

Kendra — 5-24-00

Per your request

Debbie Bird



NE.

THE WHITE HOUSE
WASHINGTON

May 9, 2000

The Honorable Thomas R. Carper
Governor of Delaware
Dover, Delaware 19901

Dear Tom:

Congratulations on the passage of your education accountability package. I was heartened to see that your efforts to improve education for the students of Delaware are succeeding. By increasing accountability and raising standards for students, teachers, and administrators, your work helps ensure that Delaware will be competitive in the 21st century.

Your reform agenda in Delaware mirrors my focus on investing more in our schools and demanding more from them. This is an agenda that is producing results around the country. As you know, test scores, even amongst our most disadvantaged students, are rising as a result of our efforts. I applaud your commitment to this important issue and the results that you are achieving.

Throughout your time in public service you have been a champion of education. I look forward to continuing to work with you to improve our nation's schools.

Sincerely,

SEND OUT TODAY

CC: MICKEY I.

000510

done
in
5/10/00

September 22, 2000

Mr. and Mrs. Donald G. Fisher
The Gap, Inc.
1 Harrison Street
San Francisco, California 94105

Dear Doris and Donald:

I recently learned of your gift to the Knowledge Is Power Program, and I want to applaud you for your generosity and commitment to such a worthwhile endeavor.

Our nation faces no task more important than ensuring that every child -- without regard to race or station in life -- has access to a world-class education and learns the skills necessary to succeed. KIPP is helping many underprivileged young people reach their full potential, and you can take pride in knowing that you are making a difference in the lives of others.

Hillary joins me in sending best wishes to you both.

Sincerely, **BILL CLINTON**

BC/CKS/JHO/SH/emu (Corres. #7304519)
(9.fisher.dg)

cc: DAC/LL, 94
cc: ~~Kendra Brooks, 217~~
cc: John Wertman, 97

MEMO

TO: Maria
FROM: Kendra Brooks
J.B. Buxton
Caroline Chang
Bethany Little
DATE: August 30, 2000
RE: Creating the Political Will report

Some of the strategies
we like
Some we don't like
Y

The report "Creating the Political Will" begins with an explanation of the Executive Orders that established the President's Advisory Commission on Hispanic Education. The first piece is a roll-out of Commission accomplishments in the past seven years. The report then introduces a general goal to "Raise the educational performances of all Hispanic students to the same level of achievement as other students in America by the year 2010" and challenges the nation to work to meet this goal. The body of the document contains four chapters; Early Childhood Education, Elementary and Secondary Education (which includes a section on language), Postsecondary Education and Graduate and Professional Education. The Elementary and Secondary Education chapter includes a section on language that is almost entirely about the benefits of biliteracy and dual immersion which is problematic.

Each chapter offers strategies for parents, school, community based organizations, private sector and the government. The report offers solid, factual data and is in general a good report, but the general tone of the report is nasty and chastising to this Administration. Following are a few pieces that were particularly offensive:

"...too few decision makers have sufficient knowledge (if any) of the educational condition of Hispanics"

"Four years have passed since we released our initial report, and still, the concerted national action necessary to close this educational achievement gap has not occurred. While small scale local and national efforts have been made, Hispanic educational achievement will continue to lag behind that of other groups unless local, state, and national leaders fully commit themselves to the task";

"The percentage of high school seniors who were Hispanic and planned to continue their education at a four-year college more than doubled between 1972 and 1992, from 24 percent to 50 percent..."

NOTE: In the first draft we received, they introduced their own goals for each topic, and read as follows (they have been removed from the second draft):

Early Childhood Education: By 2010, at least double the number of Hispanic children in early childhood education programs (from 20-40 percent);

Elementary and Secondary Education: By 2010, increase the percentage of Hispanic third graders reading at grade level and of Hispanic 8th graders completing algebra to more than 70 percent;

Postsecondary Education: Hispanic students should graduate from postsecondary education at a proportion equal to their representation in the college-age population;

Graduate and Professional Education: In the next 10 years, Hispanics should represent 8 percent of those earning master's degrees and 6 percent of those earning doctoral degrees.



WHITE HOUSE INITIATIVE ON
EDUCATIONAL EXCELLENCE FOR HISPANIC AMERICANS

July 17, 2000

TO: Maria Echaveste, Deputy Chief of Staff
Mickey Ibarra, Assistant to the President and White House Director for
Intergovernmental Affairs

FROM: Guillermo Linares
Chair, President's Advisory Commission on Educational
Excellence for Hispanic Americans

RE: Commission recommendations on the White House Strategy Session Goals

I am writing to follow up on the work of the White House Strategy Session and to provide you with the recommendations I presented to Secretary Riley on behalf of the Commission when I met with him on June 30. I believe that Sarita Brown, our Executive Director, has already conveyed this information to you, but given the importance of the topic I wanted to also provide our input in writing.

Attached please find the memo sent to you and your colleagues dated May 17. In this memo Sarita presented the Commission's general feedback regarding the proposed content of the strategy session. The Commissioners communicated the importance of treating language as an asset and offered ideas on how the strategy session might convey this message. Unfortunately, the final wording of the language goal did not prove as effective in capturing our message and therefore we offer the following change.

We suggest that goal two on language end with the wording, "...all students graduate from high school having demonstrated proficiency in English **and another language.**"

We also believe that the discussion group for goal five at the strategy session agreed that this goal should be amended to better serve closing the achievement gap. We offer the following recommendation.

For goal 5 we suggest the following change, "**By 2010, Hispanic Americans earn Associate's and Bachelor's degrees on par with their representation in the workforce.**"

I conveyed the Commission's sincere interest to strengthen the contributions of this Administration to the goal of closing the achievement gap for Latinos when I met with Secretary Riley. I write this to you in the same spirit and encourage you to contact me at 212-781-0856, or to call on our Executive Director to schedule a conference call to discuss these suggestions further with the members of the President's Advisory Commission's Executive Committee.

Cc: Secretary Richard Riley, Department of Education
President's Advisory Commission
Sarita Brown, Executive Director



WHITE HOUSE INITIATIVE ON EDUCATIONAL EXCELLENCE FOR HISPANIC AMERICANS

May 17, 2000

TO: Maria Echaveste and Members of the WH Planning Committee

FROM: Sarita E. Brown

RE: Ideas for the June 15 Conference

This memo consolidates the feedback we have received from Commissioners over the past several weeks on the White House event focussed on Latino educational excellence. This is not elegant prose but rather ideas, names of programs, people, and issues of concern that may be helpful. Please feel free to call with any questions or to receive additional information.

First, a couple of issues Commissioners advise the conference planners to consider:

- The conference must address the **federal role** in improving education for all young people. While Commissioners understand that conference planners want to emphasize looking beyond government, there must be a clear articulation of the federal role.
- To blunt the criticism that this conference is coming too late in the life of the Administration to make a difference, Commissioners encourage planners to explain, in the opening session of the conference, why the White House has chosen to commit its resources now to this issue.
- Commissioners hope that the conference will make reference to last August's White House Convening on Latino Youth and include one or two speakers from the programs to describe their continued progress since last summer.
- Commissioners hope that members of the Administration who speak will reference the body of work created in response to Executive Order 12900 which includes:

- Our Nation on the Faultline, 1996 Commission Report
- The creation of the Interdepartmental Council on Hispanic Educational Improvement
- The FY98 Annual Performance Report (attached) and pending FY99/00 Report
- The conference series, **Excelencia en Educaci3n: The Role of Parents in the Education of Their Children** (San Antonio, Los Angeles, New York, Chicago, Miami and on September 9, Washington, DC) (description attached)
- Policy Briefs on assessment and higher education
- Hispanic Serving Institutions (federal support, information kit)
- Commission's Final Report, tentatively titled, **How to Get from Here to There: Latino Educational Excellence**

Beyond these issues, we present the Commissioners' suggestions by following the five issue areas identified for the conference. We also encourage conference planners to consider the one page fact sheets prepared by the White House Initiative (early childhood, K-8, 9-12, undergraduate, and graduate and professional) as you make your strategic decisions about the conference content.

Early Childhood

In addition to strengthening federal support particularly in Head Start, the Commission suggests framing the discussion/message so that it includes practical information on practices in the home and employer support for parenting.

Commissioner Gloria Rodriguez, CEO and Founder of AVANCE, is an expert on early childhood programs and her comments from last August's Convening on Latino Youth offer good information about the topic. You may also wish to select representatives from programs from the 1st edition of What Works for Latino Youth.

Patricia Montoya, Commissioner for Children and Families, chairs the Interagency Working Group on Early Childhood that is part of the Interdepartmental Council for Hispanic Educational Improvement. This working group is developing a pilot project to expand quality early childhood programs in selected federal public housing facilities. Last month, Pat and I met with Saul Ramirez, Deputy Secretary from HUD on the proposed pilot and there may be something to report by the June conference.

Language

Commissioners recommend that the discussion/message make clear that proficiency in English is important and well-implemented bilingual education programs have accomplished this for years while not sacrificing grade level academic achievement.

Additionally, in today's global economy, language is an asset and research has long ago established that language acquisition is easier at early stages in life. Therefore, promoting dual immersion programs makes sense. The Commission fully supports Secretary Riley's message on the topic from his March 15 speech.

The Commission has offered two policy seminars addressing the private sectors support for multiple language skills among employees (see enclosed materials). Among the speakers are two that they recommend for the conference. Professor Sandra Fradd, University of Florida, has documented the positive effects of multiple language skills to employee salaries. Her work played a key role in the school district of Miami Dade adopting its English-plus-one curricula. The other speaker to consider is Ken Hunt, the General Manger of Longo Toyota in CA. Longo Toyota is the most successful Toyota dealership in the world and they believe it is because they have a sales force that speaks the language of the customers.

Commissioner Miriam Cruz (President, Equity Research, DC) has been very active in promoting efforts to strengthen dual immersion programs and the K-12 level (like in Chicago) and at the post secondary (University of Texas at Brownsville and the University of Puerto Rico).

Assessment

The Assessment Committee of the Commission focused attention on the impact of standards, assessment and accountability on Latino students, and particularly English language learners. Their report, **A Report to the Nation: Testing Hispanic Students in the United States** (enclosed) includes recommendations and offers a thorough delineation of the issues and proposed solutions. Commissioners would want the discussion/message to reflect that state and local accountability practices have not adequately addressed the needs of English language learners.

Commissioner Sonia Hernandez, Deputy Superintendent for the State of California's Department of Education is a national expert on this topic and Co-Chairs the Commission's Assessment Committee with Erlinda Archuleta from the State Department of Education in Colorado. Commissioner Hernandez served as Texas Governor Ann Richards educational advisor before moving to California and has significant classroom, administrative and policy experience.

High School Completion

Commissioners conclude that the most important factor in combating the current high school drop out rate is changing the expectations of school personnel. Once principals, teachers, and counselors act as if they expect all Latino students to succeed there will be a sea change in the success rate of students. **No More Excuses: The Final Report of the Hispanic Dropout Project** (Feb. 1998) provides important data and references on this point. The Secretary's response, **Improving Opportunities** is also a good resource.

Commissioners are quite concerned about how the President will address the Hispanic drop out rate. As recently as the White House Conference on Teens the President stated:

The drop out rate among Hispanic young people is still too high, but that's largely explained, I think, by the fact that we still have a very large number of Hispanic children in our schools who are first-generation immigrants whose first language is not English, and they come from families that are struggling to make ends meet, and very often drop out to go to work still.

Later during the Teen conference, Professor Katherine Newman from Harvard's Kennedy School discussed the results of her research on working class and immigrant students, many of them Latino. Her findings were that students who hold a job actually have higher academic achievement and graduation rates than their non-working counterparts. Commissioners recommend the President's message emphasize talent development and focus on the dramatic results achieved by schools that actively pursue better graduation rates.

One other aspect of the drop out discussion is the loss to the nation of human capital, or saying it in positive terms—what the nation will gain with more Latino students receiving at least a high school degree. Commissioners hope that the President's message will focus on how the economy will be enhanced by the addition of new Latino high school graduates. Perhaps with all this deliberation over social security, the President's message might indicate the potential positive impact of the increased Latino percentage in the workforce and the country's resources to support social security and its beneficiaries.

Commission Chair Guillermo Linares can speak to the entire agenda proposed for the conference. Over the past 18 months he has served as a Commission a leader on their work to support Latino parents efforts to secure a quality education for their children. Co-chairing with Commissioner Gloria Rodriguez the Committee on Children, Youth and Families, Chair Linares catalyzed the development of a 5 city conference series that modeled the cross sector partnering and pragmatic discussion about excellence that the Commission wants to see grow across the country.

College Going

Attached is the draft policy brief on higher education which Commissioners hope will inform the discussion on this topic. Commissioners also recommend that graduate and professional education be included the point be made that today's Latino doctoral students are tomorrow's faculty.

Commissioner Juliet Garcia, President of the University of Texas at Brownsville and Texas Southmost College is the Chair of the Commission's Higher Education Committee. Her campus is a Hispanic Serving Institution, she currently serves on the Student Financial Aid Advisory Commission, and she is the past Chair of the Board of the American Council on Education.

Next week, the Educational Testing Service will release a report tentatively titled, **Crossing the Great Divide: Can We Achieve Equity When Generation Y Goes to College?** Through our

collaboration with the DC office of ETS, a special report on Latino Gen. Y students will also be released and might be a good resource for the conference.

Strategies

Rather than offer advice in a vacuum, Commissioners would prefer to wait until the conference planners make their strategic decisions about the conference content to then offer additional suggestions about the proposed strategies.

Participants

Beyond the Commissioners (list attached) the following includes the suggestions from the Commission:

Tomas Arciniega, President, California State University, Bakersfield
 Douglas Patiño, Vice President, California State University, Bakersfield
 Ricardo Romo, President, University of Texas at San Antonio
 Maria Vallejo, Chancellor, Palm Beach Community College
 Ricardo Fernandez, President, Lehman College, New York
 Raymond Paredes, Vice Chancellor, UCLA
 Esaul Rodriguez, President, California Hispanic School Board Association
 Harry Valenzuela Garewal, Chair, Hispanic Caucus, National Association of School Boards
 Ellen Moir, Executive Director, New Teachers Center, UC Santa Cruz
 Richard Elmer, Colorado Deputy Superintendent
 Sara Martinez-Tucker, Hispanic Scholarship Fund
 Lorraine Cortes-Vasquez, Hispanic Federation, New York
 Ernesto Cortes, Industrial Areas Foundation
 Barbara Taveras, President, Hazen Foundation, NY
 Blandina Cardenas Ramirez, Professor of Education, University of Texas at San Antonio
 Arturo Pacheco, Dean, College of Education, University of Texas at El Paso
 Maria Casillas, LAAMP Director, Los Angeles

Hector Cordero-Guzman, Professor, New School University, NY (speaker at last Aug. convening)

Carlos Rodriguez, DC area consultant and adjunct professor at American University NY (speaker at last Aug. convening)

Ana Maria Fernandez-Haar, President, IAC Group, Chair of the Human Capital Committee of the New America Alliance-An American Latino Business Initiative

Daisy Exposito, Bravo Group and Chair, Association of Hispanic Advertising Agencies (Ahaa)

Ivelisse Estrada, VP Community Affairs, Univision

Art Ruiz and Tony Waller, State Farm Insurance

Orlando Padilla, GM Motors

John Guerra and Roberto Cruz, AT&T

Ingrid Rivera, Proctor and Gamble, Director, Public Affairs and Corporate, Puerto Rico, US Hispanic and Caribbean Markets

Diane Medina, Walt Disney Company

Rafacl Fantauzzi, American Airlines

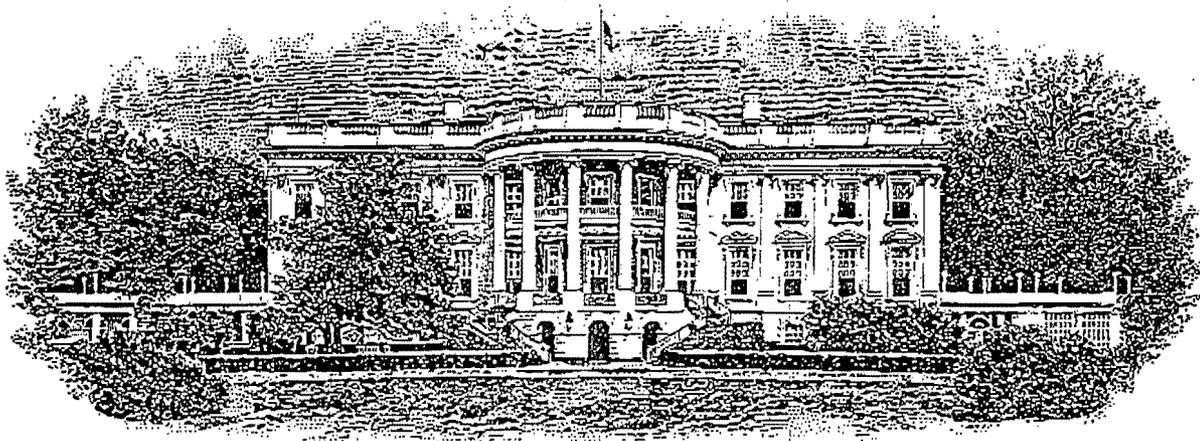
Antonia Jimenez, Judge Luis Perez, and Reverend Wesley Williams, Steering Committee of the MA Education Initiative for Latino Students (a state wide effort involving 18 communities and inspired by EO 12900)

Frank Reyes, San Bernardino Community College
Erlinda Torres, Director of Inter-Institutional Relations, University of Arizona Leader in the
National Assembly of Hispanic Higher Education Associations-NAHHEA)
Identify key representatives from the state higher education system and LEAs in California,
Texas, Illinois, New York, and Florida
Select 3 "emerging communities" (e.g. Arkansas, Iowa, Georgia)

The Commission assumes that the White House will invite representatives from the constituent
organizations already solicited for input and feedback.

Cc: Guillermo Linares, Commission Chair
Sonia Hernandez, Commission Vice Chair

THE WHITE HOUSE
WASHINGTON
EXECUTIVE OFFICE OF THE PRESIDENT
OFFICE OF THE CHIEF OF STAFF



Please Deliver To: Bethany Little

Fax Number: 6-5581

Sender: Fern Mechlowitz

Date: 11/1

Pages Including Cover: 3

Message: Thanks for helping me out w/ this

NOTE: The information contained in this facsimile message is CONFIDENTIAL and intended for the recipient ONLY. If there is any problem with this transmission or you mistakenly received this facsimile, please call (202) 456-6798. Thank You.

National Association For Equal Opportunity In Higher Education

8701 Georgia Avenue, Suite 200, Silver Spring, MD 20910

Telephone (301) 650-2440, Fax No. (301) 495-3306

www.nafeo.org/

October 15, 1999

Mr. John Podesta
Chief of Staff to the President
The White House
1st Floor, West Wing
Washington, DC 20502

Dear Mr. Podesta:

On behalf of the National Association for Equal Opportunity in Higher Education (NAFEO), I am writing to respectfully request your support and immediate assistance during your work on the final stages of the Labor-HHS-Education Appropriations bill. During your congressional deliberations, NAFEO asks that you:

- Provide increased funding for Title III, Part B -- \$165 million is requested for the undergraduate program and \$40 million is requested for the graduate program (Section 326). Please support any efforts to increase funding for this critically needed program;
- Provide \$4 million in funding and encourage the Department of Education to fund a technical assistance and resource center to serve the-HBCU community. The center would assist our schools with student financial aid management, grant writing, research, replication of best practices, reaccreditation, information dissemination and other capacity-building efforts;
- Encourage the Department of Education to provide \$8 million to fund an HBCU GEAR-UP Demonstration, should funding for the GEAR-UP program be provided. The project will involve a consortium of four HBCUs and four school districts. The project would evaluate the efficacy of HBCUs in mentoring, enrolling, and graduating students from both rural and urban areas; and
- Provide \$17.8-million, the fully authorized remaining balance for historic preservation efforts at HBCUs, and include budget neutral report language that encourages the National Park Service to develop a plan to address the historic preservation needs of HBCUs and to report its recommendations to Congress.

I am encouraged by the interest that you and others have shown in issues affecting predominately and historically Black colleges and universities (HBCUs). Now, we are at a point where the appropriations process is winding down. So far, our successes have been modest. While we appreciate the proposed increases for the Pell grant and TRIO programs and the fact that our priority programs have not been cut, none of our top initiatives have been funded at the level requested by the President. Moreover, the House funding recommendations for the Work-Study programs cause great concern, as well as lower funding levels for other critical education programs. Therefore, continued support for an increased investment in education is needed now more than ever when the economy of the new millennium will require an educated workforce.

*Share info
OP for
NAFEO
document*

1999

502-7890

7200

*Steeley
502-7889*

need reply

Reshove @ this - current of support

what is currently happening w/ this

only 2 funds

any discussion @ this? Ray, Catharine

considered that in 2001 Budget, Interior made request in budget

*to most GUP \$ goes to areas of high concentration of African American students
Congress request fully funded 2011
Local increase*

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NAFEO

"KEEPING THE DOORS OF OPPORTUNITY OPEN"

*NAFEO
Pres
Club
African*

October 15, 1999
Page 2

Thank you for your immediate attention to this request. The National Association for Equal Opportunity in Higher Education thanks you for all you do in "keeping the doors of opportunity open."™

Sincerely,

(Dr. Henry Ponder)

Dr. Henry Ponder
President & CEO

*Also. We are trying
to merge the project as
strongly committed*

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to merge the project as
strongly committed*

*for Board of Advisors
March 29, 99*

*judging success as
as possible as
the budget
2000
2001*

ADPC & HCU

*incorporate many ideas
that you've worked into but*

*① suggested
increased T. Flu3 from
1.0B program has gone up
to 1.48 billion
level funding page.*

136 last year

*② HCU Dem. Dept. of Ed is
prone a problem of lack of
funding the HCU's research
strategy. Policy strategy
together to best serve HCU
next year*



FAIRFAX COUNTY
PUBLIC SCHOOLS

Daniel A. Domenech, Superintendent
Burkholder Administrative Center
10700 Page Avenue
Fairfax, Virginia 22030
(703) 246-2631
Fax: (703) 691-2876

Facsimile Transmittal

DATE: 11/3/99

TO: Andy Rotherham

FROM: Dan Domenech

SUBJECT: Grant Info

=====

COMMENTS: _____

PAGES INCLUDING COVER: 2

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