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# NCLR

NATIONAL COUNCIL OF LA RAZA

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## MEMORANDUM

**TO:** Barbara Chow, Associate Director, Office of Management and Budget  
Janet Murguia, Deputy Director for White House Legislative Affairs  
Sarita Brown, Executive Director, White House Initiative on Educational  
Excellence for Hispanic Americans

**FROM:** Charles Kamasaki, Senior Vice-President, NCLR  
Cecilia Muñoz, Vice-President, NCLR  
Roberto Rodríguez, School Reform Coordinator, NCLR

**DATE:** March 4, 1999

**CC:** Maria Echaveste, Deputy White House Chief of Staff  
Jonathan Schnur, Associate Director for Domestic Policy, Office of the  
Vice-President  
Mo Vela, Chief Financial Officer, Office of the Vice-President

**SUBJ:** Recommendations for Implementation of Hispanic Education Action Plan

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### BACKGROUND

Thank you for your recent meeting to discuss the implementation of the Hispanic Education Action Plan (HEAP). NCLR appreciates the seriousness of your commitment to addressing our concerns. Per your request, we have developed a substantial list of recommendations designed to improve the responsiveness of certain federal education programs to Hispanics.

Before listing specific recommendations, we would make several observations. First, reversing the long-term neglect of Latinos in federal education programs will require a major and sustained effort. Given this reality, we recognize and appreciate the significance of your leadership. Second, we believe that reversing the situation will require affirmative steps, not just passive outreach efforts. We acknowledge some of the steps taken with respect to GEAR UP— i.e. holding outreach meetings in predominantly Hispanic communities and disseminating flyers to Latino organizations. However, as experience to date has shown, outreach is not enough. This holds true given past instances of inertia, reluctance by some elements of the bureaucracy to accept new policies, and in this case, the wording of the regulations themselves, which do not explicitly clarify a *major* role for community-based organizations.



Program Offices: Phoenix, Arizona • San Antonio, Texas • Los Angeles, California • Chicago, Illinois

LA RAZA: The Hispanic People of the New World

Finally, we would note that, in many other contexts, the federal government exercises discretion to “de-target” funds. One example of such discretion is evident in the competitive grant process and funding of the 21<sup>st</sup> Century Community Learning Centers Program. Although the statute explicitly targets funding to *inner city* and *rural* schools, the Department of Education has permitted all school districts to apply for this competitive grants program. This raises an issue concerning why it appears to be so difficult to do the reverse, that is, to target funds to deserving populations.

NCLR offers its recommendations below in three categories. The first notes recommendations that are applicable to a broad range of competitive programs, such as Head Start, TRIO, and GEAR UP. Following these recommendations appear sub-recommendations in italics, particularly applicable to a single program. Specific programs are identified in the context of these recommendations. The second category outlines recommendations for the implementation of Title I— a formula-driven program that warrants separate and particular attention. The third and final category lists recommendations for other programs included in the broader scope of the Hispanic Education Action Plan.

## **RECOMMENDATIONS**

### **A. COMPETITIVE PROGRAMS**

1. **PROCEDURAL IMPROVEMENTS:** These include actions that might improve the process through which policies are designed, grantees are selected, and programs are implemented. The value of such changes lies in the potential to improve the basic “infrastructure” of the program; the downside is that it is likely to be many years before any tangible changes result from these “process” improvements.

- Increase staff expertise on education of Latino and language minority children (both career and political appointees).
- Increase number of proposal reviewers who have expertise in serving Hispanic and language minority children, such that each set of proposal review teams includes persons with such expertise.
- Enhance the capacity of the agencies to serve Latino and language minority children through hiring of qualified Latino staff, retaining a pool of consultants who specialize in these issues, conducting relevant staff development and training sessions, and other means.

2. **IMPROVE TARGETING OF EXISTING FUNDING:** These include actions to help immediately shift program resources to more effectively and equitably serve Hispanic and language minority children. The value of such changes lies in the potential to realign significant dollars to Latinos and other underserved communities in the short term, and to build an “infrastructure” within Hispanic and other underserved communities which will

maximize their capacity to effectively compete for funds; the downside includes likely resistance from the bureaucracy and presumably grantees.

- Revise specific Notice of Funding Alerts (NOFAs) and proposal scoring systems to require/encourage improved targeting, based on special population groups or geographic areas. For example, at least one set of NOFAs released by the Department of Housing and Urban Development in the early 1990s explicitly established priorities for serving communities in the Southwest, based on research demonstrating a shortage of community development corporations in this region. Similarly, a recent HUD NOFA for homeownership programs established priorities for applicants serving new immigrants, based on research demonstrating the importance of this population group as prospective homeowners.
- In the Head Start/TRIO context, NOFAs could be written to target funding to rapidly-growing population groups such as new immigrants, language minorities, and/or children of high school dropouts (all of which are somewhat effective proxies for Latinos); or geographic areas such as broad regions— i.e. California, the Southwest, the Northeast, and Washington, DC— that might be underserved; and/or specific neighborhoods experiencing significant Latino population growth.
  - *This should be easier to accomplish with GEAR UP, inasmuch as it is a new program. One important NOFA/regulation issue here is that community-based organizations should be explicitly authorized to play a “lead role” or “significant role” in partnerships permitted under the program. Given that the initial funding round for GEAR UP is imminent, some thought might be given to reserving a portion of this funding for a more targeted NOFA to be issued in the near future.*
- A variant of this “proxy targeting” approach that might meet less resistance may be to take some portion of “new” money— i.e. funding available due to new authority, or increases in appropriations— for such special targeting.
  - *One particularly interesting opportunity involves the potential new funding in the Head Start reauthorization’s Family Literacy Services provisions, which provide for 100 Head Start agencies to engage in collaborative partnerships with other entities. This would appear to be an ideal opportunity to draft a NOFA which targets a substantial portion of such funding to collaborations that serve Latino and language minority populations.*

3. **AGGRESSIVE TARGETING OF DISCRETIONARY FUNDING:** These include measures to maximize the use of discretionary funding to alleviate underrepresentation of Latino children, and improve the quality of services available to them. One advantage of this approach is that we might reasonably expect quick results, such as implementation in a single funding cycle; the downside is that gains could be transitory and the resource levels affected are relatively small.

- Conduct pilot and demonstration programs assessing the efficacy of various approaches to serving language minorities, new immigrants, and/or children of high school dropouts. One way to make this happen would be to use existing research and/or evaluation dollars to fund programs that serve Latinos to test various innovative approaches. In effect, the existing set of grantees would serve as the “control” group against which the innovations would be compared. This also has the effect of expanding and adding program flexibility by “transferring” research funds to programs. Such efforts also have the virtue of being able to modestly improve both the quantity and quality of services to Latinos simultaneously.
  - *One particularly attractive approach, given the Administration’s literacy initiative, might be programs consistent with the National Research Council’s recent report designed to provide early intervention to children to encourage phonological awareness and literacy development.*
  - *Similarly, various “family reading” programs (such as the Family Literacy program mentioned above, to the extent the program includes any discretionary funding) to encourage greater parental involvement, or tutoring programs that use volunteers, should aggressively target Latino organizations and communities.*
- In this connection, there may be opportunities to conduct joint “research and demonstration” programs between Head Start, TRIO, and GEAR UP and various divisions in the Department of Education, particularly with the Office of Bilingual Education and Minority Language Affairs (OBEMLA), various Adult Education Act programs, the National Center for Education Statistics (NCES) and/or the Office of Educational Research and Improvement (OERI).
- Establish a clearinghouse or center to evaluate, identify, and disseminate “best practices” for serving the target populations. One center (modeled after the Title VII bilingual education clearinghouse) or a group of centers (modeled after the regional Title I or desegregation assistance centers) could encourage existing mainstream providers to serve greater numbers of Latino and language minority kids by helping them to establish and implement special initiatives responsive to their needs.
  - *One specific application may include establishing a Head Start clearinghouse devoted principally or exclusively to identifying and disseminating early childhood development “best practices” with respect to Latino/language minority children.*
  - *A similar approach would involve a TRIO/GEAR UP clearinghouse devoted to identifying and promoting exemplary and innovative practices involving Hispanic and language minority children. We note*

*parenthetically that we believe that unfounded but understandable fears and misperceptions of the college residential component of Upward Bound may deter Latino participation, particularly among immigrants. One way of addressing this might be through partnerships with trusted community groups; another angle might be to experiment with innovative, non-residential programs.*

#### 4. OUTREACH, TRAINING AND TECHNICAL ASSISTANCE:

- These and other changes should be accompanied by improved outreach and technical assistance to prospective grantees— either for those replacing de-funded providers, for new competitions as service areas are re-defined, or for new programs. This could be done as part of existing Training and Technical Assistance (T&TA) Cooperative agreements, or through discretionary funding, such as purchase orders or unsolicited proposals. Specific actions should be considered that would:
  - *Assure that training and technical assistance resources are targeted to providers with a commitment to and expertise in serving the target populations, a description that most observers would agree does not include the existing T&TA Head Start or TRIO providers. One variant of this idea could involve encouraging – or requiring if necessary – the principal T&TA providers to establish partnerships with organizations with greater expertise in serving Latinos and other language minority populations. A related idea would be to separately bid out T&TA contracts targeted exclusively to organizations demonstrating commitment to and expertise in serving Latino and language minority populations.*
  - *Assure that, for new programs such as GEAR UP – and for special subsets of existing programs, i.e., prospective new applicants for Head Start or TRIO – T&TA is available to help new applicants submit competitive proposals. Thus, outreach and training need not be carried out by existing T&TA providers or by Department staff (who, as we note above, may be part of the problem). Instead, an “alternative T&TA network” dedicated to reversing the historic underrepresentation of Hispanics could be established relatively quickly through purchase orders, task orders, and the funding of unsolicited proposals.*

#### B. TITLE I

For FY 1999, the Clinton Administration was successful in securing over \$300 million in “new” Title I funding targeted to Hispanic students. Unlike other programs that serve specific students directly, Title I dollars are more broadly disbursed to schools to serve students within a general district. Moreover, until the 1994 ESEA reauthorization, an historical statutory ambiguity led many school districts to exclude language minority students from most or all of Title I-funded services. It is also likely that some form of “Ed-Flex” will be enacted this year, further

complicating this scenario. It will, therefore, take a concerted effort to ensure that new FY 1999 dollars do, in fact, go toward serving Hispanic students and are not diluted in their impact.

It is simply not enough to say that there are large numbers of Hispanic students in a school that receives Title I funding. There must be a plan in place to ensure that new dollars go directly to providing services to the intended recipients. One manner in which to begin addressing this agenda is to account for services provided to limited English proficient (LEP) students, over three quarters of whom are Latino. Although a large number of LEP students attend Title I schools, there is little or no evidence that those students receive the benefit of Title I services, particularly in light of the program's troubled history with respect to this population.

The only way to guarantee that the Title I dollars designated by the Administration to serve Hispanic students actually reach their target population is for the Department of Education to formulate and follow a specific implementation plan for the new funds. The plan should clearly delineate the following:

- The exact dollar amount to be targeted to services to Hispanic students.
- The types of services through which these students will be served.
- A solid estimate of LEP students currently receiving Title I services, and projections of the increased numbers to be served with new funding.
- A staffing strategy for Title I schools to help them meet the needs of LEP students.
- A monitoring plan to assure the full inclusion of LEP students in assessment and accountability strategies.
- A technical assistance plan to assist schools in serving Latino and LEP students in Title I programs.
- A strategy to expand and improve professional development opportunities for teachers and other personnel in schools serving large Hispanic and LEP populations.
- Specific actions, including regulations and guidance, that the Department will undertake to ensure that the new dollars serve the target population.
- Enforcement actions the Department will take with respect to schools and districts that fail to equitably or effectively serve Latino and LEP students.

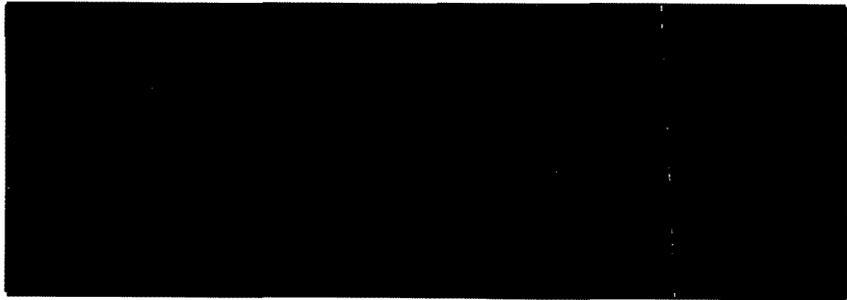
The Title I program at the Department of Education should be directed to develop and begin implementation of this action plan within three months. The Department should consult with stakeholders, including HEC members as appropriate, both in the development of the plan and through regular progress reports. Within three months of the end of FY 1999, the Department should be required to evaluate how funds were actually spent and the extent to which the plan's goals were met.

### **C. OTHER PROGRAMS**

During our recent discussion, you indicated an initial inclination to focus particular attention on four programs: Head Start, TRIO, GEAR UP, and Title I. We fully appreciate the reasoning behind this focus, given the time constraints under which we all work. We have, therefore,

focused our attention in this memorandum on recommendations that relate directly to these specific programs. However, we would also encourage attentiveness to other elements of the HEAP— including bilingual education, adult education, funds for Hispanic Serving Institutions, and Comprehensive School Reform funding— and urge the Administration to establish measurable outcomes for implementing all elements of the plan, to ensure that increased dollars translate into increased services to Latino students.

In addition, there are number of programs that were not part of the HEAP, including literacy initiatives, support for charter schools, and the range of out-of-school youth initiatives administered by the Department of Labor (Job Corps) that offer meaningful opportunities for improving the responsiveness of federal education programs to the nation's growing Hispanic population. We would be happy to meet with you to discuss ways in which to maximize these opportunities, and/or prepare and submit additional recommendations to you in writing. Thank you once again for taking the initiative on this important issue.



CORPORATION  
FOR PUBLIC  
BROADCASTING

A Report to Congress  
on Steps Taken by the  
**Corporation for Public Broadcasting**  
in Response to  
Section 19 of the Public Telecommunications Act of 1992  
for the period  
January 31, 1998 to January 31, 1999



CORPORATION FOR PUBLIC BROADCASTING

**Robert T. Coonrod**  
*President and Chief Executive Officer*

March 10, 1999

The President  
William Jefferson Clinton  
The White House  
Washington, DC 20500

Dear Mr. President:

In accordance with section 19 of the Public Telecommunications Act of 1992, Pub. L. No. 102-356, sec. 19, 106 Stat. 949, 956 (1992), the Board of Directors of the Corporation for Public Broadcasting is pleased to submit to you, for transmittal to Congress, a report summarizing its efforts in 1998 pursuant to Section 19, subparagraph (1) and (2), of the Act.

Sincerely,

Enclosure

A handwritten signature in black ink, appearing to read 'R. Coonrod', written over a horizontal line.

## Table of Contents

Introduction .....	1
CPB: Open to the Public .....	2
Public Comments .....	3
Radio programming .....	5
Television programming .....	7
National Programming .....	12
1998 Radio programs funded by CPB .....	14
1998 Television programs funded by CPB .....	17
Projects in the CPB Digital Incubator .....	24
Other CPB-Funded Programming .....	25

## INTRODUCTION

The Public Telecommunications Act of 1992 directed the Corporation for Public Broadcasting to:

1. Review its efforts to meet responsibilities to "facilitate the full development of public telecommunications in which programs of high quality, diversity, creativity, excellence and innovation...will be made available...with strict adherence to objectivity and balance in all programs or series of programs of a controversial nature." (Section 396(g)(1)(A))
2. Solicit the views of the public in establishing a policy and a set of procedures to:
  - (a) Provide reasonable opportunity for members of the public to present comments to the Board regarding the programming attributes specified under 396(g)(1)(a);
  - (b) Regularly review national public broadcasting programming for the 396(g)(1)(a) attributes, and for any unmet needs;
  - (c) On the basis of such comments and review, take any necessary steps in awarding programming grants to meet the Corporation's responsibility under 396(g)(1)(a); and
  - (d) Disseminate among public broadcasting entities information about CPB's efforts so that such entities can use the Corporation's experience in addressing concerns relating to objectivity and balance within their own operations.
3. Submit an annual report to Congress summarizing its efforts pursuant to these directives.

This is the Corporation's sixth report to Congress under the Act. It covers CPB's activities related to programming and public access for the period January 31, 1998 to January 31, 1999. CPB's efforts in areas such as education service to minorities and underserved communities are documented in other reports to Congress.

## CPB: OPEN TO THE PUBLIC

As a private, nonprofit Corporation created and funded by Congress, CPB has a 32-year tradition of openness regarding its stewardship of the annual federal appropriation to public broadcasting, as well as its own internal policies and practices.

CPB's President testifies annually in the federal appropriations process in Congress, and the CPB Board of Directors approves the Corporation's annual budget in public session. Prospective board members, nominated by the President, are subject to public hearings and must be confirmed by the U.S. Senate. CPB also compiles annually and makes available for public inspection federal Form 990, which details financial aspects of CPB's operations, including executive compensation.

Since 1992, Congress also has required that CPB take steps to implement measures to gather public comment in order to ensure objectivity and balance in controversial, national public broadcasting programming. Because U.S. public broadcasting is decentralized, with a strong tradition of localism among its stations, CPB's Board and management were careful to consult with system representatives before establishing an initiative in 1993 to address this matter, *Open to the Public*.

CPB does not interfere in television and radio program content, beyond its ability to provide limited financial assistance for new production projects, because of the law's mandate that CPB act in ways that most effectively assure freedom from interference with programming content (47 U.S.C. § 396 (g) (1) (D)). Thus, the *Open to the Public* initiative is the product both of extensive system consultation and the legal strictures developed by Congress over 30 years ago to guard against the threat of censorship. In the United States, public broadcasting is not, and never has been, synonymous with government broadcasting. And while CPB is dedicated to providing high-quality, noncommercial broadcasting services to the American people, it does not exercise editorial oversight over the programming it funds. That is the balance CPB's Board and management sought to strike in creating *Open to the Public*, which is now in its seventh year.

## PUBLIC COMMENTS

In 1998, CPB continued to facilitate public comment on the quality, objectivity and balance of public broadcasting programming. Through the *Open to the Public* initiative, CPB maintains a number of channels for viewers and listeners to voice their opinions to CPB's Board, management and to the public broadcasting system at-large. These channels are:

- A toll-free, 24-hour telephone line (1-800-272-2190) that enables interested citizens to register their opinions quickly and easily;
- A U. S. post office box (P.O. Box 50880, Washington, DC 20091) which is checked regularly for feedback from the public; and
- A dedicated e-mail address to facilitate comments about programming (comments@cpb.org), as well as a website (www.cpb.org) where annual reports and other information pertaining to CPB activities and programs are available to the public.

Consistent with the intent of Congress, CPB shares all substantive comments with the public broadcasting system for review and response. Virtually all of the nation's more than 1,000 CPB-funded public radio and television stations maintain similar audience response services, as do the national organizations, Public Broadcasting Service (PBS) and National Public Radio (NPR), and many other program producers.

In 1998, CPB received both positive feedback and negative comments about the programming that was aired on public television and radio. One person, while misconstruing CPB's role, nevertheless complimented public broadcasting this way: "I have always enjoyed the Corporation's programming on radio (NPR is my favorite news source) and television. Only since working towards becoming a teacher myself did I realize how powerful the CPB is in the education of our nation." Also typical of the complimentary comments was a note that thanked public television "for [its] many years of service" and expressed appreciation for "[public TV's] devotion to quality programming."

On the other hand, CPB heard from a person who wanted to know "why public TV and radio is so left-leaning in its viewpoints," while another viewer requested that PBS present more programming reflecting the "voices of Progressives and the working poor." That writer also suggested that PBS should take more risks in presenting programs of a controversial nature.

The following is a breakdown of the volume of comments received by CPB in 1998:

Total Letters: .....	242
Total E-mails: .....	162
Total Phone Calls: .....	141
<hr/>	
Total <i>Open To the Public</i> Comments: .....	545

The following is a listing of the programming, broken down into radio and television sections, about which CPB received specific comments from the public in 1998. Comments that may have been received directly by NPR, PBS, public broadcasting stations or producers are not reflected here. The substance and volume of these comments are routinely provided to the appropriate public broadcasting group.

## **RADIO PROGRAMMING**

### *NATIONAL PUBLIC RADIO:*

**General Comments:** One listener asked why "most of the commentaries" on NPR are "done by 'right-wing' people...who sound like they have Bibles in their hands and rules in their other hand." Another stated that "NPR represents the political establishment in America and it does not represent the voice of the people." (E-mail: 1/Calls: 28)

**All Things Considered:** CPB received 29 comments from the public about the news segments aired on *All Things Considered*. Some listeners complimented stories done on health care and day care. One person felt that a report on a think tank, the Heritage Foundation, was "very honest and scholarly." Others had strong opinions about the coverage of the Monica Lewinsky scandal. One person said that *ATC* has "deteriorated into a magazine-type of personalities broadcasting" and that "congressional threats to withhold funds has affected your broadcasting." (Calls: 29)

**Middle East Coverage:** CPB received by far its largest volume of correspondence in reaction to NPR's Middle East coverage, most of it critical. It was noted that many of these letters and e-mail messages employed the same or similar phraseology, deploring allegedly inaccurate stories about Israel. The matter is now the subject of internal discussion and review within NPR, which has been given the benefit of listeners' correspondence with CPB. Additionally, information derived from other contacts has also been provided to NPR. (Letters: 183/E-mails: 65)

**Talk of the Nation:** A number of people contacted CPB to express their concern about whether terrorism expert Steve Emerson would continue to appear on *Talk of the Nation* or any other NPR program. NPR stated that it had no policy regarding the selection of people they choose to interview other than well-established journalistic standards. No policy bars Mr. Emerson or any other potential guest from appearing on NPR. (Letters: 24/E-mails: 25/ Calls: 5)

*PROGRAMS AIRED ON LOCAL PUBLIC RADIO STATIONS:*

**WAMU/Washington, DC:** A listener expressed disappointment about a locally-produced program, *Public Interest*, that featured an interview with an author of a book on the domestication of animals. The listener felt that the host of the program, Frank Stasio, should have challenged the assumptions made by the author about how animals "choose" to be treated. (E-mail:1)

**WHRO/Norfolk, VA:** CPB was copied on a message to WHRO in which a listener praised the station's programs, such as *Rollie Radio*, Neil Murray's *Saturday Night Fish-Fry* and *Blues Before Sunrise*. The listener called these programs "world class." (E-mail: 1)

**WNYC/New York, NY:** Callers expressed mostly negative comments about what they heard on WNYC, such as reports on the Army ("totally one-sided"), the Clinton Administration's Town Hall meeting about its policy towards Iraq ("should have given a more balanced view") and Cokie Roberts' commentaries ("all anti-Clinton"). (Calls: 11)

## TELEVISION PROGRAMMING

### CHILDREN'S PROGRAMS:

**Puzzle Place:** Viewers expressed concern over a half-hour episode of *Puzzle Place*, a CPB-funded series that aired on most PBS stations. The show, designed to mark "Celebrate Family Week," featured segments on various kinds of families, including a family with same-gender (female) parents. (E-mails: 2)

**Reading Rainbow:** CPB heard from teachers and librarians who expressed their strong support for this children's series that encourages young children to read. (E-mails: 9)

**Sesame Street:** CPB received a letter protesting comments about working mothers attributed to *Sesame Street* regulars Sonia Manzano and Roscoe Orman in a newspaper article. (Letter: 1/Calls: 1)

**Teletubbies:** CPB received a complaint about the "total and absolute vacuous nature" of this new PBS children's program. This viewer felt that "*Teletubbies* is nothing but mind-numbing entertainment" and that it "epitomizes the 'dumbing down' of society." Another person complained that the characters' speaking parts were changed from English to American accents. (E-mails: 2/Calls:2)

**Wishbone:** One student wrote to say that this program was very educational and that she watches it every chance she gets. (Letter: 1/Calls: 1)

### NEWS/PUBLIC AFFAIRS PROGRAMS:

**American Experience: The Presidents' Series:** One viewer praised the documentary on President Reagan and inquired about purchasing a copy of the videotape. Another complained that the entire series was "superficial postcards (i.e., pop crap) [that] should be left for the commercial networks." (Letter: 1/E-mail: 2)

**Broadcast of the impeachment proceedings:** Viewers objected to the fact that the House hearings were not broadcast in their area. They also objected to allegedly biased comments made by guest analysts of the impeachment proceedings who appeared on *The NewsHour with Jim Lehrer*. (Letters: 3/E-mails: 2)

**Charlie Rose:** Complaints were that guests were not properly identified and that the host "constantly interrupts the guests and talks over them." (Calls: 2)

**Face of Russia website on PBS Online:** CPB heard from a Ukrainian man who felt that this website component to the PBS series was "ignorant, incorrect and completely disrespectful to Ukrainian culture." (E-mail: 1)

**From Jesus to Christ: The First Christians:** This documentary, which covered the evolution and history of Christianity, was praised by one viewer who felt it was high quality and educational. Another wrote in saying that she was "angry" that PBS would air "that kind of biased and flawed material." She continued: "It was quite clear even before the program began that this was to be another liberal attempt at undermining the authenticity of Christ." CPB also heard complaints from viewers who felt that the series did not feature spokespeople from the "traditional conservative viewpoint." (Letters: 2/ E-mail: 1/Calls: 1)

**Frontline:** A caller contacted CPB to say that he "thoroughly enjoyed the program regarding Tyson Foods." (Calls: 1)

**Moyers on Addiction: Close to Home:** This five-part series "was very good and very well done," according to one viewer. (Calls: 1)

**On the Brink of Peace:** This documentary on the Arab-Israeli peace process prompted one viewer to write that "PBS is still unable to present an accurate and balanced documentary about Israel." (Letter: 1/E-mail: 1)

**The 50 Years War: Israel and the Arabs:** CPB was commended for providing support for this PBS documentary about the Israelis and Arabs. Viewers felt the production was "relatively balanced and informative overall with a clear-cut attempt to present the viewpoints of both sides." (Letters: 10/E-mails: 19)

**The McLaughlin Group:** One viewer wrote to express her support for this program because it includes commentator Pat Buchanan and other conservatives. Another felt that the show "lacks any civility." (Letter: 1/Calls: 2)

**The NewsHour with Jim Lehrer:** A number of viewers contacted CPB to express their opinions about the news segments and commentators who appeared on this flagship program. One viewer felt that "Lehrer has the best show on the air," while another felt that there was an "increase in bias" in the *NewsHour's* coverage. Another viewer felt that a *NewsHour* segment on Iraqi sanctions was "very one sided." Others had strong

objections to some of essayist Roger Rosenblatt's commentaries, or they called for a correction to "misstatements" about PLO Leader Yasser Arafat's commitment to the Oslo Peace Accords. (Letters: 2/E-mails: 3/Calls: 17)

***The Panama Deception:*** Viewers expressed their displeasure that PBS did not air this documentary on the U.S. invasion of Panama in 1989. (E-mails: 2)

***People and The Land:*** One man called to say that he was "sickened by what he saw" on this "terrible documentary" about the Palestinian-Israeli conflict on the West Bank. [The documentary was funded by the Independent Television Service.] (Calls: 1)

***1998 National Memorial Day Concert:*** CPB was forwarded a letter from Oregon written to a Member of Congress expressing concern about this year's program, which honored American soldiers who fought in all major conflicts throughout the 20th Century. (Letter: 1)

***Washington Week in Review:*** Viewers called in to object to moderator Ken Bode's comments, particularly during discussions of the investigation and impeachment of President Clinton. (Calls: 9)

#### **CULTURAL AND ARTS PROGRAMS:**

***Great Performances:*** CPB heard from a viewer who felt that the *Great Performances* program on opera in the movies was "what PBS is made for." He urged that more original material be included in programs on musical artists. (Letter: 1)

***In the Life:*** A viewer in central Florida expressed his "outrage over the promoting of gay lifestyles" on this program. (E-mail: 1)

#### **PROGRAMS AIRED ON LOCAL PUBLIC TELEVISION STATIONS:**

**KCET/Los Angeles, CA:** A viewer objected to a program aired by KCET during pledge week that discussed "homosexual hardships" in the Castro district of San Francisco. (Letter: 1)

**KAET/Phoenix, AZ:** One viewer of this station felt that the program *Reflections* was "absolutely outstanding" and he hoped it would air again. Another wondered why *The Magic School Bus* had been replaced by the *Teletubbies*. (Calls: 3)

**WEDU/Tampa, FL:** A man wrote to complain about the fact that his local station, WEDU, does not air *The Charlie Rose Show*, which he called "one of the most informative, educational hours on television." (E-mail: 1)

**WNET/New York, NY:** CPB heard from a viewer who wanted to know why WNET did not air, as scheduled, a program entitled *The Jesus Conspiracy*. "When a show deals with Christian matters or Jesus, strange things seem to happen," he wrote. (Letter: 1)

**WMVS/Milwaukee, WI:** A viewer copied CPB on a message concerning the program *Outdoor Wisconsin* in which he objected to the hunting scenes depicting the shooting of animals for sport. (E-mail: 1)

**WTTW/Chicago, IL:** A viewer bemoaned the fact that the "time honored and classic" program *Upstairs Downstairs*, which brought her "much joy," had not been aired on her local station in many years. (E-mail: 1)

**UNC-TV Research Triangle Park, NC:** CPB received an e-mail complaining about the appearance of a woman representing North Carolinians Against Gun Violence on the locally-produced program *North Carolina Now* hosted by Anthony Scott. According to the viewer, Mr. Scott declined to invite opponents of gun control on any follow-up programs. (E-mail: 1)

#### *HOME IMPROVEMENT/EXERCISE PROGRAMS:*

**Home Improvement Shows:** A viewer requested fewer pledge drives from her local PBS station because they interrupt her favorite type of programming -- home improvement shows. (E-mail: 1)

**Sit and Be Fit:** A number of callers expressed their support for this exercise program which according to one caller provides a "wonderful service for people in the community." Some wondered why their local stations had dropped it from their schedules; others said that it was one of the main reasons why they supported public television. (Calls: 27)

#### *MISCELLANEOUS PROGRAMS:*

Viewers submitted general comments about what they did and did not like about public television programming. One said that he wanted PBS to continue to broadcast travel series; another said that he thought David Frost's programs were "excellent" and that he wanted "more of that type of interview." Others urged public broadcasting to do

programs on issues such as the protection of human subjects in experimentation, or the fate of a Native American tribe in Minnesota who are "struggling to hold their ancestral land and burial site." One man in South Carolina asked public broadcasting to look into the Clinton Administration's plans to "bury hundreds of tons of plutonium" in his home state. (Letters: 12/E-mails: 11/Calls: 18)

## NATIONAL PROGRAMMING

During 1998, CPB continued to be an important source of initial funding for public broadcasting's radio and television programming. Through the Radio and Television Program Funds, CPB provides start-up funds for projects intended for national distribution. Relatively few proposals are selected from among hundreds submitted annually. Criteria used by CPB in making its funding decisions include qualities of balance and fairness, as well as creative and educational values. It is worth noting that, while PBS and NPR distribute programming nationally, decisions about airing programs are made by individual stations, many of whom also produce their own local programming.

In August, CPB launched a new initiative for producers to stimulate the creation of projects tailored for the digital television era. This "Going Digital" initiative marked a significant departure from previous practices. In addition to soliciting proposals for the high-quality specials and series which characterize the PBS schedule, this initiative invited producers, educators and others to submit experimental projects that use digital technology's features to broaden and deepen the educational content of programs.

Grants awarded from this initiative will focus on four priority content areas—innovation, education, diversity and local relevance. These areas were identified during an extensive strategic review of programming for the digital era which was led by CPB. The review was undertaken in anticipation of the federal mandate to transition to digital broadcasting by 2003.

In 1998, CPB distributed \$46.2 million for television program development. This funding went to a variety sources, including: PBS for the National Program Service, the Independent Television Service (ITVS), the Public Television Outreach Alliance (PTOA) and multicultural programming. Over \$8 million of that funding was directly distributed to producers by CPB on a competitive basis.

Consistent with congressional directive, 15.0 million (6 percent) of CPB's FY 1998 appropriation—General System Support—was distributed by CPB for programs and projects that support the infrastructure and development of the public broadcasting system. This includes basic broadcasting needs like music royalties and television interconnection, as well as the many training, research, professional development and communications projects on which public broadcasters have come to rely.

The goal of many of these projects is to include professionals and students of diverse backgrounds. In addition, funding for the administrative expenses of the Minority Consortia and ITVS is from this category of CPB funding.

In 1998, CPB allocated \$18.2 million to the development, production and distribution of public radio programming. Of this amount, \$4.3 million went to the Radio Program Fund, and \$13.9 million for radio programming grants for stations. The Radio Program Fund's purpose is to fund the production of programs of high quality, diversity, excellence and innovation obtained from diverse sources, with strict adherence to objectivity and balance in programming of a controversial nature.

The following is a complete list of national radio and television programs funded by CPB during 1998. Many of these programs are in development and will be broadcast in years subsequent to 1998.

## **RADIO PROGRAMS**

*American Routes*, (MBK Productions, New York, NY) -- a weekly, weekend music and information service reflecting the breadth and depth of the American musical and cultural landscape. It combines popular, folk, jazz, and classical forms with in-studio performances.

*American Talkers Series*, (Sound Portraits Productions, Inc., New York, NY) -- a limited series of oral history segments based on hundreds of hours of rare, spoken word interviews. These interviews were recorded as part of the Works Progress Administration in the early 1930s and 1940s and archived at the Library of Congress.

*California Indian Radio Project*, (Northern California Cultural Communications, Hoopa, CA) -- California Indians tell how their lives are influenced by history, their traditional values and their land. This limited series offers background on issues such as gaming and sovereign immunity.

*Club Red*, (Native American Public Telecommunications Inc. and National Media Resource Center, Lincoln, NE) -- a series of half-hour magazine programs and modules that illuminates the life of Native Americans as they enter the 21st Century. The series uses archival tape, live interviews, sketches and stand-up comedy.

*Duke Ellington Centennial Radio Project*, (Newark Public Radio, Inc., Newark, NJ) -- This documentary series, made to commemorate the 100th anniversary of Duke Ellington's birth in 1899, illuminates the important contributions that he made to American music.

*Earthsongs*, (Koahnic Broadcast Corporation, Anchorage, AK) -- a weekly series presenting music of Native artists, including commentary, recorded music and live performance.

*Jazz Is...*, (North Star Communications, Washington, DC) -- a limited series of 12 half-hour programs which explores the world of jazz through the eyes of musicians, singers, photographers, dancers, visual artists, actors, producers and other individuals who have worked to infuse jazz into other art forms and their life experiences.

***John Coltrane 30 Years Later***, (Culture Works, Ltd., Philadelphia, PA) -- a documentary essay which explores the life and legacy of saxophonist/composer John Coltrane, considered to be one of the most powerful voices in 20th Century music.

***Just Plain Folks: Wisdom From the Front Porch***, (South Carolina Educational Radio, Columbia, SC) -- This limited series combines two fundamental African American traditions: storytelling and blues music. These theme-based programs explore these traditions by weaving music, humor, heritage and history with Lorraine Johnson-Coleman as the storyteller, and Alvin "Little Pink" Anderson and Freddie Vanderford as the musicians.

***Latino USA***, (University at Texas at Austin, Center for Mexican American Studies, Austin, TX) -- a weekly, English-language, half hour news and cultural arts journal dedicated to the coverage of this country's Hispanic community.

***Life Stories***, (Jay Allison, Woods Hole, MA) -- a series of portraits and stories of ordinary citizens from small towns, rural areas, and urban neighborhoods who are usually overlooked by mainstream reporting.

***Lost and Found Sound: An American Record***, (Davia Nelson and Nikki Silva, The Kitchen Sisters, San Francisco, CA) -- a collection of stories that chronicle, reflect and celebrate the changing sounds of this century. Stories explore American life through sound--endangered sounds, shifting accents, vanishing voices, the merging of languages, the music of new technologies and the soundscape of the streets.

***Morning Edition Revitalization and Early Start***, (National Public Radio, Washington, DC) -- Responding to station demands, NPR moved the series into the 5:00 a.m. eastern time slot and enhanced the content and sound of the show with regular updated business news segments, the development of reports and series through an aggressive partnership with stations around the system and an increased use of feature pieces.

***National Audience Research for Radio Bilingue***, (Radio Bilingue, Fresno, CA) -- This project conducts research on the actual and potential audience for Radio Bilingue's nationally distributed Spanish language programming stream in order to determine how best to increase the number and loyalty of its listeners.

***Oyate Ta Olowan***, (Lee Productions, Rapid City, SD) -- a 26-part series of half-hour interpretive programs featuring Native American music.

**Paul Robeson Centennial Project**, (Newark Public Radio, Inc., Newark, NJ) -- seven, 30-minute programs that celebrate the 100th anniversary of Paul Robeson's birth.

**Rewind**, (University of Washington, KUOW-FM, Seattle, WA) -- a weekly comedy review of the week's news, as well as news monologues, sketch comedies, poetry, music, people-in-the-street interviews and listener calls.

**Saturday Collaboration**, (Minnesota Public Radio, St. Paul, MN) -- a project to identify the common ground between nationally-distributed weekend programs to permit developing and piloting interactive cross-and forward-promotion elements of otherwise disparate programs.

**Savvy Traveler**, (USC Radio, Los Angeles, CA) -- a weekly series of one-hour travel shows that are based on the highly popular *Marketplace* segments.

**Sense of Place**, (Helen Borten, New York, NY) -- This documentary series examines how ethnic identity is rooted in our sense of place, how creative imagination feeds on it, how social and political structures grow out of it, how the past comes alive through it and how common goals and values underlie our diverse expression of it.

**Sound & Spirit**, (Public Radio International, Minneapolis, MN) -- a weekly series that explores music and the human spirit, diverse cultural values and finds a shared experience (across cultural boundaries).

**Strengthening NPR's News Magazines Through Research**, (National Public Radio, Washington, DC) -- This project evaluates listener needs and preferences for the NPR news magazines in order to guide program development and increase the potential for these programs to serve more listeners.

**Wait! Wait! Don't Tell Me!**, (National Public Radio, Washington, DC) -- a weekly, one-hour quiz show based on the past week's events. This show is designed to attract core news listeners with a lighthearted treatment of the news in a game-show format.

## TELEVISION PROGRAMS

### *Children's and Educational Programming*

***The Kay Toliver Files***, (Foundation for Advancements in Science and Education (FASE), Los Angeles, CA) -- a 16-episode videotape series to be used in national, regional and local pre-service and in-service teacher development programs. The series is designed to improve mathematics instruction in the U.S. Four episodes in the series have already been produced. CPB provided funding for the editing of the 12 remaining episodes.

***Media Literacy in the Classroom***, (National Black Programming Consortium, Columbus, OH) -- The National Black Programming Consortium will host a four-day workshop for Atlanta public school teachers on how to integrate media literacy into the teaching of subjects such as English, history, and language arts.

***Willoughby's Wonders***, (The Media Center of Judge Baker Children's Center, and WGBH/Boston, MA) -- a new, weekly, half-hour children's educational television series for a six-to-10-year-old audience. Using the game of soccer as a metaphor for life, this series is designed to foster the social, emotional and physical health of its viewers across ethnic and gender lines.

***ZOOM***, (Kate Taylor, Executive Producer; WGBH/Boston, MA) -- an updated version of the popular children's show from the 1970s, *ZOOM* offers its new viewers—through television programming, print materials, museum outreach and the Internet—content-based entertainment designed to build their learning skills.

### *Culture, Drama and Arts Programming*

***American Photography: A Century of Images***, (KTCA/St. Paul, MN) -- a three-part series of one-hour programs that takes a comprehensive look at how photography has changed the way we experience our world. The series will celebrate the past, examine the present and try to visualize the future of photography. This is a CPB/PBS Challenge Fund project.

***Beyond The Fatal Shore***, (WNET/New York, NY) -- a series of six, one-hour programs on the culture and history of Australia. Each program has a distinct theme and each surveys its subject across the span from 1788 to the present, with the main emphasis on the last 40 years. This is a CPB/PBS Challenge Fund project.

***The Boys Choir of Harlem and Friends***, (Moving Pictures Inc., Staten Island, NY) -- a one-hour documentary featuring The Boys Choir of Harlem in a large-scale musical performance. It also takes a behind-the-concert look at choir members past and present, the choir's founder and director and life in Harlem.

***Broadway! The American Musical***, (Ghost Light Films, Inc., New York, NY) -- a six-part series on the history of Broadway and the people who created and controlled show business, from the 1860s to the present. The series will also examine the labor movement in the 20th Century and the evolution of mass media. CPB provided funds for the research and development of this project.

***Class in America***, (Center for New American Media, Inc., and WETA/Washington, DC) -- a one-hour episode that examines social class structure, past and present, in America. The film will also explore the differences between American classes and their attitudes toward class and how class resonates both nationally and in local communities. This is a CPB/PBS Challenge Fund Project.

***Domestic Violence*** (Frederick Wiseman, Cambridge, MA) -- A *cinema verite* film that examines the issue of domestic violence by focusing on the relationships between the individuals involved and the relevant social service agencies, law enforcement divisions and the judicial system.

***The Kennedy Center Presents***, (WETA and The Kennedy Center, Washington, DC) -- CPB provided support for the 1998-99 season of this series of performance specials that showcases the best of the Kennedy Center's world-class performing arts in theater, music, dance and opera.

***Kinaalda: Navajo Rites of Passage***, (Indian Summer Films, Albuquerque, NM) -- a one-hour documentary profiling a young Navajo girl's participation in a four-day ceremony that advances her into adulthood. This celebration, known as Kinaalda, is one of the oldest and most sacred of all Native American coming-of-age ceremonies.

***The Mississippi: A River of Song***, (Smithsonian Productions, Washington, DC) -- a four-part, 60-minute contemporary American music series on accomplished musicians from a broad spectrum of genres and cultures based around the Mississippi River. The project also includes a seven-part series for public radio, supplemented by a companion book, CD set, website and educational package. This is a CPB/PBS Challenge Fund project.

***Mobil Masterpiece Theatre's American Collection***, (Mobil, WGBH/Boston, MA, and ALT Films; Studio City, CA) -- an anthology of nine films based on American literary classics. Of the nine titles selected to air over three years, five will be produced by ALT Films; WGBH will commission four from other sources. The first ALT production will be *The Song of the Lark*, Willa Cather's partially autobiographical novel about a young woman's struggle to achieve her destiny—a struggle that takes her from a small Colorado town to the opera stages of the world. The first to be commissioned by WGBH will be Henry James' *The American*, a co-production with the BBC starring Diana Rigg, Matthew Modine and Brenda Fricker. The second ALT film will be an adaptation of *Cora Unashamed*, a powerful story by Langston Hughes; the second WGBH commission will be *Mark and Livy*, the story of the tragic lives of Mark Twain and his wife, Olivia.

***Scottsboro: An American Tragedy***, (Social Media Productions, New York, NY) -- a 90-minute documentary on the true story of nine black youths who were falsely accused of raping two white women in Scottsboro, Ala., in 1931. The young men were tried before a jury and sentenced to die; however, the Supreme Court later overturned their convictions, making this a seminal civil rights case.

***The Scribbling Women Multi-Media Education Initiative***, (The Public Media Foundation, Boston, MA) -- This project involves a long-distance learning curriculum offered on a website and a series of curriculum workshops, all focused on short works of fiction by 10 American women writers from the 19th and early 20th centuries. These works have aired on National Public Radio's *NPR Playhouse* over the past four years.

***A Show of Mothers***, (Center for New American Media, New York, NY) -- a one-hour program exploring the bond between mother and child as told through interviews with mothers from across the nation.

***Talking Back: Video Letters to P.O.V.***, (The American Documentary Inc., New York, NY) -- CPB funded three segments that give viewers the opportunity to respond to *P.O.V.* films. Using video letters, e-mail, and phone calls from viewers, these segments have been aired since 1993 as part of the regular season following select programs.

***Tell About the South: Voices in Black and White***, (James Agee Film Project, Charlottesville, VA) -- a three-part series on the history of modern literature from the American South. William Styron, Eudora Welty, Toni Morrison, Shelby Foote, Alice Walker, Rita Dove, Pat Conroy and Maya Angelou are among the Southern writers who agreed to participate in this project.

**Marcus Garvey Film Project**, (Half Nelson Productions, New York, NY) -- CPB awarded research and development funding for the first major documentary film on Marcus Garvey, the controversial leader of the largest mass movement of African Americans in the 20th Century. Garvey made a lasting impact on African American political thought and culture, and through his New York-based Universal Negro Improvement Association (UNIA), his influence reached to the Caribbean, Europe, Central America and Africa.

**Millennium: A History of Tomorrow**, (Arcadia Pictures, New York, NY) -- CPB funded research and development of these three one-hour programs that explore social, historical and spiritual issues surrounding the last one thousand years and the approaching Millennium.

**Paul Robeson: Here I Stand** (Menair Media International, New York, NY; in co-production with WNET/*American Masters*) -- a two-hour documentary on the life of Paul Robeson, the acclaimed African American concert singer, Broadway and Hollywood actor, cultural scholar and linguist, political activist, graduate of Rutgers University and Columbia University Law School and an athletic legend in his school years. The producers were granted exclusive access to the Robeson family's archives.

**Turbulent Skies**, (KCET/Los Angeles, CA) -- a series of four one-hour programs on the history of commercial aviation, from the Wright Brothers' first days of flight to the present. This is a CPB/PBS Challenge Fund project.

**Africa: Land of the Sun**, (Magic Box Mediaworks and Tigress Productions, Washington, DC) -- a series of eight, one-hour programs on the cultural and geographic story of Africa that shows how life evolved and flourished on the continent. The series presents, for the first time, a consolidated image of Africa by presenting its diverse regions and complex history within the context of its geography. This is a CPB/PBS Challenge Fund project.

**Secrets of Lost Empires**, (WGBH Educational Foundation, Boston, MA) -- a series of five, one-hour programs that follows a group of people using science to unlock the mysteries of ancient technology. This is a CPB/PBS Challenge Fund project.

**The Secret Life of the Brain**, (WNET/New York, NY) -- a series of five, one-hour programs that traces the development of the human brain. The series features compelling stories about real people affected by advances in neuroscience and those working in the field. This is a CPB/PBS Challenge Fund project.

sequel to the film, *Before Stonewall*, which covered the period prior to the 1969 riots and which received two Emmy awards after its first broadcast on PBS in 1986.

*And Crown Thy Good: Varian Fry and the American Rescue Committee*, (The Chambon Foundation, Los Angeles, CA) -- a two-hour documentary on a unique American-led rescue effort in Nazi-occupied France. Led by Varian Fry, a 32 year-old American editor, the rescue effort saved some 2,000 artists, intellectuals and anti-Nazi refugees, Jewish and non-Jewish. The documentary explores the choices faced by all of the story's protagonists.

*Ralph Bunche: An American Odyssey*, (William Greaves Productions, Inc., New York, NY) -- a two-hour biographical portrait of the life and times of Ralph Johnson Bunche, an African American who was a founder and diplomat of the United Nations and the winner of the 1950 Nobel Peace Prize for negotiating a truce between the Arabs and Israelis.

*Free Thought, Free Speech, Free Love: The Story of Emma Goldman*, (Nebraskans for Public Television, Lincoln, NE) -- CPB provided research and development funding for this one-hour documentary film on the life of free speech advocate and anarchist Emma Goldman (1846-1940). The story focuses on the years of Goldman's ascendancy as a radical in the United States — 1885 through 1919.

*Intimate Strangers: Unseen Life on Earth*, (Microbial Literacy Collaborative, and Baker & Simon Associates, Pasadena, CA; and The American Society for Microbiology, Washington, DC) -- a series of four one-hour programs designed to radically transform the public's perception and understanding of microbes. The series presents the science of microbiology by following stories of contemporary real-life science in action.

*John Paul II: Still Point in a Turning World (Frontline/WGBH Educational Foundation, Boston, MA)* -- a two-hour *Frontline* documentary about Pope John Paul II that will cover the struggles and triumphs in the Pope's life, including his youth in Poland and his part in the fall of communism in Eastern Europe.

*A Kalahari Family*, (KALFAM Productions, Watertown, MA) -- a series of three, one-hour documentaries about indigenous people from a remote region of Africa called Nyae Nyae in the northern Kalahari Desert. The people, who call themselves Ju/'hoansi, were the last independent, self-sufficient hunter/gatherers in Southern Africa.

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*Savage Seas*, (WNET/New York, NY) -- a series of four, one-hour programs devoted to ocean phenomena. The series breaks new ground by bringing together for the first time a range of issues, stories and strands of science about the oceans and mankind's relationships to them. This is a CPB/PBS Challenge Fund project.

### *Other Projects*

**INPUT '98 Producer Fellowship Grants**, (South Carolina Educational Television (SCETV), Columbia, SC) -- CPB allocated funds for 15 fellowship grants to independent and public television station producers for participation in INPUT (International Public Television Screening Conference) in Stuttgart, Germany, in May 1998.

**WORLDPLAY II**, (LA Classic Theatre Works, Venice, CA) -- This project promotes collaboration between countries as they explore new ways to create English language radio plays for broadcast worldwide. Carol Shields, author of The Stone Diaries, has been commissioned to write a one-hour radio play for this series.

**Heartland\*USA**, (Nebraskans for Public Television, Inc., Lincoln, NE) -- a pilot project for the distribution of American public television programs in two- and four-hour packages, featuring themes such as America Performs, American History, America Teaches and Learns, Multicultural History and American Journal. The purpose of this project is to provide viewers worldwide with high-quality, American-produced public television programs.

## PROJECTS IN THE CPB DIGITAL INCUBATOR

***2001: A Digital Science Odyssey***, (WGBH/Boston, MA) -- a demonstration of a variety of interactive opportunities—interview out-takes, foreign language captioning, biographies of people mentioned in programs, and simplified children's versions—designed to accompany the popular PBS series.

***Buffett & Gates: On Success***, (KCTS/Seattle, WA) -- WebTV-equipped viewers can supplement their viewing of a conversation between Bill Gates and Warren Buffett by linking to websites related to topics raised during the program.

***Mississippi River: Landmarks and Legends***, (Iowa Public Television, Des Moines, IA) -- a demonstration of digital television's ability to allow viewers to select from program elements to create a customized program suited to their own tastes and interests.

***Itzhak Perlman Master Class***, (WNET/New York, NY) -- This project enables viewers to take part in a master class, conducted by the virtuoso violinist Itzhak Perlman.

***Digital Pledge/Auction***, (KLRU/Austin, TX) -- Building on KLRU's online auction, this prototype projects how pledge and auction opportunities can be expanded beyond designated weeks without consuming additional air time.

***Treasures of the World***, (Stoner Productions, Seattle, WA) -- This project gives viewers the opportunity to explore in greater depth the historical stories behind treasures like the Taj Mahal and Fabergé eggs.

***Fooling With Nature***, (Interactive FrameWorks, Madison, CT) -- a demonstration of DTV-based opportunities for viewers of a program about water pollution to update and localize the issues raised in the program.

***Interactive Triumph of the Nerds***, (Oregon Public Broadcasting, Portland, OR) -- Host Bob Cringely escorts viewers through a menu of interactive opportunities including definitions, biographies, and deeper information about this program.

***Third and Indiana***, (WHYY/Philadelphia, PA) -- a project that allows viewers of this reality-based drama to choose among several narrative threads and "story-behind-the-story" documentary sequences.

***Soldiers Without Swords Interactive***, (Half-Nelson Productions, New York, NY) -- Viewers of this prototype can access more information about program content, hear full length interviews and hear the experiences and insights of present-day Black journalists.

## OTHER CPB-FUNDED PROGRAMMING

**PBS National Program Service** -- CPB provides an annual block grant to support PBS's National Program Service, the package of television programming that is fed by satellite to its member stations. In 1998, CPB provided \$22.5 million for the National Program Service. These funds, which CPB provides but does not administer or control, support scores of individual programs and provide continuing support for some of public television's signature series, including the following in 1998:

*The 50 Years War: Israel and the Arabs*, WGBH/Boston, MA

*Great Performances* Season 25, WNET/New York, NY

*Mister Rogers' Neighborhood*, Season 30, Family Communications, Inc., Pittsburgh, PA

*The NewsHour With Jim Lehrer*, WETA/Washington, DC

*Nova*, Season 25, WGBH/Boston, MA

*Reading Rainbow*, GPN/Nebraska ETV Network and WNED/Buffalo, NY, and Lancit Media Productions, Ltd., New York, NY

*Sesame Street*, Season 29, Children's Television Workshop, New York, NY

WGBH and other drama projects, Boston, MA

*Washington Week In Review*, Season 32, WETA/Washington, DC

*Where In Time Is Carmen Sandiego*, Season 2, WGBH/Boston, MA, WQED/  
Pittsburgh, PA

**Minority Consortia and Independent Television Service (ITVS)** -- CPB provides annual funding support to ITVS, an organization which brings independently-produced programs to television. CPB also gives funding to the Minority Consortia, which select and fund programs in their communities, including African Americans, Asian Americans, Latinos, Native Americans and Pacific Islanders. CPB pays the administrative costs of both groups, but CPB does not control either group's programming or production decisions.

###



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December 1, 1998

The Honorable William J. Clinton  
The White House  
1600 Pennsylvania Avenue, N.W.  
Washington, DC 20500

Dear Mr. President:

As you consider the major priorities for your final two years in office, I would like to bring to your attention the enormous opportunity you have to improve the lives of Hispanic Americans.

With the passage of major elements of the Hispanic Education Initiative (HEI), your Administration has taken a bold step toward improving the economic potential of millions of Hispanic American children, many of whom will constitute a significant proportion of the nation's future tax payers, workers, citizens, and voters.

While the future may become brighter for Latino children, the present economic position of many Hispanic families is still precarious. Although recent economic data show decreases in poverty and increases in median incomes for Hispanic families, much of this good news is due to the expanding low-wage labor market, not movement of Latino workers into higher-paying jobs. As a result, many Latino workers still live paycheck-to-paycheck and remain economically immobile. In spite of a strong U.S. economy, Hispanic workers remain largely concentrated in low-wage jobs, continue to lack access to private pension plans and health care coverage, and still have little opportunity to buy new homes, or otherwise build assets. In short, while most Americans have various means to accumulate wealth and progress economically, Latinos remain almost exclusively dependent on the job market to improve their economic circumstances. Nevertheless, Hispanics continue to fuel increases in business ownership, rises in consumer spending, increases in labor force participation, and other notably positive nationwide economic contributions.

Given these factors, it is more important than ever that your Administration continue to build on the progress made by passage of the HEI. We believe there are several policy areas and specific policy recommendations, within the context of the current political environment, that may present an opportunity to build on this work. Below we have listed several themes, along with specific policy proposals, that we believe will be essential to increasing opportunities for Hispanic Americans in the next century. Many of our recommendations have specific budget



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LA RAZA: The Hispanic People of the New World

Letter to President Clinton  
December 1, 1998  
Page Two

implications; in these cases we have attempted to identify specific funding levels. In other cases, we recommend specific administrative or regulatory actions. Finally, we conclude with several thoughts about the need for a major campaign to support increased domestic investment.

### **ADJUSTMENT OF IMMIGRANTS TO AMERICAN LIFE**

Many of the "hot-button" political issues of the last several years, including bilingual education and immigrant eligibility for services, are predicated on the false assumption that immigrants are not interested in becoming fully integrated into American life. The evidence from within immigrant communities demonstrates high levels of enthusiasm for learning English and participating in the democratic process; for example, naturalized citizens are more likely to vote than their native-born counterparts. Immigrants' enthusiasm for participation, however, is not matched by investment in programs that can assist them with the process of integrating into American life. Demand for English language instruction far outstrips supply, and community-based groups who provide English as a Second Language (ESL) classes often must do so with volunteer labor and facilities. NCLR believes the Administration should consider a major new initiative to assist immigrants with the process of becoming full Americans. This initiative should include the following:

- **Major new investments in English language training and civic education.** The widespread but mistaken assumption that immigrants lag behind our immigrant forebears in their adjustment to English as the common language of American life is belied by the high demand in ethnic communities for English instruction. Despite large numbers of immigrants, there is no specific federal commitment, outside of the Adult Education Act, to providing resources to ensure that all who desire to learn English have access to programs which can serve them. In fact, the patchwork of existing services consists largely of volunteer operations run by ethnic communities and financed by the students themselves through course fees. A major new investment aimed at providing English instruction and civic education to new Americans would go a long way towards meeting extraordinary demand in immigrant communities as well as demonstrating commitment of both immigrants and the larger American society toward full integration. *Specifically, the Administration should include \$500 million over two years for an ESL and civic education initiative. Much of the cost of this expansion could be reduced through the deployment of existing volunteer resources to support this effort; not only should AmeriCorps, VISTA, and RSVP volunteers be deployed, but the many non-federal programs stimulated by America's Promise should be mobilized as well. In addition, costs could be reduced further through match requirements to be paid principally through fees-for-service.*
- **Expanded investment in swift and efficient naturalization adjudication.** Last year's appropriations process resulted in the reprogramming of funds to ensure that the Immigration and Naturalization Service (INS) fulfill its commitment to adjudicating the millions of

Letter to President Clinton  
December 1, 1998  
Page Three

citizenship applications currently in its backlog. While this was a significant infusion of resources, it is also true that these dollars, along with those generated by a massive new fee increase, are likely to decrease the backlog only modestly, if at all. *The Administration should dedicate \$150 million in additional funds to INS toward eliminating the naturalization backlog, so that eager new Americans can be confident that their desire to become citizens will be matched by the government's desire to facilitate the process. In addition, the Administration should propose legislation that would allocate resources generated through user fees solely for the purpose of naturalization and other services, thus eliminating the need for annual reprogramming requests.*

### **EQUAL ACCESS TO PUBLIC SERVICES**

Advocates in many parts of the country report that needy immigrants and their family members fear enrolling in critical assistance programs, such as Food Stamps, Medicaid, and the Child Health Insurance Program (CHIP), out of fear that receiving such assistance might have negative immigration consequences in the future. In addition, the immigrants themselves are not receiving safety-net services for which they are eligible, and many fear enrolling their children in similar programs, even when their children are U.S. citizens. These concerns result from practices by the INS and U.S. State Department which indeed seek to punish the immigrant family members of those who seek assistance. NCLR acknowledges that the Administration has invested enormous political and financial resources in restoring benefits eligibility for immigrants in the wake of welfare reform and in fighting for broader health insurance coverage for children. We believe that the Administration should not undermine hard-fought gains by allowing federal agencies to deny immigrants access to these services through the "back door" of immigration policy. Several selected policy items are critical to this end, including:

- **Policy guidance on "public charge."** It has become clear that the Administration must clarify its policies with respect to benefit eligibility for immigrants. We understand that a task force within the White House has been preparing policy guidance to clarify these issues. *The Administration should insist that this guidance be as clear and as thorough as possible, in order to avoid misunderstandings that would further jeopardize immigrant communities.*
- **Additional restorations for legal immigrants.** While advocates and the Administration have been successful in partially restoring significant benefits to legal immigrants in the aftermath of welfare reform, we remain concerned about those who are aging, or who have become disabled since their arrival in the United States (those not eligible for Supplemental Security Income because of the date of their arrival). *The Administration should include further restorations of SSI and Medicaid to these legal immigrants, who are facing extraordinary hardship across the country (see attached memo for scoring).*

- **Expanding health coverage.** The Administration should work to allow states to cover lawfully present immigrant children in Medicaid and under programs funded with Title XXI child health funds regardless of their date of entry. This proposal was included in last year's budget. It would lift the ban on coverage of non-exempt qualified children who enter the country on or after August 22, 1996, in both Medicaid and in programs funded by CHIP. *The Administration should include \$200 million in the FY 2000 budget to lift the ban on coverage of non-exempt qualified children.*
- **Expansion of "presumptive eligibility" discretion to providers.** The President's FY 1999 budget proposal would have improved the current law and broadened state flexibility by expanding the list of agencies and organizations that could presumptively enroll eligible children into programs at state option. Under current law, states may elect to allow health providers (e.g., Women Infants and Children community and migrant health clinics, Head Start programs, etc.) to proceed with preliminary enrollment of children who appear to be eligible for Medicaid into their programs, pending a final determination of eligibility by the state Medicaid agency. *The Administration should continue to work to improve the worst parts of welfare reform by ensuring that eligible children do not lose access to important health care services while states are determining their eligibility.*
- **Expansion of prenatal care coverage.** While emergency Medicaid can cover the costs of delivery for qualified pregnant immigrant women who arrive in the U.S. after August 22, 1998, they are barred from receiving any health care under the Medicaid program for prenatal services during their first five years in the country. Many states have expanded health care coverage for pregnant women to reduce the number of high-risk pregnancies, ensure healthier children, and lower the cost to Medicaid of emergency deliveries. *The Administration should include funds in the FY 2000 budget to cover the cost of prenatal care to qualified immigrants who enter the country after August 22, 1998 (see attached memo for scoring).*

## PROMOTING ECONOMIC OPPORTUNITY

For more than a decade, NCLR has documented a significant gap between Latinos and other groups, particularly non-Hispanic Whites, in terms of wages and earnings, educational status, employment, and overall economic mobility. Despite the fact that Latino males have the highest labor force participation rate of any group of Americans, since 1996 Latinos have also been the poorest group of Americans. NCLR believes that this is the result of a complex array of factors, which include Latinos' concentration in low-wage, low-skill sectors of the labor force, and the substantial gap between the educational status of Latinos and that of other groups. NCLR believes there are a host of policy options that may help to increase Latino earnings and wages, increase employment opportunities, and improve the economic mobility of Hispanic workers. These policy items include:

### **Wages and Earnings: Tax Policy and Wage Growth**

- **Modest expansion of the EITC.** The EITC has proved its ability to reduce poverty levels substantially and, over the years, has increased the household income of millions of working poor Hispanic Americans. Given that the working poor are an often-neglected segment of the American labor force, and that the recently passed Taxpayer Relief Act did little to lift the tax burden on working poor Americans, the Administration should begin to lay the groundwork for a major expansion of the EITC. However, given the current political environment surrounding the EITC and the dangers associated with opening up a large-scale tax cut discussion, we believe that changes in the EITC should begin modestly. Furthermore, we believe that such proposals may be used to pre-empt attempts to enact a large-scale tax cut proposal solely for upper-income Americans. *Specifically, the Administration should either include a proposal to lift the cap on the number of children included for EITC benefit calculations, or slightly decrease the phase-out rate for EITC benefits.*
- **Increase the federal minimum wage.** In 1997, 4.1% of Hispanic workers earned the minimum wage and one-quarter (25.3%) of Hispanic workers were earning a salary in or around minimum wage (\$3.00 to \$5.99/hour). Despite substantial support in Congress and the White House, a minimum wage increase did not pass this year. *The Administration should introduce a modest minimum wage increase (\$1.00) as both a welfare-to-work enhancement and a "making work pay" strategy.*

### **Employment Opportunities: Discrimination Reduction and Trade Adjustment**

- **Greater funding for enforcement of civil rights and fair housing laws.** The current civil rights system does not effectively protect Hispanics. Additional investments are needed to increase and target services to Latinos. *Specifically, the Administration should include in the FY 2000 budget an increase of: \$7 million for U.S. Department of Justice Civil Rights Division to target funds toward police brutality and hate crimes investigations and prosecutions; \$5 million for U.S. Department of Education Office of Civil Rights to cover Limited English Proficient and bilingual education access issues (education, compliance, and litigation work); \$5 million for the U.S. Department of Health and Human Services Office of Civil Rights for outreach, public information, and Title VI compliance and review of complaints; and \$5 million for the Department of Housing and Urban Development Fair Housing and Equal Opportunity office to cover increased testing and handling of complaints.*
- **Improve EEOC service levels to Latinos.** NCLR has estimated that as many as 26.5% of Latino families with a full-time worker could be lifted above the poverty level if their family incomes were adjusted upward to account for employment discrimination. However, recent legislation at the state and federal level has served to exacerbate rather than alleviate discrimination. For example, immigration reforms enacted in 1996 significantly weakened civil rights protections designed to prevent employment discrimination against persons

perceived as being immigrants. Moreover, although currently Latinos are over 10% of the U.S. workforce and a substantially larger proportion of the universe of workers covered by Title VII, less than 5% of the Equal Employment Opportunity Commission's (EEOC) caseload, and less than 4% of the EEOC's litigation, involves Latinos. While the increase in funding included in this year's budget package should help to address case backlogs, these funds may not necessarily increase the service levels to Hispanics and other under-served groups. *Specifically, the Administration should target an additional \$8 million in the EEOC's budget to outreach, public education, and enforcement efforts on behalf of Hispanics and other under-served groups.*

- **Use of "testing" or hiring audits to target enforcement efforts.** The use of "paired testers" has been well-established as an effective technique for uncovering housing bias, and is emerging as an important research and enforcement tool in the employment context. Testing is particularly important as one of the few proactive measures that can be taken to enforce the civil rights laws (instead of the more passive approach of simply waiting to process complaints); however, it has yet to be employed fully or effectively on behalf of Latinos. *In 1999, the Administration should expand existing testing efforts by the Office of Federal Contract Compliance Programs (OFCCP) and the U.S. Department of Housing and Urban Development (HUD), and target an additional \$2 million in U.S. Department of Justice and EEOC resources to uncover discrimination against Latinos, particularly in the workplace.*
- **Improved implementation of the North American Free Trade Agreement Trade Adjustment Assistance (NAFTA-TAA) program.** Recent research shows that Latinos are more likely than other workers to be adversely affected by NAFTA, yet the NAFTA-TAA program has not adequately served Latinos. While we applaud the Administration's inclusion of several of NCLR's recommended funding and programmatic changes in the Presidential FY 1999 budget, none of the recommended changes were included in the FY 1999 final budget. In addition, NAFTA-TAA's more generous eligibility provisions were not included in the recent reauthorization legislation of the basic Trade Adjustment Assistance (TAA) program. *Specifically, the Administration should reintroduce the FY 1999 legislative package and work to ensure that basic TAA legislation be amended to incorporate the NAFTA-TAA's broader eligibility criteria.*
- **Extended reach of the North American Development Bank (NADBank).** The NADBank is financed at \$3 billion, most of which (90%) is dedicated to environmental projects along the border. The remaining 10% of resources are dedicated to the Community Adjustment and Investment Program (CAIP) which lends for the purposes of job creation in trade-affected communities nationwide. In order for the CAIP to be effective it requires a

significant amount of the resources (originally promised at \$150 million). In this year's budget package the Administration was able to fund the CAIP at an additional \$10 million, bringing the CAIP's capital resources to \$32.5 million. *The Administration should continue the progress made this year by increasing resources for the CAIP by an addition \$27 million. In addition, the Administration should work with the U.S. Department of the Treasury to expand the scope of the environmental side of the Bank to include community development projects, and expand the number of federal programs available to the NADBank to leverage funds.*

### **EQUAL ACCESS TO INFORMATION AND DATA**

The 1990 decennial Census failed to count about five percent of the Hispanic population. Because of ineffective data collection methods and insufficient education and outreach efforts, a significant number of Latinos did not or could not respond to Census mail-in questionnaires or interviews. NCLR believes that there are several policy options the Administration can pursue to remedy these issues. Such policy items include:

- **Intensive efforts in the 2000 decennial Census to count hard-to-count populations like the Hispanic population.** Should the U.S. Census Bureau be forced to undertake the 2000 Census without the benefit of using statistical "sampling," greater public information and outreach activities will be needed to ensure that one million Hispanics are not missed during this decennial count. *If the Supreme Court rules against sampling, the Administration should request sufficient and targeted funding for non-response follow-up activities in hard-to-count areas. Specifically, this will mean increased funds toward hiring more community liaisons in Hispanic communities, increasing community-based partnerships, and increasing broad public information efforts. However, if the Court upholds sampling, the Administration should develop and implement a vigorous advocacy campaign to assure Congressional approval of sampling for the 2000 Census.*
- **Create and support expanded data access and dissemination efforts in minority communities.** The Census Bureau is currently in the process of implementing a new data access and dissemination system called American Fact Finder. This new system is internet-based and is designed to increase public access to necessary data and reduce the dissemination burden on the Census Bureau. As a result, the Census Bureau has decided to reduce significantly the number of paper products normally distributed after a decennial count. For Hispanics and other minorities, access to the internet and computers in general is a significant problem. In many cases, the only data sources available in these communities are the paper products produced and disseminated by the Census Bureau. *Given the importance of this information to these communities, and the national goals of increasing*

*computer literacy and access to information technology in disadvantaged communities, the Administration should include \$20 million to support an initiative that increases the access and usability of Census data in minority communities. This could be done either through increased funding for the Census Bureau or by expansion of the National Telecommunications and Information Administration's (NTIA) information infrastructure grants.*

## **EQUALITY OF EDUCATIONAL OPPORTUNITY**

As you know, Latinos' educational status lags significantly behind that of other groups. The Hispanic Education Initiative (HEI) represents a major step toward improving educational opportunities for Latino children. A considerable effort will be needed to ensure that the HEI has the intended effect of reducing drop-out rates, increasing high school completion rates, and increasing the number of Hispanic youth who enroll in colleges and universities. This is particularly true since Hispanics are severely under-served by most education programs, including those included in the HEI. *Notwithstanding these efforts, NCLR believes the Administration should work to continue the progress of the Hispanic Education Initiative by requesting significant funding increases for key education programs. These programs include:*

- **HEP/CAMP.** *This year's budget agreement contained \$9 million for HEP and \$4 million for CAMP. For FY 2000, we urge the Administration to propose increases in HEP and CAMP of \$15 million and \$7 million, respectively.*
- **Migrant Education.** *After five years of level funding, this year's budget contained an increase of \$50 million to \$355 million in Migrant Education funds. However, the program needs additional funding if it is to serve migrant students adequately. An increase of \$45 million would go a long way toward helping to effectively serve migrant youth.*
- **Hispanic Serving Institutions.** *The final budget agreement included a \$16 million increase to \$28 million. The program is now authorized under the Higher Education Amendments Act of 1998 at \$62.5 million. For FY 2000, the Administration should continue to push for full funding.*
- **TRIO.** *This year TRIO programs received \$600 million, but its new authorization level is \$700 million. The Administration should work toward full funding of TRIO.*

*In addition, the Administration should implement a series of administrative and regulatory reforms required to improve the responsiveness of these programs to the Hispanic community. Specifically, the Administration should revise Notices of Fund Availability (NOFA), deploy discretionary funding, and revise proposal review procedures to target funding more effectively to Hispanics (see attached memorandum to Olivia Golden on Head Start; similar reforms could be implemented for TRIO and other programs).*

## INVESTMENT IN CENTRAL AMERICA AND THE CARIBBEAN

Hurricane Georges and Hurricane Mitch have devastated Central America and the Caribbean. Together, these storms destroyed cities, shattered infrastructures, and led to the loss of thousands of lives in Honduras, Nicaragua, El Salvador, Guatemala, Dominican Republic, and Puerto Rico. Government officials and relief workers in these areas estimate over 11,000 persons dead, two million homeless, and 13,000 missing. Undoubtedly, this crisis will require a long-term, sustained assistance effort if the region is to recover. We believe it is critical for the Administration to invest in these regions to stabilize their economies and political systems, to control the spread of disease, and to prevent increased suffering in these and surrounding countries. *Specifically, the Administration should include \$2 billion in an Emergency Supplemental Appropriation partially to fund the first year of a multi-year, long-term aid plan for Central American and Caribbean nations decimated by Hurricanes Mitch and Georges.*

## CONCLUSION

We understand the considerable fiscal constraints in developing the FY 2000 budget. We believe that much can be done "off budget" to improve the responsiveness of federal programs to Latinos, but there are also a number of important proposals requiring new investments. In addition, we believe that a stronger case needs to be made for increased domestic investments. Otherwise, the combination of the budget caps and other competing priorities like tax cuts will preclude any serious investments in education, training, or other areas, not just for FY 2000 but for years to come. Considering tight budget "caps," as well as tax cut proposals, and your commitment to devote the surplus to Social Security, NCLR believes you should consider advocating a number of financing strategies, including:

- Making an explicit case for investments in domestic priorities, particularly those like education, which will promote our future economic security and protect the solvency of Social Security, Medicare, and other essential systems.
- Call for reductions in "corporate welfare," increased surcharges on tobacco, recapture of tax revenues on profits earned abroad, or other revenue-generating proposals needed as "offsets," given the budget caps. NCLR has some specific ideas in this regard.

NCLR is particularly concerned that, in the current budget environment, it is becoming increasingly difficult to secure resources for investment in programs to ensure that all Americans are well educated and well-prepared to participate in the work force. Just as your Administration has insisted that the first order of business for the budget surplus is preservation of Social Security, it is appropriate to focus attention on the need for domestic investments essential to the future solvency of the Social Security system. NCLR strongly believes that investments in education, and in providing preparation and training to Latino workers, are directly connected to the Social Security issue, because these workers represent a substantial and growing portion of the workers whose earnings will be needed to sustain the system in the future.

Letter to President Clinton  
December 1, 1998  
Page Ten

Finally, we urge you in the strongest possible terms to send a message to the Latino community that the Administration understands that ensuring an educated, well-prepared Hispanic workforce is in the best interest of all Americans. Investments in education, training, and in the full integration of immigrants into American life both reflect this important commitment, and communicate to all Americans that our futures are inextricably linked.

Sincerely,



Raul Yzaguirre  
President

cc: Maria Echaveste  
Jack Lew  
Janet Murguia  
Bruce Reed  
Gene Sperling

## HISPANIC PARTICIPATION IN FEDERAL TRIO PROGRAMS ISSUE BRIEF

April 1998

Contact: Raul González  
(202) 776-1734

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### Overview

The Hispanic population is rapidly growing; it is projected to be one-fourth of the total U.S. population by the year 2050. Even though Hispanics constitute more than 40% of net, new labor force entrants, our education system is not meeting the challenge of adequately preparing Latinos for the 21<sup>st</sup> century workplace. Hispanics continue to face some of the most daunting challenges to completing high school and going on to college. For example:

- **Latino children have a higher poverty rate than any group of children.** Between 1993 and 1995, the number of Latino children living at the poverty level nearly doubled from 21% to 40%. Today, Hispanics constitute 10% of the total U.S. population, but nearly 30% of low-income children, according to Census data.
- **Latino students are more likely to be retained in grade.** According to the *U.S. Census Current Population Survey (CPS)*, among 15- to 17-year-olds, 39.9% of Latinos were retained in grade, compared to only 29.6% of White students.
- **The Latino dropout rate of 30% exceeds that of all other groups.** The CPS data also show that students who are retained in grade are at higher risk of dropping out of school. Of the 13.3% of 16- to 24-year-olds who repeated one or more grades by 1995, approximately one-quarter had dropped out by 1995. Thus, Latinos are doubly disadvantaged.

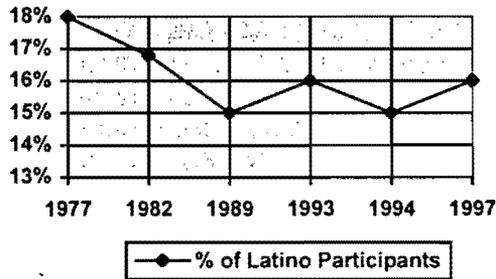
### Hispanic Participation in TRIO Programs

Given that in 1997 Hispanics constituted approximately 30% of poor children in the United States, Hispanics should constitute about 30% of children served by federal education programs. Unfortunately, despite the alarming statistics cited above, Hispanic students are under served by federal education programs designed to serve the neediest of our children, including the so-called "TRIO" programs. TRIO programs were created to serve disadvantaged children and youth by providing intervention services, such as outreach to school dropouts, to increase secondary school completion rates. In addition, support services, including financial and personal counseling, are provided to help disadvantaged students complete postsecondary education. The most important of these programs for Latinos are Talent Search and Upward Bound. Unfortunately, Latino youth are underrepresented NCLR in these programs, as the data below clearly show.



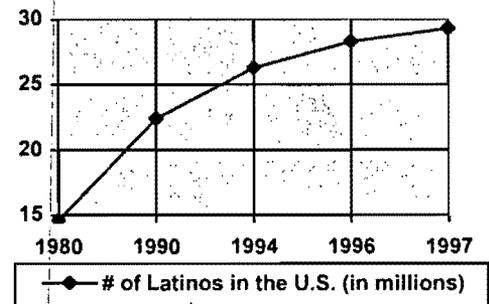
- While Latinos constitute approximately 30% of all poor children. In 1997, *only 16% of students participating in TRIO programs were Hispanic.*
- The percentage of Latinos served by TRIO has decreased over time. In 1977, for example, 18% of students participating in TRIO programs were Latino, compared to 16% in 1997 (see chart A below). This decrease occurred during a period in which the Hispanic population increased from nearly 15 million of the total population in the 1980 Census to more than 29 million in 1997 (see chart B below).

**Chart A - Latino Participation Rate Has Decreased**



Source: US Dept. of Education

**Chart B - While Population Has Increased**



Source: US Census

## Misleading Participation Data

Because some published data includes Puerto Rican participants, but excludes Puerto Rico poverty statistics, it may appear that TRIO programs are reaching disadvantaged children from all backgrounds proportionately. Some have inaccurately claimed that about 20% of TRIO participants are Latino. This percentage is based on U.S. Department of Education data which include students from Puerto Rico participating in TRIO programs. *However, these numbers are measured against population eligibility data that do not include Puerto Rico.*

In order to achieve “apples to apples” comparisons, one must either delete Puerto Ricans from the participant category, or add Puerto Rican poverty statistics to the eligibility category.

- If Puerto Rican participants are eliminated from the participant category, the percentage of Hispanics served by TRIO drops from 20% to 16% in 1997.
- If Puerto Rico poverty statistics are added to the eligibility category, then the proportion of Hispanics within all persons eligible for TRIO increases from 28% to approximately 33%.
- By either standard, Hispanics are under-served by 12 to 13 percentage points.

If Latinos were equitably served by TRIO, which according to the U.S. Department of Education included approximately 671,102 participants in the 1996-97 program year, by either method of comparison, Hispanic TRIO program participation would be dramatically higher.

- In the 1996-97 program year, there were about 107,376 Hispanic participants (16% of 671,102).
- If, in 1996-97, Hispanics were equitably served, then Latino participation would have been approximately 187,909 (28% of 671,102).

Thus, more than 80,000 eligible Latinos should be, but are not, served by TRIO programs. Moreover, these data understate the degree of underrepresentation in TRIO. In addition to poverty status, TRIO eligibility is based on first-generation college attendance. Since Hispanics have the lowest rates of college attendance of any major population group, the actual proportion of Latinos within the total pool of TRIO-eligible students is higher than the 28% (excluding Puerto Rico data) or 33% (including Puerto Rico data) figures cited above.

## **Latino Participation in Selected TRIO Programs**

### **Talent Search**

Talent Search programs reach students in grades six through 12 to identify, encourage, and assist students from disadvantaged backgrounds in completing high school and entering college. Additionally, the program serves high school dropouts by encouraging them to complete their education. Program services include counseling, information on college admissions, financial aid and scholarships, and trips to college campuses.

- Total number of students served in FY 1993: 300,981
- Percentage of Latino students who are eligible: 28%
- Number of Latino students served: 49,248
- Percentage of all participants who are Latino: 16%
- Number of eligible Latino students who would be served if equitably represented: 84,275

### **Upward Bound**

Through special instruction, Upward Bound programs provide participants ages 13 to 19 with skills to succeed in postsecondary education. In addition to instruction in basic skills, participants receive academic and financial counseling to enhance their chances of completing high school and entering and graduating from college.

- Total number of students served in FY 1993: 44,684
- Percentage of Latino students who are eligible: 28%
- Number of Latino students served: 7,062
- Percentage of all participants who are Latino: 15%
- Number of eligible Latino students who would be served if equitably represented: 12,512

## Policy Recommendations

Representative Ruben Hinojosa (D-TX) and Senator Jeff Bingaman (D-NM) have introduced legislation to the "Higher Education Amendments Act of 1998" (H.R. 6) that would give new applicants a chance to compete for TRIO funds. Some who oppose their efforts have argued incorrectly that Representative Hinojosa and Senator Bingaman are attempting to alter the scope of the program to focus solely on dropout prevention, and that they are making participation in the program "race based." *Their legislation would not change the way existing or new programs operate, nor would it grant preferential treatment to applicants proposing to serve specific racial or ethnic groups.* Representative Hinojosa and Senator Bingaman are attempting to create a "level playing field" for all applicants, while ensuring that current programs can continue providing services.

The amendment authored by Representative Hinojosa and Senator Bingaman would be triggered *only if the amount of funds appropriated for TRIO exceeds the fiscal year 1998 amount, \$530 million.* If future allocations exceed this figure, the excess funds would be distributed in a way that provides *equal* preference points for programs with "prior experience" and applicants serving eligible populations in geographic areas which have been underserved by TRIO, and the degree to which these applicants serve schools with high dropout rates.

### Sources

"Dropout Rates in the United States: 1995," National Center for Education Statistics, July 1997.

"Federal TRIO Programs," Office of Postsecondary Education, United States Department of Education, Spring 1998.

"Digest of Education Statistics, 1997," National Center of Education Statistics, December 1997.

"Historical Poverty Tables," United States Bureau of the Census Website.

## MEMORANDUM

TO: Olivia Golden  
Helen Taylor

FROM: Charles Kamasaki *ck*

DATE: October 7, 1998

SUBJ: Head Start Recommendations

### Background

The purpose of this memorandum is to follow up on the recent meeting you held with representatives of a number of national Latino organizations, including the National Council of La Raza (NCLR). At that meeting, a number of ideas designed to improve the responsiveness of the Head Start program to the Hispanic community were discussed briefly, and NCLR agreed to provide a more detailed written description of some of these ideas directly to you.

### Policy Context

NCLR believes that there are two sets of problems that ACF should address. The first involves issues of "quantity," i.e., the persistent underrepresentation of Latinos in the basic (non-migrant) Head Start program (see attached). The second issue is quality, defined at least in part by a reasonable suspicion that few programs are using or have access to appropriate methods of and resources to support early childhood instruction for Latinos and language minority children.

Furthermore, the recommendations in this memorandum are predicated on several other assumptions. First, we believe that affirmative legislative action to better target Head Start resources to Hispanic children is unlikely in the current political climate (although we know of a few members on both sides of the aisle who have expressed some interest in the underrepresentation issue). For this reason, we have not included legislative recommendations in this memorandum. Similarly, we assume that explicitly "race conscious" regulatory actions are off the table.

Finally, we note that NCLR assumes that this is a serious process undertaken by both sides in good faith. We first brought these issues to the Department's attention in 1993. For several years after that, some in the Department essentially denied the existence of a problem. In this context, some might argue that any incremental progress that the Department achieves over the



next two years might arguably undermine "making the case" for more serious reforms in the future. Notwithstanding this risk, NCLR believes that it is obligated to do everything in its power to help the Department identify and implement steps to reduce Latino underrepresentation and improve quality. I note that if this does not turn out to be a serious process, we would reserve the right to pursue other options, including seeking broader legislative reforms.

## **Recommendations**

1. **PROCEDURAL IMPROVEMENTS:** These include actions that might improve the process through which policies are designed, grantees are selected, and programs are implemented. The value of such changes is that they arguably improve the basic "infrastructure" of the program; the downside is that it is likely to be many years before any tangible changes result from these "process" improvements.
  - Increase staff expertise in early childhood development for Latino and language minority children (both career and political appointees).
  - Increase number of proposal reviewers who have expertise in serving Hispanic and language minority children, such that each set of proposal review teams includes persons with such expertise.
  - Enhance the capacity of the Department to serve Latino and language minority kids through hiring of qualified Latino staff, retaining a pool of consultants who specialize in these issues, conducting relevant staff development and training sessions, and other means.
  
2. **IMPROVE TARGETING OF EXISTING FUNDING:** These include actions to help shift program resources to more effectively and equitably serve Hispanic and language minority children. The importance of such changes is that they have the potential to realign significant dollars to Latinos and other under-served communities; the downside includes likely resistance from the Head Start bureaucracy (and presumably grantees):
  - Revise NOFAs and proposal scoring systems to require/encourage improved targeting, based on special population groups or geographic areas. For example, at least one set of HUD NOFAs in the early 1990s explicitly established priorities for serving communities in the Southwest, based on research demonstrating a shortage of community development corporations in this region. Similarly, a recent HUD NOFA for homeownership programs established priorities for applicants serving new immigrants, based on research demonstrating the importance of this population group as prospective homeowners. In the Head Start context, NOFAs could be written to target funding to rapidly-growing population groups such as new immigrants, language minorities, and/or children of high school dropouts (all of which are pretty good proxies for Latinos); or geographic areas such as broad regions (California,

Southwest, Northeast, Washington, DC) that might be under-served; and/or specific neighborhoods experiencing significant Latino population growth.

- A variant of this approach that might meet less resistance might be to take some portion of "new" money, i.e., funding available due to new authority or increases in appropriations, for such special targeting. One particularly interesting opportunity involves the potential new funding in the Head Start reauthorization's Family Literacy Services provisions which provide for 100 Head Start agencies to engage in collaborative partnerships with other entities. This would appear to be an ideal opportunity to draft a NOFA which targets a substantial portion of such funding to collaborations that serve Latino and language minority populations.
- This might also be accompanied by improved outreach and technical assistance to prospective grantees, either those replacing de-funded providers or for new competitions as service areas are re-defined. This could be done as part of the existing T&TA Cooperative Agreement, or through discretionary funding, e.g., purchase orders.

3. **AGGRESSIVE TARGETING OF DISCRETIONARY FUNDING:** These include measures to maximize use of discretionary funding to alleviate underrepresentation of and/or improve quality of services to Latino children. One advantage of this approach is that we might reasonably expect quick results, i.e., implementation in a single funding cycle; the downside is that gains could be transitory and the resource levels affected are relatively small.

- Conduct pilot and demonstration programs assessing the efficacy of various approaches to serving language minorities, new immigrants, and/or children of high school dropouts. One particularly attractive approach given Proposition 227, the Administration's literacy initiative, and proposals for the expansion of standardized testing might be programs designed to ensure that children are "ready to read" by the time they leave Head Start. Similarly, various "family reading" programs (such as the Family Literacy program mentioned above, to the extent the program includes any discretionary funding) to encourage greater parental involvement, or tutoring programs using volunteers, might make sense. Such efforts could have the virtue of being able to improve both the quantity (albeit very modestly) and the quality of services to Latinos simultaneously.
- In this connection, there may be opportunities to conduct joint programs with various divisions in the Department of Education, particularly with the Office of Bilingual Education and Minority Language Affairs (OBEMLA), various Adult Education Act programs, and/or the Office of Educational Research and Improvement (OERI).

- Establish a clearinghouse or center to evaluate, identify, and disseminate “best practices” for serving the target population(s). One center (modeled after the Title VII bilingual education clearinghouse) or a group of centers (modeled after the regional Title I or desegregation assistance centers) could encourage existing mainstream providers to serve greater numbers of Latino and language minority kids by helping them to establish and implement special initiatives responsive to their needs.
- Assure that training and technical assistance resources are targeted to providers with a commitment to and expertise in serving the target populations, a description that most observers would agree does not include the existing T&TA cooperative agreement. One variant of this idea could involve encouraging the principal T&TA providers to establish partnerships with organizations with greater expertise in serving Latinos and other language minority populations.

NCLR greatly appreciates the opportunity to provide you with our views on these issues, and looks forward to discussing these issues with you again in the near future. If you have any questions, or if you need additional information, please feel free to contact me or Ariana Quinones, Director of NCLR’s Center for Community Educational Excellence at (202) 785-1670.

# FAX TRANSMITTAL COVER PAGE

## Browning Public Schools

*'Home of Indian Pride'*

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P. O. Box 610  
Browning, MT 59417

Phone: (406) 338-2715  
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DATE: 8/21/98

TO: William J. Winston  
Office of the President

FAX NUMBER: 202-456-5581

FROM: Terry Whitright  
Director Blackfoot Native American Studies  
School Dist. #9



This FAX transmission consists of 3 pages (inclusive of this cover page). If this FAX transmission is not being received properly or is not readable, please call (406) 338-2715. For return telecopy messages, our machine is a Xerox 3006.



MESSAGE: phone # 406-338-2715 ext. 211  
fax # 406-338-2708



# FAX

Blackfeet Native American Studies  
Browning Public Schools  
P. O. Box 610  
Browning, MT 59417

Date 06/03/98  
Number of pages including cover sheet 2

To: William J. Clinton  
Office of the President  
Washington DC 20515

From: Terry Whitright Director

Phone 202-757-5000  
Fax Phone 202-456-5581  
CC:

Phone 406-338-2715 ext 211  
Fax Phone 406-338-3319

**REMARKS:**

- Urgent
- For your review
- Reply ASAP
- Please comment

# Browning Public Schools

SCHOOL DISTRICT NO 9  
P O BOX 610

Browning, Montana 59417

406-338-2715

June 1, 1998

President William Jefferson Clinton  
Office of President  
Washington D.C. 20515

Dear President Clinton;

I am writing to urge you to oppose HB 3892 "The English Language Fluency Act" because it is harmful legislation aimed directly at language minority children and their families. I urge you to oppose the educational straightjackets this legislation would impose on the parents, schools and teacher because it:

Eliminates needed teacher training programs which only exacerbates the current shortage of qualified bilingual and English as second language teachers; lowers standards and expectations for limited English proficient (LEP) students by emphasizing "master English" as quickly as possible at the expense of advanced academic and analytical skills; infringes on the ability of local schools to make critical decisions on appropriate curriculum and assessments. This bill creates a federal mandate by requiring all LEP students entering Kindergarten to "master the English" by the end of first grade. For all other LEP students entering the schools after Kindergarten, schools are mandated to move all LEP children out after two years. Even though LEP students may be in need of additional services, HB 3892 cuts off all funding for programs offering assistance to LEP children after three years. Furthermore, HB 3892 prohibits local schools from exempting LEP students from State standardized achievement test in English. If the school and parents of an LEP child determine it is inappropriate to test the child, the bill requires the Secretary of Education to punish the state and school by withholding all funds; voids all past and current "consent decrees" entered into by local school districts, parents and the Office for Civil Rights which undermines Congressional efforts to protect the civil rights of language-minority children under Title VI of the Civil Rights Act and the Equal Educational Opportunity Act.

If this legislation is passed the effect it would have on the Blackfeet Indian community, school, and most of all our students will be devastating. We have just begun to implement a dual language program which will increase proficiency in both our native and English languages. This is proving to be a highly effective means of contributing to academic excellence and equal educational opportunity for limited English children.

I strongly urge you to veto this harmful, politically motivated and educationally unsound bill. I also urge you to oppose any other measure which attempts to narrow the purpose, lower the standard, or restrict the scope of the Bilingual Education Act.

Sincerely:



Terry Whitright, Director  
Blackfeet/Native American Studies  
Bilingual Education



Dear:

Thank you for your letter of July 21 regarding the educational needs of limited English proficient children in the context of my national standards and testing initiative. I believe strongly that we must have national standards and tests in the basic skills if we are to provide all of our students with the world-class education they deserve.

I know that you have met recently with Secretary of Education Riley to discuss the recommendations in your letter. As you know, members of my staff and officials of the Department of Education have been meeting with your staffs and with others in the Hispanic and education communities who share your concerns.

Thus, the issues you have raised have been the topic of ongoing discussions within the Administration. As a result, a number of the recommendations you have made are already being included in our plans for developing and implementing the national tests, while others are still under review. My Administration will continue to consult with you as this review proceeds, and before final decisions are made.

Let me share with you the steps we are taking in response to your recommendations.

**Testing in native languages.** The purpose of the 4th grade test is to test student proficiency in reading in English. I understand your concerns that the testing not be done in a fashion that excludes limited English proficient students who have not had sufficient time to learn English. I believe this is an important issue to address, and have asked the Department of Education to develop recommendations on how this can be done. My Administration will consult with you before any final determinations are made on this issue.

While this review is underway, it is useful to note that under Title 1 requirements, all students must be included in the required assessments, and students must be tested in the language that will best enable them to demonstrate subject matter mastery. Therefore, local school systems participating in Title 1, including those participating in the national testing initiative, must include LEP students in assessments, including in assessments of reading comprehension. While specific testing practices vary from school district to school district, many LEP students are already being tested in reading comprehension in their native language, and I fully expect this practice will continue.

**Allowing appropriate accommodations.** The Education Department and its test development contractor, in consultation with an advisory committee that is developing test specifications as well as with other testing and language experts, are developing a set of accommodations for testing LEP students taking the reading and math tests in English. Accommodations may include, for example, giving LEP students extra time for completing the test, or making the test an "untimed test" in which all students are given the time they need. When the set of accommodations are finalized, test publishers that market the tests will be required to incorporate them into test administration procedures.

**Reporting to parents.** I agree that we must make every effort communicate to the parents of limited English proficient students the purpose and use of the national tests. To a large extent, the effectiveness of these tests rests on the ability of parents to fully understand the standards their children are expected to meet, and to use the test results to secure extra help for their children, where it is needed, and as a catalyst for school improvement. Therefore, the test results and other appropriate information will be provided to parents in languages they understand. In addition, the Education Department's Office of Bilingual Education and Minority Languages Affairs will be working with a group of urban districts which enroll large numbers of LEP students to support these districts with strategies and materials to help inform parents about the purposes of the tests, and to help prepare students to meet the standards.

**Monitoring the implementation of the tests.** The Education Department will contract with the National Academy of Sciences to evaluate the implementation of the tests. This evaluation will include random spot checks to determine the extent to which test administration procedures (including with regard to the inclusion of students in the testing program and the use of appropriate accommodations) are being properly implemented.

In addition, my Administration strongly supports the use of school district and school report cards, which include the disaggregated reporting of test results. Because Title 1 requires that test results be disaggregated, a growing number of states and local school districts have already adopted this practice. I fully expect that this trend will continue, and that national test results will be reported in this fashion. The Education Department will continue to monitor and encourage this process at the state and local levels. If necessary, it will provide appropriate assistance to strengthen these trends.

Secretary Riley and I are committed to working with you, with key local education leaders, and with others who support raising academic standards in the basic skills for all students, to continue to find constructive ways of addressing the needs of limited English proficient students as we proceed with the development and implementation of national tests in the basic skills.

Sincerely

Bill Clinton

# Congress of the United States

Washington, DC 20515

July 21, 1997

The Honorable William Jefferson Clinton  
President of the United States  
The White House  
1600 Pennsylvania Avenue, N.W.  
Washington, D.C. 20500

Dear Mr. President:

We write to urge you to consider the educational needs of limited English proficient children as you continue to develop and implement the proposed national test. The current plan to develop and administer the national test in reading and math raises serious issues of equity for limited English proficient students ("LEP").

The proposed national test has been hailed as a tool to hold school districts accountable for providing a quality education for *all* students. If this goal is to be met, the test should be developed and administered in such a manner that will maximize inclusion of LEP students.

We are concerned that the current plan for the 4th grade reading test is being characterized as a "reading test in the English language." This will lead to the exclusion of 3 million LEP students. Allowing LEP students to be excluded from the test will perpetuate the educational marginalization of a sizeable portion of students and parents-- most of them Hispanic.

The national test in reading is purported to measure students' ability to read-- construct, extend and examine the meaning of what they read. However, for LEP students the test in English will only be measuring a students' proficiency in English when an assessment tool in their native language could assess their reading skills. Assessing the students' actual reading skills is vital as the skills are transferable to the second language.

To maximize inclusion of LEP students, we urge you to:

- a) **Fund the development of testing instruments that yield reliable and accurate results for LEP students, including assessments in native languages.**

- b) **Make a commitment to allow appropriate accommodations for LEP students taking the reading and math test in English.** We understand that the current plan does not specifically state what, if any, accommodations would be made for LEP students. The accommodations allowed for LEP students should be specifically outlined in the contract for the development of the test.
- c) **Make a commitment to communicate to the parents of limited English proficient students the purpose and use of the national test.** Current proposals leave test reporting strategies as state and local options. Parents who do not understand English should receive test results in the language the parents understand regardless of the language in which the student was tested.
- d) **To ensure equity, implement procedures to properly monitor the extent to which students are included and to appropriately evaluate the implementation of the national test.** One method of monitoring school districts for equity is to require school districts to disaggregate the national test data on the number of students taking and not taking the test by race, ethnicity, gender, disability, LEP status, and Title I status. Because Title I assessment results are mandated to be disaggregated within each State, local educational agency, and school by gender, major racial and ethnic group, English proficiency status, migrant status and disability population, disaggregation of national testing data is not unduly burdensome.

We understand that the current proposal includes plans for further research on assessments for LEP students. While we believe that more research in this area is needed, it alone is not sufficient to ensure equal access to educational opportunities for LEP students.

The Congressional Hispanic Caucus remains committed to ensuring that all of the educational initiatives improve education for Hispanics and all students. We look forward to discussing these concerns with you directly.

Sincerely,

Rubin Hingosa

Mary B. Gungy

Carlos Romeo Bonelo

Alonzo Ortiz

Yunus Sun

Ciro Rodriguez

Flora J.

Jose E. Serrano

Robert A. Underwood

Steve Ry

Luís V. Gutierrez

Myra J. Lopez

Loretta Sanchez

Luille Royal-Allard

Ed Pastor

Esteban Torres

WHITE HOUSE STAFFING MEMORANDUM

Date: 03-23-99 ACTION / CONCURRENCE / COMMENT DUE BY: 04-06-99

Subject: A Report from the Board of the Corporation for Public Broadcasting

	ACTION	FYI		ACTION	FYI
VICE PRESIDENT	<input type="checkbox"/>	<input type="checkbox"/>	MOORE	<input type="checkbox"/>	<input type="checkbox"/>
PODESTA	<input type="checkbox"/>	<input type="checkbox"/>	NASH	<input type="checkbox"/>	<input type="checkbox"/>
ECHAVESTE	<input type="checkbox"/>	<input type="checkbox"/>	REED	<input checked="" type="checkbox"/>	<input type="checkbox"/>
RICCHETTI	<input type="checkbox"/>	<input type="checkbox"/>	RUFF	<input type="checkbox"/>	<input type="checkbox"/>
LEW	<input type="checkbox"/>	<input type="checkbox"/>	SOSNIK	<input type="checkbox"/>	<input type="checkbox"/>
BERGER	<input type="checkbox"/>	<input type="checkbox"/>	SPERLING	<input type="checkbox"/>	<input type="checkbox"/>
BLUMENTHAL	<input type="checkbox"/>	<input type="checkbox"/>	STEIN	<input type="checkbox"/>	<input type="checkbox"/>
CAHILL	<input type="checkbox"/>	<input type="checkbox"/>	STERN	<input type="checkbox"/>	<input type="checkbox"/>
FRAMPTON	<input type="checkbox"/>	<input type="checkbox"/>	STREETT	<input type="checkbox"/>	<input type="checkbox"/>
IBARRA	<input type="checkbox"/>	<input type="checkbox"/>	TRAMONTANO	<input type="checkbox"/>	<input type="checkbox"/>
JOHNSON	<input type="checkbox"/>	<input type="checkbox"/>	UCELLI	<input type="checkbox"/>	<input type="checkbox"/>
KLAIN	<input type="checkbox"/>	<input type="checkbox"/>	VERVEER	<input type="checkbox"/>	<input type="checkbox"/>
LANE	<input type="checkbox"/>	<input type="checkbox"/>	WALDMAN	<input type="checkbox"/>	<input type="checkbox"/>
LEWIS	<input type="checkbox"/>	<input type="checkbox"/>	YELLEN	<input type="checkbox"/>	<input type="checkbox"/>
LINDSEY	<input type="checkbox"/>	<input type="checkbox"/>	_____	<input type="checkbox"/>	<input type="checkbox"/>
LOCKHART	<input type="checkbox"/>	<input type="checkbox"/>	_____	<input type="checkbox"/>	<input type="checkbox"/>
MARSHALL	<input type="checkbox"/>	<input type="checkbox"/>	_____	<input type="checkbox"/>	<input type="checkbox"/>

REMARKS:

RESPONSE:

THE WHITE HOUSE  
CORRESPONDENCE TRACKING WORKSHEET

99 MAR 23 AM 11:23

INCOMING

DATE RECEIVED: MARCH 19, 1999

NAME OF CORRESPONDENT: MR. ROBERT T. COONROD

SUBJECT: SUBMITS TO THE PRESIDENT, FOR TRANSMITTAL TO CONGRESS, A REPORT FROM THE BOARD OF THE DIRECTORS OF THE CORPORATION FOR PUBLIC BROADCASTING SUMMARIZING ITS EFFORTS IN '98

ACTION DISPOSITION

ROUTE TO: OFFICE/AGENCY (STAFF NAME) ACT CODE DATE YY/MM/DD TYPE RESP C COMPLETED D YY/MM/DD

TIM SAUNDERS ORG 99/03/19 C 99/3/23

*Phil Caplan*

REFERRAL NOTE:

*A 99/3/23*

REFERRAL NOTE:

REFERRAL NOTE:

REFERRAL NOTE:

REFERRAL NOTE:

COMMENTS:

*FOR the President's xmittal to the Congress*

ADDITIONAL CORRESPONDENTS: MEDIA: L INDIVIDUAL CODES:

MI MAIL USER CODES: (A) (B) (C)

- \*ACTION CODES: \*DISPOSITION \*OUTGOING \*
- \*A-APPROPRIATE ACTION \*A-ANSWERED \*CORRESPONDENCE: \*
- \*C-COMMENT/RECOM \*B-NON-SPEC-REFERRAL \*TYPE RESP=INITIALS \*
- \*D-DRAFT RESPONSE \*C-COMPLETED \* OF SIGNER \*
- \*F-FURNISH FACT SHEET \*S-SUSPENDED \* CODE = A \*
- \*I-INFO COPY/NO ACT NEC \* \*COMPLETED = DATE OF \*
- \*R-DIRECT REPLY W/COPY \* \* OUTGOING \*
- \*S-FOR-SIGNATURE \* \*
- \*X-INTERIM REPLY \* \*

REFER QUESTIONS AND ROUTING UPDATES TO CENTRAL REFERENCE (ROOM 75, OEOB) EXT-2590  
KEEP THIS WORKSHEET ATTACHED TO THE ORIGINAL INCOMING LETTER AT ALL TIMES AND SEND COMPLETED RECORD TO RECORDS MANAGEMENT.

TO THE CONGRESS OF THE UNITED STATES:

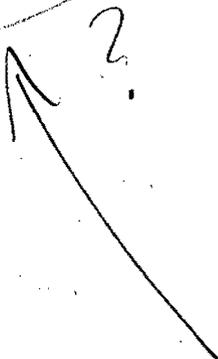
As required by section 19(3) of the Public Telecommunications Act of 1992 (Public Law 102-356), I transmit herewith a report of the Corporation for Public Broadcasting. This report outlines, first, the Corporation's efforts to facilitate the continued development of superior, diverse, and innovative programming and, second, the Corporation's efforts to solicit the views of the public on current programming initiatives.

This report summarizes 1997 programming decisions and outlines how Corporation funds were distributed -- \$47.9 million for television program development, \$18.8 million for radio programming development, and \$15.6 million for general system support. The report also reviews the Corporation's *Open to the Public* campaign, which allows the public to submit comments via mail, a 24-hour toll-free telephone line, or the Corporation's Internet website.

I am confident this year's report will meet with your approval and commend, as always, the Corporation's efforts to deliver consistently high quality programming that brings together American families and enriches all our lives.

*William J. Clinton*

THE WHITE HOUSE,  
March 18, 1999.



*LAST SUCH TRANSMITTAL*

D R A F T

TO THE CONGRESS OF THE UNITED STATES:

As required by section 19(3) of the Public Telecommunications Act of 1992 (Public Law 102-356), I transmit herewith the report of the Corporation for Public Broadcasting.

THE WHITE HOUSE,

This draft was prepared by the Office of the Executive Clerk.

D R A F T



CORPORATION FOR PUBLIC BROADCASTING

**Robert T. Coonrod**  
*President and Chief Executive Officer*

March 10, 1999

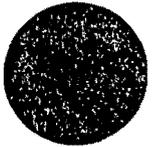
The President  
William Jefferson Clinton  
The White House  
Washington, DC 20500

Dear Mr. President:

In accordance with section 19 of the Public Telecommunications Act of 1992, Pub. L. No. 102-356, sec. 19, 106 Stat. 949, 956 (1992), the Board of Directors of the Corporation for Public Broadcasting is pleased to submit to you, for transmittal to Congress, a report summarizing its efforts in 1998 pursuant to Section 19, subparagraph (1) and (2), of the Act.

Sincerely,

Enclosure

#297534   
*Shenker*  
MAR 18 1999