: Taunya Terry, 425-356-5659.*

United Parcel Service will commit to hire 2,000 out-of-school youth by the end of the year 2000, and become a partner with all 11 existing Department of Labor Youth Opportunity communities. The partnerships will include human resource expertise, curriculum development for training programs, and mentoring. *Contact: Teresa Gaines, 415-356-1031.*

Shell Oil will double the size and scope of its Watts/South Central-based Youth Training Academy with an additional half-million dollar investment. *Contact: Clyde Boulogny, 323-751-5050.*

KCBS-TV of Los Angeles will commit the equivalent of \$500,000 in air time to promote youth programs including extensive airing of Department of Labor Youth Opportunity Movement public service announcements. The news division will commit to news coverage of issues related to out-of-school youth challenges. *Contact: Linda Perry, 323-460-3474.*

The **Los Angeles Dodgers** National League Baseball franchise will host a job fair to connect youth with employers and launch a mentoring relationship with the Los Angeles Youth Opportunity grant organization and other youth in Northeast Los Angeles. *Contact: Monique Brandon, 323-224-1516.*

Prudential Insurance will commit to ensuring that affordable child care is provided for participants in Youth Opportunity grant programs in Los Angeles, Houston, Chicago, Boston and Denver, and will provide those sites with the curriculum for the Prudential Young Entrepreneurship Program which teaches business management skills.

Tower Health and Pro Patient Plus will open a minimum of five clinics in inner city Los Angeles, partner with the Los Angeles Youth Opportunity grantee, and hire at least 25 youth in the next year. *Contact: Bob Levey, 949-640-6649.*

PDQ Careers.Com of Los Angeles will hire 100 at-risk youth in the Los Angeles area. *Contact: Janet Ault, 323-938-3933.*

McDonald's Corporation will hire 200 more Los Angeles area out-of-school youth. *Contact: Regional Vice President Jeff Schwartz, 818-594-0525.*

State Farm Insurance of California will design a job training program, provide internships and work-site mentoring, job shadowing for 100 to 200 youth, provide employment curriculum design, professional skills workshops, donate computers and provide funding for the FAME Renaissance Business Incubator Program in California. *Contact: Elenore Williams, 818-707-6521.*

Occidental Petroleum Corporation will partner with the Los Angeles Youth Opportunity grant program with an initial grant of \$5,000, and enlist employees to volunteer to help customize programs such as counseling and mentoring. The company will also donate surplus office equipment. *Contact: President Dale Laurence, 310-443-6147.*

Xerox Corporation will provide job shadowing and paid internships for 50 youth in a partnership with the Los Angeles Youth Opportunity grant program. *Contact: Kim Haydel, 714-565-1177.*

Act 1 Personnel Services of Torrance, Calif. will partner with the Los Angeles Youth Opportunity grant program to provide skill assessments and counseling. *Contact: Graycee McDonald, 310-370-5939.*

Starks and Associates of Upland, Calif. will hire five out-of-school youth. *Contact: Anita Starks, 909-931-4441.*

Megatoys, a small Los Angeles toy manufacturer, will hire three to five targeted youth this year as part of their new partnership with the Youth Opportunity Movement. *Contact: CEO Charlie Woo, 213-617-1353.*

MRA Managed Care Solutions of Long Beach will hire three out-of-school youth. *Contact: MRA President Victoria Fullerton, 562-437-4331.*

bd Systems Inc. of Torrance, Calif. will hire three out-of-school youth. *Contact: BD Systems President Clarissa Howard, 310-618-8798.*

Flanigan Farms of Culver City, Calif. will hire two out-of-school youth. *Contact: President Patsy Flanigan, 310-836-8437.*

Western Badge and Trophy Company of Los Angeles will hire two out-of-school youth. *Contact: President Wesley Ru, 323-735-1201.*

EA International Technical Services of Tustin, Calif. will hire some out-of-school youth. *Contact: Iris McCammon, President, 714-544-5835.*

Founders National Bank will partner with the Los Angeles Youth Opportunity grantee to design a curriculum on working in the financial industry. *Contact: President Carlton J. Jenkins, 323-290-4848.*

The Village Foundation and the **Kellogg Foundation** will host a national foundation roundtable in September on the Youth Opportunity Movement and the New Markets Initiative. *Contact: Paul Brock, Village Foundation, 703-548-3200.*

Entertainers and Athletes

A growing list of youth role models from the entertainment and sports industries will work with the Department of Labor and the private sector partners to produce public service announcements, make appearances, and work with young people to expand the scope of the Youth Opportunity Movement. Those who have agreed include **Keyshaun Johnson** from the NY Jets; actress, **Rosie Perez**; **Eriq La Salle** from E.R.; actor **Andrew Shue**; Los Angeles Laker, **Rick Fox**; actor, **Edward James Olmos**; "Mr Cub" and Baseball Hall of Famer, **Ernie Banks**; TV talk show host, **Starr Jones**; actor, **Diego Serrano**; actress, **Jenny Gago**; National Football League Hall of Famer, **John Mackey**; actor **Esai Morales**; actress and choreographer, **Debbie Allen**; former Los Angeles Dodger, **Lou Johnson**; actor, **Kevin Sorbo**; entrepreneur, **Steadman Graham**; and TV News Anchorwoman, **Giselle Fernandez**.

###

Draft Talking Points for the Vice Presidents Remarks
to the US Hispanic Chamber of Commerce

Introduction

- According to SBA's Office of Advocacy, the number of businesses owned by Hispanic Americans grew by 230 percent between 1987 and 1997, to a total of 1.4 million businesses. Revenues grew during the same period by 400 percent to \$184 billion.
- Despite the higher growth rates, however, minorities remain under-represented in the ranks of business owners. Hispanic Americans make up 10.9 percent of America's total population, yet they own only 4.5 percent of all businesses, according to the U.S. Census Bureau.
- According to a recent special report in *Advertising Age*, the Hispanic population currently spends \$356 billion a year!
- **But there is plenty room for growth!**
- Under the leadership of Administrator Aida Alvarez, the U.S. Small Business Administration has launched a series of wide-ranging outreach initiatives designed to sharply increase the amount of financing, technical assistance and government contracting opportunities available to Hispanic entrepreneurs. Hispanics are the most rapidly growing segment of the business community and represent the future economic strength of our nation into the 21st century.
- Administrator Alvarez is not here with us today because she is leading a small business trade and investment mission of 30 companies to Mexico City and Guadalajara. Ten of the companies are Hispanic owned.

Access to Credit and Capital

- Since FY 1992, SBA-backed loans under the 7(a) and 504 loan programs to Hispanic Americans have more than doubled, from \$285.7 million in FY 1992 to more than \$626.3 million in FY 1998.
- Since President Clinton and I took office, SBA has backed 18,825 loans worth about \$3.25 billion in loans to Hispanic-owned businesses.

More Can Be Done!

- President Clinton's **New Markets Initiative** is a sweeping new public/private partnership designed to boost business opportunities in Hispanic rural and inner city communities. The key elements include: tax credits, loan guarantee incentives, a network of private venture capital companies, and technical assistance and mentoring programs.
- **New Markets Venture Capital Companies (NMVCs)**, operating in a manner similar to the SBA's Small Business Investment Company (SBIC) program, will combine equity venture capital financing and technical assistance to smaller businesses located in low- and moderate-income (LMI) areas. SBA's program of between 10 and 20 NMVCs would have up to \$100 million in SBA-backed funding and \$30 million in technical assistance grants. **Congressional approval is needed for this program.**
- **The NMVC provides the one necessary element that is missing for today's very small businesses, that is cash.**
- Entrepreneurs cannot start or grow businesses without money. Most business people start out asking the bank for a loan. The bank says that they can make a loan, but only if the small business has their own money in the business. Most small business men and women do not have their own money to put into a business.
- To start a business, money is required. The banks call it equity; we call it cash. If a small businesses person does not have cash, they try to borrow it from relatives and friends. sometime this works, most of the time it does not. How can small businesses get cash?
- The NMVC provides the cash. But the NMVC also provides the help to make sure that the cash is well spent by providing technical assistance and support to that small business. This cash and technical assistance will help to insure the businesses can grow. The business can then borrow money, through a loan from the banks, to grow more.
- **LMI Investments and Outreach Workshops** – SBA will create a new funding mechanism to provide financial incentives to encourage SBICs and Specialized SBICs to invest in low- and moderate-income (LMI) areas. The funding will be provided to licensees in amounts that match the level of their investments in small businesses that: 1) are located in LMI areas, or 2) hire at least 35 percent of their workforce from among residents of LMI areas.
- SBA also has organized a series of workshops to recruit potential SBIC investors and management teams with experience in investing in small businesses in LMI areas.

Beginning in late March, workshops are scheduled for Chicago, Kansas City, New York, Atlanta, Dallas, Los Angeles and San Francisco.

- **BusinessLINC Initiative** Last June, I announced this partnership between SBA, the Treasury Department and the business community to encourage large businesses to work with small business owners and entrepreneurs as technical advisors and mentors – especially in America's rural areas and inner cities.
- **New Markets Lending Companies (NMLCs)**, a pilot program to involve approximately 10 non-depository lending institutions that will make SBA-guaranteed loans under the 7(a) loan program targeted to New Market small businesses.
- USHCC can be very effective in informing **Congress** about the need for these new programs.

We have had many successes!

- 7(a) loan programs, *SBA LowDoc* and *SBA Express*, target a gap in the marketplace for small business loans under \$150,000. These two programs make it easier and more attractive for lenders to make smaller SBA-backed loans. These loan programs benefit all small businesses, but they are especially helpful for small businesses in inner cities and rural communities, including firms owned by Hispanic Americans.
- Last July, I announced an innovative SBA loan program designed to increase lending to women, minorities and Hispanics. With the SBA Pre-Qualification loan program, Hispanic small business owners can pre-qualify for a loan backed by the SBA before approaching a lender. The announced changes improved and expanded the SBA's Minority and Women's Pre-Qualification pilot programs, and made the enhanced program available to every SBA field office nationwide.
- The North American Development Bank through the Community Adjustment and Investment Program (CAIP) currently funds environmental infrastructure projects and business development loans in selected areas in the US. SBA participates in the CAIP by making business development loans through the 7(a) loan program.
- To date SBA CAIP has:
 - Approved 129 7(a) business loans
 - For a total of \$36.9 million
 - Created 1,044 full time jobs
 - Saved 311 full time jobs
- 55% of all CAIP loans have been to firms located in Texas, mostly in border communities as El Paso, Brownsville, McAllen and Hidalgo county.
- The small business borrower saves an average of \$6,200 in guaranty fees using CAIP.

NADBank pays the guaranty fee on behalf of the borrower. This is important, since the savings gives the borrower more cash for her business needs.

- In December 1998, SBA licensed its first venture capital company dedicated to investments in Hispanic-owned small businesses – Capital International, based in Miami, Florida. Capital International is the first in the agency's Small Business Investment Company (SBIC) Program in its 40 year history to base its investment strategy on helping Hispanic-owned companies. It raised a \$5 million in private capital to help small companies in their early, formative period by providing time to establish products, organizations and credit standing with suppliers and conventional lenders.
- Existing SBICs in SBA's venture capital program provided \$50.4 million in financing to Hispanic-owned small businesses in FY 1998.
- The U.S. Small Business Administration Microloan Program was originally implemented in 1992. Under the Microloan Program, SBA makes very small loans coupled with business based technical assistance available to entrepreneurs and microbusiness owners. The average amount of a microloan is about \$10,000. The average life of a microloan is just over three years.
- Since 1992, approximately 7,900 microloans have been made across the nation. As of March 3, 1999, over \$80 million had been loaned to microborrowers. Nationwide, 11.5% of the microloans made were to Hispanic business owners. Additionally, 2.1% of the microloans made were to business owners of Puerto Rican descent. The combined amount of microloans made to these communities approximates \$7.6 million.
- In response to the Hurricane Georges last September, SBA's Disaster Assistance program has directly lent close to 150 million dollars to the people of Puerto Rico.

Outreach to the Hispanic Community

- SBA has worked hard to achieve its goal to increase access to credit and capital to Hispanic owned businesses by working in partnership with a variety of Hispanic major business and civic associations and local community groups. These partnerships are based on formal agreements that will help SBA more effectively reach business owners in the Hispanic community with information about SBA programs.
- Irma Munoz, SBA's National Outreach Director was appointed by the President to spearhead these efforts. She had done an outstanding job! I understand that she is present here today.
- The first agreement was signed by SBA was with the Texas Association of Mexican

American Chambers of Commerce (TAMACC). SBA Administrator Aida Alvarez signed agreement with Texas Association of Mexican American Chambers of Commerce (TAMACC) to help increase SBA assistance to Hispanic businesses. This was done with your Chairman, Massey Villarreal. Since then over 100 affiliates have signed local agreements with the district and branch offices of the SBA.

- Last January, here in this building SBA signed historic partnership agreements with 33 national Hispanic organizations. I am glad that the USHCC was represented. I also know that your Chairman, Massey Villarreal was quoted as saying that day: **"The Hispanic community's economic empowerment movement starts here and now...and it took Administrator Aida Alvarez and SBA to make it happen."**

Government Contracting

- **SBA also has taken steps to ensure that Hispanic small businesses get a fair share of the nearly \$200 billion that the federal government spends every year buying goods and services.**
- **In the SBA's 8(a) Business Development Program, fully one quarter of the 6,100 participating businesses are owned by Hispanic Americans. They received more than \$1.6 billion in contracts under the program in FY 1997.**
- Present today is Jose Gutierrez, Associate Administrator for the Minority Enterprise Development Program. Appointed by Administrator Alvarez, he is the highest ranking Hispanic career official in SBA and is responsible for the implementation of the 8(a) Business Development Program.
- Also present is Mario Trevino, Associate Administrator for the Small and Disadvantaged Business Program. Appointed by Administrator Alvarez he is responsible for the implementation of a new federal procurement program that will ensure that only qualified companies benefit from the series of affirmative action contracting reforms announced by President Clinton. One such reform is a price evaluation adjustment that will be available to SDBs in targeted industries that reflect the ongoing effects of discrimination.
- President Clinton has increased the goal for small business' share of government contracting from 20 to 23%.
- Administrator Alvarez is working with other federal agencies to increase women's share from 2.2% to 5% and minorities' share from 5% to 6.6%.
- SBA has strengthened and improved its 8(a) business development program to make it easier for federal agencies to contract with qualified small disadvantaged firms. The

companies can now team with each other to work on larger government contracts, and also form mentor/protégé relationships.

- SBA has made it easier for agencies to find qualified women and minority-owned firms, with an Internet based listing of firms called ProNet.
- In February of 1998, I announced that SBA and the Big Three US automakers, Ford, GM and Chrysler, signed an agreement to help minority subcontractors get a bigger share of this important private sector contracting market.
- The HUBZone Empowerment Contracting Program is designed to promote business and job opportunity in economically-distressed urban and rural areas by increasing federal contracting activity in those areas. Hispanic businesses who are located in these areas and employ persons who reside in these areas can potentially benefit from this program. This program will be implemented soon.

Entrepreneurial Development

- In January of 1998, I announced the opening of the Women's Online Business Center. This center gives women (and men) technical assistance to assist them to start and grow their businesses. I am happy to report that last October, key elements of the website was translated to Spanish.
- Last January, when I named the 20 new empowerment zones, four were located in areas with large Hispanic populations: Miami, FL; Bridgeton/Vineland, NJ; El Paso, TX; and Santa Anna, CA. These areas are eligible for the placement of a SBA One Stop Capital Shop, which will give small businesses in these areas the technical assistance and lending they need to start and grow their businesses.

Management and Administration

- In trying to nurture and enhance the SBA's relationship with the Hispanic business community, SBA hired several very well qualified Hispanic-Americans to lead key areas of the Agency. Most significantly, Elizabeth Montoya was named as the Associate Deputy Administrator for Management and Administration by Administrator Alvarez. As the ADA for M&A, she is responsible for Human Resources, Information Technology, Agency procurements, Grants Management, Property and Facilities Management, Records Management, and all other Administrative functions of the Agency. Ms. Montoya is also leading the Modernization effort underway at SBA, to enable the Agency to provide its services even more effectively.