

Withdrawal/Redaction Sheet

Clinton Library

DOCUMENT NO. AND TYPE	SUBJECT/TITLE	DATE	RESTRICTION
001. email	Brian A. Barreto to Bethany Little, Kendra L. Brooks, John B. Buxton, Ann O'Leary, James R. Kvaal and Christine A. Stanek re: Contact Information for Breakout Session Facilitators (partial) (2 pages)	06/07/00	P6/b(6)
002. note	List of Names, Phone Numbers and Biographical Information (partial) (1 page)	n.d.	P6/b(6)
003. resume	Alba A. Ortiz (partial) (1 page)	06/07/00	P6/b(6)
004. letter	Pam Wellington to Bethany Little re: Biographical Information for Anthony S. Amato (partial) (1 page)	06/13/00	P6/b(6)
005. resume	Migdania D. Vega (partial) (1 page)	06/12/00	P6/b(6)
006. note	Bullets from Migdania D. Vega's Statement and Personal Data Requested (partial) (1 page)	06/14/00	P6/b(6)
007. resume	Margarita Calderon, Ph.D (partial) (2 pages)	06/07/00	P6/b(6)
008. resume	Edward Luis Leo, Jr. (partial) (1 page)	06/07/00	P6/b(6)
009. resume	Alba A. Ortiz (partial) (1 page)	06/05/00	P6/b(6)

COLLECTION:

Clinton Presidential Records
 Domestic Policy Council
 Kendra Brooks (Subject Files)
 OA/Box Number: 17895

FOLDER TITLE:

[Education - Hispanic File] [2]

kh7

RESTRICTION CODES

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

- P1 National Security Classified Information [(a)(1) of the PRA]
- P2 Relating to the appointment to Federal office [(a)(2) of the PRA]
- P3 Release would violate a Federal statute [(a)(3) of the PRA]
- P4 Release would disclose trade secrets or confidential commercial or financial information [(a)(4) of the PRA]
- P5 Release would disclose confidential advice between the President and his advisors, or between such advisors [(a)(5) of the PRA]
- P6 Release would constitute a clearly unwarranted invasion of personal privacy [(a)(6) of the PRA]

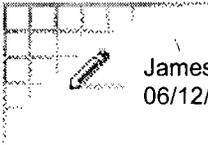
C. Closed in accordance with restrictions contained in donor's deed of gift.

PRM. Personal record misfile defined in accordance with 44 U.S.C. 2201(3).

RR. Document will be reviewed upon request.

Freedom of Information Act - [5 U.S.C. 552(b)]

- b(1) National security classified information [(b)(1) of the FOIA]
- b(2) Release would disclose internal personnel rules and practices of an agency [(b)(2) of the FOIA]
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- b(7) Release would disclose information compiled for law enforcement purposes [(b)(7) of the FOIA]
- b(8) Release would disclose information concerning the regulation of financial institutions [(b)(8) of the FOIA]
- b(9) Release would disclose geological or geophysical information concerning wells [(b)(9) of the FOIA]



James R. Kvaal
06/12/2000 07:08:01 PM

1-474
100
2-180
3-VP
4-472
5-476

Record Type: Record

To: See the distribution list at the bottom of this message

cc: Melissa G. Green/OPD/EOP@EOP

Subject: higher education panelists

i have confirmation from all of the higher education panelists. Brian, could you pls make sure these names get to the social office and on the official invitation list? they are:

Gustavo Roig

Associate Dean of Engineering for Outreach, Florida International University; GEAR UP director

305-348-3700

305-348-6188 fax

- GEAR UP Initiative (partnership between middle schools and colleges)
- Outreach in minority communities on science and math education

Juliet Garcia

President, University of Texas at Brownsville. Chair, Student Advisory Committee on Financial Assistance.

Member, Advisory Committee on Educational Excellence for Hispanic Americans

956-544-8201

956-983-7147 (Dr. Javier Martinez)

956-548-0020 (Dr Martinez fax)

- Articulation between community colleges and four-year colleges
- Associate's degree attainment
- Role of HSIs

Laura Rendon

562-985-5392

562-985-7692 fax

lrendon@csulb.edu

Professor, University of California-Long Beach

- Best practices for retention and completion

(Maria Vellajos of Palm Beach Community College declined.)

Message Sent To:

- Dr. Juliet V. Garcia, chair of the Advisory Committee on Student Financial Assistance, was appointed by the Secretary of Education to serve a three-year term that expires in September 2002. Dr. Garcia has 25 years of teaching and administrative experience in higher education.
- *Juliet, how do expectations and challenging coursework effect high school completion rates?*

Flo Abel

Director,

- Participated in Goal 1 Panel on Early Childhood
- Family Resource Agency of Northern Georgia
This program is located in an area of Georgia where there is a large carpet making industry. ~~While at one time there were hardly any Hispanics in the area,~~ Starting in 1995, there was an influx of Central American Hispanic families immigration to the area. In the last year alone, the Hispanic population has risen from 40% to 50-60%. The Family Resources Head Start program took note of the changing demographics and worked to proactively hire bilingual teachers, staff and other coordinators, and to provide more home visits for families that were not immediately comfortable with coming to the center.
- *"Flo, how can we be more effective in getting parents the information they need to get their children off to a healthy start?"*

Panelist on Breakfast 1 - Early Childhood Education

John Kernan

- Founder and CEO Lightspan
- Chairman and Chief Executive Officer
The Lightspan Partnership provides schools and communities with a comprehensive array of curriculum products and Internet services to create a strengthened School-Home-Community Connection designed to improve students learning and enhance family involvement.
- *"John, what compelled you to take on this issue in such an innovative way, and how can we get other private sector leaders involved?"*

Barbara Trevaris

Ed. with W. HAZEN Fancher
What role can foundation play in today's Hispanic ed. achievement?

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**This marker identifies the original location of the withdrawn item listed above.
For a complete list of items withdrawn from this folder, see the
Withdrawal/Redaction Sheet at the front of the folder.**

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Record Type: Record

To: See the distribution list at the bottom of this message
cc: Christine A. Stanek/WHO/EOP@EOP
Subject: Facilitators

Below is contact information on the facilitators that we have secured for the breakouts - How do you want to handle contacting each of them and making sure they are on board with what we want them to do at the breakout.

Kendra - can you help coordinate this?? Figuring out which facilitator will be assigned to which breakout , etc. . . .

Thanks.

Lisa Nabors
Strategic Performance Group
8000 Towers Crescent Drive, Suite 1350
Vienna, VA 22182
703-713-6851 - office

good @ 3

P6/(b)(6)

Thomas C. Bryant, Jr.
TCB Corporation
202-671-1947 - office

good @ 3

P6/(b)(6)

P6/(b)(6)

[Redacted]

Denise Savage
Savage Group, P6/(b)(6)
P6/(b)(6)
202-723-9510 - office

left message @ 12:10

P6/(b)(6)

Joann Spicehandler
P6/(b)(6)

left message @ 12:20

202-537-6633 - office

P6/(b)(6)

Sheri Tolliver
FutureSkill, 3001 N Street S.E.

~~*left message*~~ *good @ 3*

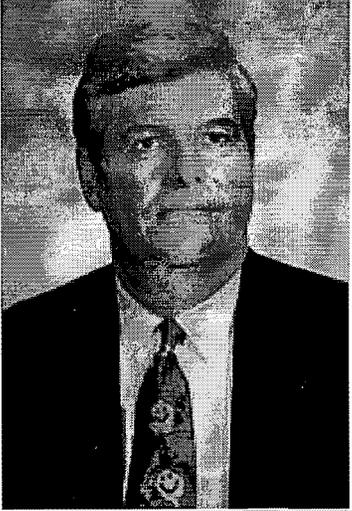
Washington, D.C. 20019
202-581-4884 - office

P6/(b)(6)

Message Sent To:

Bethany Little/OPD/EOP@EOP
Kendra L. Brooks/OPD/EOP@EOP
John B. Buxton/OPD/EOP@EOP
Ann O'Leary/OPD/EOP@EOP
James R. Kvaal/OPD/EOP@EOP

Chief State School Officer
Massachusetts Commissioner of Education

Massachusetts	
	Name Commissioner David Driscoll
	Assumed office March 10, 1999
	Method of selection Appointed by state board, confirmed by governor
	Education history

Council of Chief State School Officers
One Massachusetts Avenue, NW • Suite 700 • Washington, DC 20001-1431
voice: 202.408.5505 • fax: 202.408.8072

THE WHITE HOUSE

Office of Legislative Affairs House Liaison



Date: 6 / 7 / 00

To: BETHANY LITTLE / JB BUXTON

Fax #: 65581 Phone # _____

From: Broderick Johnson Marty Hoffman
 Lisa Kountoupes Erica Morris
 Mark Magana Brian Mason
 Josh Ackil Gerald Lippert
 Rebecca Walldorff

Comments: MY RECOMMENDATION FOR PANEL 4

Pages (Including cover page) 9

Office Phone (202) 456-6620 / Office Fax (202) 456-2604

Congress of the United States

Washington, DC 20515

**** FAX COVER SHEET ****

Congressional Hispanic Caucus

Office of Congresswoman Lucille Roybal-Allard

2435 Rayburn HOB

Washington, DC 20515

(202) 225-2410 – FAX (202) 226-0350

www.house.gov/roybal-allard/CHC.htm

DATE: June 7, 2000

TO: Mark Magaña

Number: 456-2604

FROM: Congresswoman Lucille Roybal-Allard, Chair
 Alejandro Perez, Executive Director
 Angela M. Manso, Senior Legislative Assistant

PAGE(S) 8 (including fax cover sheet)

NOTE: Please request

DR. PABLO CLAUSELL

P6(b)(6)

Office Tel. No. (201) 902-1123

DEGREES AND CERTIFICATIONS

Ed. D.	Teachers College, Columbia University	1984
M. Ed.	Teachers College, Columbia University	1979
Certificate	School Administrator, New Jersey	1979
M.A.	Seton Hall University	1974
Certificate	School Principal and Supervisor, New Jersey	1974
B.A.	Jersey City State College	1971
Certificate	Elementary Teacher, New Jersey	1971

ADMINISTRATIVE/TEACHING EXPERIENCE

Superintendent of Schools 1996 to Present
West New York School District

Lead, manage, and supervise the day-to-day operation of the West New York Public Schools. The district consists of six elementary schools (K-8), and Memorial High School (9-12) having a total of 6,431 students and 825 instructional and non-instructional employees. A Strategic Plan was designed and is being implemented in collaboration with the Board of Education and the school community to provide educational opportunities to students that are challenging and will prepare them for the 21st century.

Associate Superintendent of Schools 1990 to 1996

Administered and supervised all day-to-day operations in the reorganized State Operated Jersey City Public Schools District, Cluster I, which served 8,200 students attending Ferris High School, Lincoln High School, Elementary Schools No.'s 3, 5, 6, 9, 12, 16, 37, P.S. 32 (Alternative High School), and a State Regional Day School. It is significant to mention the collaborative planning with the Jersey City Housing Authority that led to the implementation of the P.S. 9 -Early Child Development Annex in the Montgomery Gardens, Jersey City, NJ. This program has been featured in Channel 13, A Plus for Kids, and Newsweek, August 23, 1993.

DR. PABLO CLAUSELL

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ADMINISTRATIVE/TEACHING EXPERIENCE (Cont'd)

Assistant Superintendent in Charge of Funded Programs 1985 to 1990

Planned and developed budgets, administered and implemented federal, state and local compensatory and bilingual/English as a Second Language programs which serviced 15,000 students in the following areas: Kindergarten, K through 12th reading, math, writing and bilingual instruction in twelve languages. Approximate budget: \$24 million.

Principal, Dickinson High School 1984 to 1985

Responsible for the instruction and management of a high school consisting of 2,557 students (9th - 12th), and 165 staff members. A major goal achieved was bringing about necessary improvements to ensure the schools accreditation through Middle States.

Supervisor, Bilingual/ESL Program 1975 to 1984

Administered the district's Bilingual/ESL Program. The program served 3,100 limited-English proficient students (K-12), through 165 instructional and non-instructional personnel.

Coordinator, Title I Program 1974 to 1975

Conducted necessary assessments to plan and develop funding applications to implement federally funded Title I programs. Supervised personnel, developed areas of curriculum, and staff training programs.

Elementary Teacher 1971 to 1974

Taught 3rd, 4th and 8th grades in Public School 16.

Adult Evening School Teacher 1972 to 1974

Taught English as a Second Language to immigrant non-English speaking adults.

ADVISORY LEADERSHIP POSITIONS

New Jersey State Regionalization Advisory Panel (1996)

Appointed by Governor Christine Todd Whitman to the Regionalization Advisory Panel. The Panel's charge was to conduct a statewide study and develop recommendations to the state legislature regarding ways to regionalize or share services.

New Jersey State Department of Education Level II External Review Team (1995)

Assigned to the monitoring team reviewing the governance and management structures of the Atlantic City School System. Specific recommendations were developed and provided to assist the school district in meeting required standards.

New Jersey State Department of Education Consolidation of Services Task Force (1994)

Appointed by Commissioner Leo Klagholz to his department's Consolidation of Services Task Force. The task force's charge was to identify educational and support services which could be provided more effectively and efficiently on a county, regional or statewide basis, and to develop a plan for the delivery of such services to local public school districts.

New Jersey Association of School Administrators Monitoring Committee (1991)

This committee developed a plan to be presented to the Executive Board that would facilitate the ability of Level I school districts to become certified. The plan focused on three areas: Preparing districts for monitoring, collecting data and interpreting specific indicators, and facilitating the actual on-site visit.

Jersey City State Operated School District - Implementation Planning Team (1989)

Appointed by the State District Superintendent of Schools to a five member planning team responsible for the development of a detailed transition plan to streamline central office operations and improve the delivery of services to students following the state take-over.

DR. PABLO CLAUSELL

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ADVISORY LEADERSHIP POSITIONS (Cont'd)

New Jersey State Department of Education Character Education Committee (1988)

Selected by Commissioner Saul Cooperman to be part of a six member committee responsible for the confidential analysis and review of the Department's character education proposal. The committee provided recommendations in designating a charge for the Commissioner's task force responsible for identifying a common core of enduring values to be promoted in our schools.

Hudson County Government Transition Team (1987-1988)

Chaired the Educational Task Force responsible for the analysis and development of short and long range plans to improve the County's educational institutions.

Jersey City Board of Education Review Committee (1978-1979)

Conducted a cost-effectiveness study, made recommendations for improvement, and developed ways to streamline operations within existing budget restrictions.

Minimum Standards Proficiency Committee (1977)

Assisted in formulating minimum standards of proficiency stated in measurable terms consistent with state and local goals, to be used in the Jersey City School District.

Academic High School Selection Committee (1978-1983)

Responsible for the selection of students admitted to the Jersey City School District Academic High School.

New Jersey State Department of Education Assessment Committee (1976)

Assisted in formulating guidelines and procedures for districts to follow in the assessment and placement of students whose native language is not English.

Educational Support Team (1975-1976)

Provided a meaningful dialogue between the Jersey City Superintendent of Schools and the community in regards to a plan to effectively provide an equal educational opportunity to all students, and to reduce existing racial imbalance in the district.

DR. PABLO CLAUSELL

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PROFESSIONAL ACTIVITIES IN EDUCATION

Presented a staff development program on the re-structuring of Bilingual/ESL, and Gifted and Talented Programs at an annual staff development conference sponsored by the New Jersey Association of School Administrators (1992).

Presented a staff development program on the implementation of effective federal education programs at the annual conference of the American Association of School Administrators (1989).

Testified on hearings pertaining to the state take-over of the Jersey City School District (1989).

Developed and presented a workshop on state adopted procedures effecting the graduating standards of secondary students at a conference sponsored by New Jersey's Chapter of One Hundred Concerned Black Women (1986).

Developed and presented a workshop on the implementation of effective programs in large urban high schools at the 99th annual conference of the Middle State Association of Colleges and Schools (1985).

Panel member of workshop in conference at Jersey City State College on Urban Revitalization and Human Resource Development in Hudson County (1979).

Prepared, and presented an in-service on Hispanic Awareness to the staff at the Community Mental Health Center, Jersey City Medical Center (1978).

Conducted various educational workshops for Puertriquenos Asociados for Community Organization (P.A.C.O.), (1975-1976).

Collaborated in a project with Dr. Ruth Caulfield, Educational Media Department, Seton Hall University, in a series of multi-media units, "The Study of English as a Foreign Language" (1973-1974).

Composed under the supervision of professors Dr. Jean Finnerty, and Dr. Helen Warren Seton Hall University, an environmental education independent study used as a resource by student teachers (1972-1973).

Assisted Dr. Irwin Bloom, Jersey City State College, Title VII Director, in the evaluation of students in the Title VII Consortium which included schools in Hoboken, Jersey City, Newark, Perth Amboy, and Vineland (1970-1971).

DR. PABLO CLAUSELL

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PROFESSIONAL AND COMMUNITY APPOINTMENTS

Pallsades General Hospital, Board of Directors (1997 to Present)

Serve on the hospital's quality assurance committee responsible for reviewing and assessing existing conditions, making recommendations for improvement, and evaluating the execution of revised procedures.

Madison Area YMCA Board of Directors (1994 to 1998)

Responsible for overseeing the corporation's operation and making recommendations for improvement.

St. Francis Hospital, School of Nursing, Board of Overseers (1993 to 1996)

Responsible for the review, analysis, and development of quality assurance activities and resource management of the school.

New Jersey Department of Health, Local Advisory Board - Region II (1992 to 1996)

Analyzed the State Health Plan and recommend to the State Department of Health strategies for improving the delivery of health care in Hudson and Bergen counties.

Urban Employment and Training Corporation of Jersey City (1990)

Reviewed the planning, implementation and evaluation of job training programs funded by the Job Training Partnership Act, and made recommendations for improvement.

Jersey City Historic Preservation Commission (1986-1988)

Advised the Jersey City Council on the preservation, enhancement and perpetuation of those aspects of the City having historical, cultural, architectural and archeological merit.

New Jersey State Department of Education Bilingual Advisory Council (1984-1985)

Responsible for advising the Commissioner of Education in the planning and implementation of Bilingual Education programs in New Jersey.

DR. PABLO CLAUSELL

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PROFESSIONAL AND COMMUNITY APPOINTMENTS (Cont'd)

**Jersey City Medical Center, Community Mental Health Center Advisory Board
(1977-1981)**

Analyzed ongoing research and reviewed the Center's systems to assure program implementation according to specific guidelines and grant application.

Educational Improvement Center - North East (1976-1978)

Member of original planning council responsible for planning and implementation of the Center. Later served as a member of its Advisory Board. The Educational Improvement Center served districts' educational needs of the counties of Bergen, Essex, Hudson, and Union through a response model utilizing assessment, research, development and evaluation designs.

ACTIVE PROFESSIONAL MEMBERSHIPS

American Association of School Administrators
New Jersey Association of School Administrators
NJ Urban School Superintendents - President 1999 - 2000

Hartford Board of Education
Office of the Superintendent
153 Market Street
Hartford, CT 06103
(860) 297-8401
(860) 722-8502 Fax

Fax

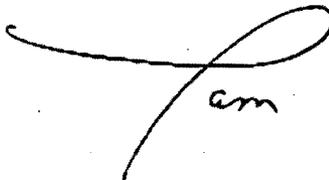
To: KENDRA BROOKS From: Pam WELLINGTON
Fax: (202) 456-5581 Pages: 2
Phone: (860) 297-8402 Date: 6/14/00
Re: _____ CC: _____

Urgent For Review Please Comment Please Reply Please Recycle

HERE ARE THE BULLET POINTS YOU REQUESTED.

I BELIEVE THIS IS ALL THAT YOU REQUIRE FROM ME AT THIS POINT. PLEASE DON'T HESITATE TO CALL ME IF YOU NEED ADDITIONAL INFORMATION.

Thanks for all your help!


Pam

Following are notes I will use for my comments regarding "eliminating the achievement gap":

- *We can successfully educate children whenever and wherever we want as long as their education is important to us. (Ron Edmonds)*
- Testing, in all its forms and formats, has been up for debate for centuries. We spend too much time, as adults, discussing every new testing procedure. We should, instead, create an assessment and accountability plan for our schools and districts that denotes a clear vision for our children; with such a plan, testing would no longer be the issue.
- Decreasing the achievement gap, is no mystery. If we consistently monitor and assess the data, we can successfully have all children succeed on any assessment.
- Technology is a powerful tool to motivate and support achievement in our students. It is especially important for our Latino students who cannot easily access technology and therefore, find themselves at the bottom of the digital divide.
- Standards were generally supported by all segments of our society up until this year. When benchmarks and promotional policies were created to meet standards, some children from middle and upper socio-demographic levels were retained. Once this occurred, those same families began rebelling against the standards. In truth, students of those families will probably succeed under any circumstance. However, for Latinos the standards have significantly forced the educational system in this country to pay attention to some of our most challenged students. Without this accountability, our students have a strong chance of once again being ignored and passed over in the American educational system.

LAURA I. RENDÓN

Laura I. Rendón is The Veffie Milstead Jones Endowed Chair at California State University, Long Beach. She is also professor of Educational Leadership and Policy Studies at Arizona State University (ASU). Additionally, Dr. Rendón is a Fetzer Institute Fellow, one of 13 individuals representing diverse disciplines, selected to participate in a three-year program designed to develop and sustain the capacity of individuals to inform their work through the "inner life" of mind and spirit and the outer life of action and service. Previously, Dr. Rendón served as Director of Assessment in the Ford Foundation's Urban Partnership Program that involved 16 urban cities which organized city-wide alliances to improve the participation, retention, and graduation of at-risk students through innovative school reform efforts and systemic change initiatives. From 1991-96 Dr. Rendón was a Senior Research Associate with the National Center for Postsecondary Teaching, Learning, and Assessment funded by the Office of Education Research and Improvement, US Department of Education.

Dr. Rendón holds a Ph.D. in higher education administration from the University of Michigan, Ann Arbor (1982), an M.A. in counseling and guidance and psychology from Texas A&I University, Kingsville (1975), and a B.A. in English and journalism from the University of Houston.

Dr. Rendón is the past President of the Association for the Study of Higher Education (ASHE). ASHE is the premier scholarly organization of over 1000 members concerned with teaching, curriculum, research or professional service in the study of higher education. Dr. Rendón is on the National Advisory Boards of The National Council of Community and Educational Partnerships, Washington, D.C., the Community College Research Institute, Columbia University Teachers College and the National Center for the Freshman Year Experience, University of South Carolina. She is also a member of the Working Group on New Directions for Access, National Postsecondary Education Cooperative, and an Advisory Board Member for a Mellon Foundation Study on African American and Hispanic college dropouts. Previously, she served as a member of the Board of Directors of the American Association for Higher Education.

Dr. Rendón has co-edited two books, *Educating a New Majority: Transforming America's Educational System for Diversity* (1996) and the *ASHE Ethnic/Racial Diversity Reader* (1996). Dr. Rendón has authored or co-authored more than 60 book chapters, journal and magazine articles, and research publications on topics of diversity, assessment of educational partnerships, community college students, transfer, and retention of minority students. In addition, Dr. Rendón has delivered over 40 keynote addresses, made over 60 research presentations, and conducted numerous workshops for faculty, education leaders and policy analysts, as well as student affairs administrators.

Dr. Rendón is associate editor of *The Journal of Minorities in Science and Engineering* and *VOCES: Journal of Chicana/Latina Studies*. She is also on the editorial boards of *About Campus* and the *National Teaching and Learning Forum*. Previously, Dr. Rendón served as associate editor of the *Community College Review* and was on the editorial board of *Planning for Higher Education*.

Dr. Rendón received the Outstanding Latino Faculty in Higher Education Award (1997) from the Hispanic Caucus of the American Association for Higher Education and the Outstanding Research Award (1996) from the College of Education, Arizona State University.

Gustavo Roig

Education Ph. D. University of Florida, Gainesville, Florida; 1970
M.S.E.E. University of Florida, Gainesville, Florida 1967
B.S.E.E. University of Puerto Rico, Mayaguez Campus, Puerto Rico, 1966

Experience Florida International University
College of Engineering, Associate Dean
1991 - present: Associate Professor
Universidad Simón Bolívar, Caracas, Venezuela
College of Engineering
1975 to 1983: Coordinator of Electronic Engineering
Politechnical Institute of Armed Forces of Venezuela, Maracay, Venezuela
College of Engineering
1976 to 1983: Lecturer
Universidad de Puerto Rico, Mayaguez Campus, Puerto Rico.
1970 to 1975: Assistant Professor

Publications & Papers Roig G., GEAR UP Homestead-A Model Partnership for the 21st Century: Creating Valuable Linkages Between Higher Education and the Local Community. Presented at the 13th Annual National Conference on Race & Ethnicity in American Higher Education (NCORE 2000). Santa Fe, New Mexico, May 31 - June 5, 2000
Roig G., Goncharova A., Canino C., Puello-C. L., McCalla D., Nosti J., "Project VISION: A Model Program to Educate the Next Generation of Engineers, Scientists and Mathematicians" 36th Space Congress Proceedings, pp 245-251, 1999.
Roig G., "Project VISION: Educating and Motivating the Next Generation of Engineers and Scientists" JETS Report. Volume 18, No. 1 Fall 1998, pag.16.
Roig G., Becerra I., Puello L., Colon E., "Project VISION: An elementary and Middle School Science and Math Teacher Training Program". Presented at the Department of Education Conference: Changing the Face of Education in the Millenium and Beyond. San Diego, CA December, 05-10, 1998
Roig G., "Project VISION: Using Technology to Enhance the Science and Math Curriculum in the Middle Schools". Presented Minority University-Space Interdisciplinary Network (MU-SPIN) Eighth Annual Users' Conference. Albuquerque, October 22, 1998.
Caballero A., Mitrani J., Roig G., Ransom H., Perez N., "The Construction Alternative for High School Students" Journal of Construction Education, Vol. II, No 2, pp 88-169, 1998
Roig G., Norwood P., Becerra I., Buckingham G., Ebadian A., McCalla D., Lopez A., Puello L., "A Partnership Among: NASA/Kennedy Space Center, Florida International University, Universidad del Turabo, Miami-Dade County Public Schools, Caguas/Gurabo Public Schools." Presented at 35th Space Congress, Cocoa Beach, Florida, April 27 - 29, 1998

Honors FIU Research Award - 1999
FIU Access and Equity Award -1998
FIU Faculty Service Award 1996-1997
Miami Coral Park H.S. (DCPS) - RAM Pride Award, 1997
FIU Black Employees' Association, Community Service Award 1996
FIU Recognition/Math and Science Program, 1991
FIU Teaching Award 1987

Program Involvement GEAR UP Homestead Project, Program Director
¡ENLACE Miami!, Program Director
Florida/Georgia Louis Stoke Alliance for Minority Participation, Institutional Coordinator
Florida Action for Minorities in Engineering, Founder/Program Director
Junior Engineering Technical Society (JETS/UNITE), Institutional Coordinator
Project VISION, Program Director
Miami PREP, Program Director
Engineering & Technology Industry Focus Center
USI/DCPS, Advisory Committee Member

Juliet V. García, Ph.D.
President, The University of Texas at Brownsville and Texas Southmost College

Dr. Juliet V. García joined The University of Texas System in 1992 after serving as President of Texas Southmost College (TSC) for six years. While at TSC, she was recognized as the first Mexican-American woman in the nation to become president of a college or of a university.

Dr. García is responsible for helping develop the unique partnership between the university and the community college designed to consolidate resources, increase efficiency and eliminate barriers to improve access to higher education for the students in the Lower Rio Grande Valley. Direct results of the initiative include:

- Significantly increased student enrollment and graduation rates at all levels
- Doubled the number of new baccalaureate degree programs and tripled the number of masters degree programs
- Doubled the revenue stream
- Increased the land for campus expansion from 47 to over 300 acres
- Constructed a 142,000 square foot engineering technology building

As TSC President, Dr. García's achievements included directing a successful \$13.5 million general obligation bond issue used to double classroom space and the capacity of the library and directing a campaign to raise \$1 million in private donations which was matched by \$2 million in federal funds. Today the endowment fund has grown to \$5.5 million and annually provides scholarships to over 500 freshman who as junior-high and high school students took more rigorous courses and made As and Bs in those courses. The program has received state, regional and national awards for its innovative approach and successful implementation.

The University of Texas at Austin has recognized Dr. García as an Outstanding Alumnus of the College of Communications and as an Outstanding Young Texas-EX. She has also received the National Network of Hispanic Women Hall of Fame Education Award, the American Association of Higher Education Hispanic Caucus Award for Distinguished Leadership in Higher Education and the Outstanding Texas Leader Award from the John Ben L. Sheppard Leadership Foundation. *Hispanic Business* and *Texas Hispanic* magazines have recognized her as one of the nation's most influential Hispanics and NBC honored her with the VIDA Award for her contributions in education. In 1995, Dr. García was named as a Woman of Distinction by the National Conference for College Women Student Leaders and in May of 1998 The University of Notre Dame awarded her an honorary doctorate degree from her lifetime achievements in higher education.

Dr. García has served as Chair of the American Council of Education, the nation's foremost educational policy organization representing members of 1,800 public and private colleges and universities. She is a former member of the Board of Directors for the San Antonio branch of the Federal Reserve Board. She is currently a member of the Presidential Advisory Commission on Educational Excellence for Hispanic Americans and the Advisory Committee to Congress on student financial aid.

Dr. García currently serves on, the Carnegie Foundation for the Advancement of Teaching, the Public Welfare Foundation, and CHASE Texas. Dr. García has been a participant in a post-apartheid South Africa Project on behalf of the American Council on Education and USAID, and in an Aspen Institute project studying Higher Education in a Changing Society.

Dr. García received her Ph.D. in Communications and Linguistics from The University of Texas at Austin and her MA and BA in Speech and English from the University of Houston. Her postdoctoral studies include work at the Institute for Educational Management and the Kennedy School of Government at Harvard, Massachusetts Institute of Technology Summer Institute, and the London School of Business International Business Fellows program. For the last two years, she has been invited back by the Institute for Educational Management at Harvard to address university presidents.

Dr. García is married to Oscar E. García and together they have two married children and two granddaughters.

Office of Senator Jeff Bingaman



Personal Information

[Home](#)

- [Biography](#)
- [Committee Assignments](#)

My biography provides information on my personal history, my record of professional and public service, and my philosophy on issues such as Restoring America's Economic Strength and Creating High Wage Jobs, Preparing America's Youth for the 21st Century, Protecting our Natural Resources, and Making Our Communities Safer.

The Committees section provides information on the committees on which I serve, my role in these committees, and links to the committees themselves.

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*NSA Exec Council
Forum - Utah Teachers 6 or Greater
West Valley City, Utah
The movie is an important
from Penn*

John Kernan The Lightspan Partnership, San Diego, California

" The New School/Home Connection"

Many exciting new instructional technology applications have come into the classroom over the past decade. A big problem with many of these new ideas is that they divert time from traditional instructional activities. Often students and teachers are only able to use the technology for less than one-half hour per day. Equity problems also occur with the deployment of technology and most technology programs feature little if any family involvement.

John Kernan will discuss new developments in telecommunications, cable television, video-based MPEG computers and even the latest games machines which can be used to create more time for learning, promote equity, bring the whole family together in the learning process. He also will discuss how teachers and students across the community can connect through local intranets and across the nation via the Internet.

Bio

John T. Kernan, Chairman and Chief Executive Officer, founded The Lightspan

Partnership, Inc., in September of 1993. The Lightspan Partnership provides schools and communities with a comprehensive array of curriculum products and Internet services to create a strengthened School-Home-Community Connection designed to improve student learning and enhance family involvement.

Kernan was formerly Chairman and CEO of Jostens Learning Corporation, the nation's largest educational software company. He developed Jostens Learning from a start-up company in 1985 (then named Education Systems Technology Corporation) to one of the largest software businesses in the U.S., with systems in use by some 7 million students at 14,000 schools nationwide.

[On-line registration is here!](#)

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Clinton Presidential Records
Domestic Policy Council
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OA/Box Number: 17895

FOLDER TITLE:

[Education - Hispanic File] [2]

kh7

RESTRICTION CODES

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

- P1 National Security Classified Information [(a)(1) of the PRA]
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- P3 Release would violate a Federal statute [(a)(3) of the PRA]
- P4 Release would disclose trade secrets or confidential commercial or financial information [(a)(4) of the PRA]
- P5 Release would disclose confidential advise between the President and his advisors, or between such advisors [a(5) of the PRA]
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- b(8) Release would disclose information concerning the regulation of financial institutions [(b)(8) of the FOIA]
- b(9) Release would disclose geological or geophysical information concerning wells [(b)(9) of the FOIA]

Aida Hurtado

831-459-3862

for another bio

Rey → Volencia

Colin 6-6707

Veja
Noonan

215-746-1390
Duane

P6(b)(6)

Sherrilyn M. Tolliver

THE WHITE HOUSE
OFFICE OF LEGISLATIVE AFFAIRS
HOUSE LIAISON



112 East Wing
Office phone: 456-6620
Office fax: 456-2604

FACSIMILE TRANSMISSION

DATE: 5/31/00

TO: Brian Barreto, Rey Valencia, Andy Rothman
66218 65581

FAX: _____

PHONE: _____

FROM: _____ BRODERICK JOHNSON
_____ LISA KOUNTOUPES
 MARK MAGANA
_____ MARTY HOFFMANN

_____ JOSH ACKIL
_____ ERICA MORRIS
_____ BRIAN MASON
_____ TANBESHA JOHNSON

Comments: _____
CHC has 12 guest if wants invited
I say we try to get them invited

PAGE ONE OF _____

Congress of the United States

Washington, DC 20515

**** FAX COVER SHEET ****

Congressional Hispanic Caucus

Office of Congresswoman Lucille Roybal-Allard

2435 Rayburn HOB

Washington, DC 20515

(202) 225-2410 – FAX (202) 226-0350

www.house.gov/roybal-allard/CHC.htm

DATE: 5.31.00

TO: Mark Medina

Number: 456-2609

FROM: _____ Congresswoman Lucille Roybal-Allard, Chair
_____ Alejandro Perez, Executive Director
 Angela M. Manso, Senior Legislative Assistant

PAGE(S) 3 (including fax cover sheet)

NOTE: List of CHC guests to June 15 event

Congressional Hispanic Caucus Guests for June 15 White House Hispanic Education Event

Mrs. Verma Pastor
Consultant, WestED
202 N. Central Avenue
Suite 660
Phoenix, AZ 85004

Mr. Frankie Santos Lanaan, Ph.D.
Asst. Professor, Department of Human Resource Education
University of Illinois at Urbana
345 Education Building, MC-708
1310 South Sixth Street
Champaign, Illinois 61820
(217) 333-0807 (T)
(217) 244-5632 (fax)
email: laanan@uiuc.edu

Mr. Frank G. Reyes
Asst. to the Chancellor/Gvt. Affairs
San Bernardino Valley College
441 West 8th Street
San Bernardino, CA 92401
phone: (909) 888-8456
fax: (909) 384-0968

Dr. Sylvia Hatton, Director
Region 1 Education Service Center
1900 W. Schunior
Edinburg, TX 78539

Dr. Anzalduas
Superintendent
El Paso Independent School District
P.O. Box 20100
El Paso, Texas 79998-0100
(915) 834-6613 fax
(915) 934-5010 ph.

Dr. Orlando Edreira

P6(b)(6)

Councilman at Large, Elizabeth
Member NJ State Board of Education

Professor at Kean University

P6/(b)(6)

908.527.3201, work

Leonard Shryock (Guest of Rep. Napolitano)

P6/(b)(6)

Work- (562) 868-0431 Ex. 2203

(He is a member of the Norwalk/La Mirada School board, and a teacher.)

Javier Gonzalez

P6/(b)(6)

Work (562) 698-8121 Ex. 5200

(Mr. Gonzales was the teacher of the year in California a year or two ago.)

Dr. Julian Trevino
Superintendent
San Antonio Independent School District

P6/(b)(6)

Business Phone 210/225-9444

Fax 210/225-8541

*Add to
Gul*

Dr. Pablo Clausell
Perth Amboy Board of Education
178 Barracks Street
Perth Amboy, NJ 08861
732-376-6210-direct

Dr. Fernando Torres-Gil

P6/(b)(6)

Adjunct professor at University of Southern California (USC)

Dr. Alba Ortiz, Dean,
Business School,
University of Texas at Austin
May 31, 2000

*Add to
Gul*

Bio for Linda M. Espinosa

Linda M Espinosa is currently an Associate Professor in the College of Education at the University of Missouri-Columbia. She has had experience as a preschool teacher, child care center director, elementary school principal, central office administrator, State program director, and corporate Vice President of Education. Her practical experience and research interests focus on the design and evaluation of optimal learning environments for young children who are at risk for school failure. She is currently researching the professional development and teacher preparation systems and their relationship to effective early childhood teaching practices. Dr. Espinosa has worked extensively with low income Hispanic children and families throughout the state of California. She developed and directed the Family Focus for School Success program in Redwood City, California which has received state and national recognition. She has published several articles on how to establish effective support services for low income, minority families. Currently, Dr. Espinosa is co-directing Project REACH, a rural, early childhood training and educational program covering all of rural Missouri. She is the past Treasurer of the NAEYC Governing Board and participated on the National Academy of Sciences Research Roundtable on Head Start. She has recently completed a three year study of the effectiveness of technology in supporting primary school reform and is currently a member of the National Academy of Sciences, National Research Board Committee on Early Childhood Pedagogy project. She completed her B.A. at the University of Washington, her Ed.M. at Harvard University and her Ph.D. in Educational Psychology at the University of Chicago.



Linda M. Espinosa

P6/(b)(6)

P6/(b)(6) W (573) 882 2659

EDUCATION

Univ. of Chicago Ph. D., Educational Design and Implementation, Early Childhood Emphasis, 1980

Harvard University Ed. M., Human Development, 1974

Univ. of Washington B.A., Psychology, Teaching Certificate, 1973

summa cum laude Named Outstanding Female in Education by Phi Delta Kappa, 1973

Phi Beta Kappa

Additional Training Missouri University Institute for Interactive Technology Fellow, 1998

Developmental Studies Center, Preservice Institute, Berkeley, CA., 1997

Summer Study Institute in Reggio, Emilia, Italy, 1994

ACSA Superintendent's Academy, 1992-1993

Tier 2 Administrative Coursework, SFSU, 1990-1992

Stanford Leadership Academy, 1990

Certifications

Elementary Teaching Credential, Washington; K-12 Multiple Subjects, California

Administrative Services Credential, California

EXPERIENCE

Associate Professor

College of Education
Univ. of Missouri
Columbia, MO
August 1993 -
August 1995
August 1996 -
Present

• Responsible for teaching courses on Early Childhood Assessment, Parent-Community Involvement, Child Development, and Curriculum Development.

• Advise graduate and undergraduate students.

• Grant development and research on the effectiveness of family support programs and child care systems; early intervention effectiveness research.

Vice President of Education

Bright Horizons
Cambridge, MA.
August 1995- July
1996

Responsibilities included:

• Ensuring educational excellence throughout a national network of 150 employer-sponsored child care centers.

• Designing and implementing professional development programs.

• Clarifying organizational educational philosophy; guiding the evaluation and accreditation process.

Director of Primary Education

Redwood City School District

July, 1987 - July, 1993

Major responsibilities included:

- Designing and conducting staff development activities for primary teachers and district administrators.
- Developing exemplary curriculum guidelines and assessment procedures that are correlated to high student achievement.
- Overall management and supervision of the Child Development and State Preschool programs serving approximately 300 young disadvantaged children.
- Designing, acquiring funding for, and directing the Family Focus for School Success program, a \$500,000/per year privately funded program for at-risk young children and families.
- Creating a model Primary Education Center that received State and National honors.

Director, Office of Child Development

San Jose Unified School District

July, 1985 - July, 1987

Major responsibilities included:

- Management of the Child Development Centers, State Preschool Program, the Latchkey, and Extended Day Care for Desegregation Program.
- Supervision of a staff of approximately 130.
- Managed an annual budget of more than \$2 million.

Principal

Dr. Charles Drew Early Childhood Development Center, San Francisco Unified SD
January, 1984 - July, 1985

Responsible for supervising the opening and ongoing operation of a new alternative Preschool - 2nd grade Desegregation school for SFUSD. Major responsibilities included: screening and hiring of all staff, ongoing staff development, curriculum development and implementation, budget development and administration, and program evaluation.

Director of Marketing

Child Development, Inc. San Jose, California
October, 1983 - Jan., 1984

Developed and marketed a computerized child care management system for private industry.

Instructor

San Francisco State University
Jan.,1983 - Dec.,1988

Responsible for teaching courses on Child Development, Pregnancy and Infant Development, Educational Programs for Preschool Children, and a graduate course on Early Childhood/Primary curriculum.

Director of Early Childhood Education & Regional Supervisor

Responsibilities included regional supervision of special education program implementation, including: monitoring, program evaluation, budget consultation, and technical assistance for 36 local school districts.

State Department of Education, Olympia, Washington

Responsibilities also included directing the Early Childhood State Implementation Plan, the Preschool Incentive Grant, the Childfind Program for the State of Washington; developing and implementing early childhood policies, and managing two federal projects.

Jan., 1978 - Aug., 1982

Major Accomplishments: Assisted in the development of new special education rules and regulations, a revised special education funding system, and new early childhood policies and procedures. Developed 5 early childhood training manuals, trained more than 500 school district officials, and developed an Interagency Early Childhood State Plan.

Program Manager

Pediatric Therapy Center, Kent, WA
Sept., 1982 - Jan., 1983

Responsible for total program management and fiscal monitoring for infant-toddler intervention program for young children with developmental delays.

Research Assistant

University of Chicago
1975 - 1978

Staff for the "Chicago Study of Child Care" project directed by Dr. Alison Clark-Stewart. Assisted in all phases of the research project including the development of data collection instruments, recruitment of subjects, data collection, and data analysis.

Research Assistant

Roosevelt University
1975 - 1976

Assisted in the recruitment and training of women conducting family child care homes. Duties included designing evaluation and observation instruments, interviewing, and giving seminars on Child Development.

Teaching Experience

1971 - 1975

University of Chicago Lab School - grades K-6
KLH Day Care Center, Cambridge, Ma. - preschool
Leschi Elementary School, Seattle, WA. - 1st and 4th grades
Experimental Education Unit, Integrated Preschool, University of Washington.

Peer Reviewed
Articles

Espinosa, L., Mathews, M., Thornburg, K., & Ispa, J. (1999). Training rural child care providers: Results of Project REACH. NHSA Dialog: A Research-to-Practice Journal for the Early Intervention Field, 2, 180-203.

Winsler, A., Diaz, R.M., Espinosa, L., & Rodriguez, J. L. (1999). When learning a second language does not mean losing the first: Bilingual language development in low-income, Spanish-speaking children attending bilingual preschool. Child Development, 70, (2), 349-362.

Mathews, M., Thornburg, K., Espinosa, L., & Ispa, J. (in press). Project REACH: Training rural child care providers. Young Children.

Espinosa, L., Gillam, R., Busch, R. & Patterson, S. (1998). Evaluation of an in-service model to train child care providers about inclusion. Journal of Research in Childhood Education, 12, (2), 130-142.

Wedman, J., Espinosa, L & Laffey, J. (1998). A Process for understanding how a field-based course influences teachers' beliefs and practices. Teacher Educator, 34, (3), 189-214.

Espinosa, L. (1998). School involvement and Hispanic parents. The Prevention Researcher, 5, (1), 5-8.

Espinosa, L. Thornburg, K. & Mathews, M. (1997). Rural kindergarten teachers' perceptions of school readiness: A comparison with the Carnegie study. Early Childhood Education Journal, 25, (2), 119-125.

Howland, J., Laffey, J., & Espinosa, L. (1997). A computing experience to motivate children to complex performances. Journal of Computing in Childhood Education, 8, (4), 291-312.

Thornburg, K., Mathews, M., Espinosa, L. & Ispa, J. (1997). Perceptions of child care in rural America. Journal of Research in Rural Education, 13, (2), 117-130.

Lesar, S., Espinosa, L., & Diaz, R. (1997). Maternal teaching of preschool children in Hispanic families: Does a home intervention program make a difference? Journal of Research in Childhood Education, 11, 163-170.

Espinosa, L. & Chen, W-J. (1996). The effect of teacher in-service training on technology and multiage grouping: Year one evaluation of Constructing and Networking for Multiage Learning Project. Journal of Computing in Childhood Education, 7, 13-38.

Lesar, S, L. Espinosa, L., & Diaz, R. (1996). Family Focus for School Success: An early intervention program for language minority children at risk. The Journal of At-Risk Issues, 3, 19-28.

Espinosa, L. (1996). La participation de los padres en los programas preescolares. ERIC Digest # PS024541. ERIC/EECE Publications, University of Illinois, Urbana, IL.

Rodriguez, J.L., Duran, D., Diaz, R.M., & Espinosa, L. (1995). The impact of bilingual preschool education on the language development of Spanish-speaking children. Early Childhood Research Quarterly, 10, 475-490.

Espinosa L. (1995). Hispanic parent involvement. ERIC Digest # PS-95-5. ERIC/EECE Publications, Urbana, IL: University of Illinois.

Lesar, S. & Espinosa, L. (1994). Collaborative efforts for improving family/school partnerships for language minority preschool children. In Translating research into practice; Implications for serving families with young children. Proceedings. (p.246) Washington, DC: Administration for Children, Youth and

Peer Reviewed
Articles (cont.)

Lesar, S. & Espinosa, L. (1993). Increasing language-minority family and child competencies for school success: An educology of early intervention. International Journal of Educology, 2, 14-36.

Espinosa, L. and Lesar, S. (1993). Family Focus for School Success: An early intervention program in Redwood City. Thrust for Educational Leadership, 23, 12-15.

Espinosa, L. (1990). The Primary Education Center: One school, one program. Thrust for Educational Leadership, 20, 28-30.

Submitted Journal
Articles

Gallagher, J., Maddox, M., & Espinosa, L. (1984). Perceptions of early childhood special education: Surveys of superintendents and parents in Washington State. Journal of Early Intervention, 8, 141-148.

Espinosa, L., & Chen, W. (submitted, under revision). The role of technology in supporting the improvement of instructional practices. Journal of Computing in Teacher Education.

Laffey, J. & Espinosa, L. (submitted). Interactive music software and developing early reading skills. Journal of Computing in Childhood Education.

Book Chapters

Espinosa, L. (1997). Personal dimensions of leadership. In S.L. Kagan & B. Bowmar (Eds.), Leadership in early care and education. (pp. 97-102). Washington, DC: National Association for the Education of Young Children.

Espinosa, L. & Dodge, D. (1994). Building a partnership with families. In D. Dodge, J. Jablon, & T. Bickart (Eds.), Constructing curriculum for the primary grades. (pp. 210-217). Washington, DC: Teaching Strategies. (80%)

Espinosa, L. (1992). The process of implementing educational change: The Redwood City story. In S. Bredekemp & T. Rosegrant (Eds.), Reaching potentials: Appropriate curriculum and assesment for young children. (pp. 159-166). Washington, DC: NAEYC.

Casey, B. & Espinosa, L. (1992). Integrating developmentally appropriate curriculum and assessment practices: The Redwood City story. In B. Day, L. Malarz, & M. Terry (Eds.), The education and care of young children: ASCD ECE Consortium report. (pp.38-45). Washington, DC: Association for Supervision and Curriculum Development.

Espinosa, L. & Shearer, M. (1986). Family support in public school programs. In R. Fewell & P. Vadasy (Eds.), Families of handicapped children: needs and support across the life span. (pp. 253-278). Baltimore: University Park Press.

Espinosa, L. (1982). Where do states really stand in the education of young handicapped children, Response to Schrag. In E. Edgar, N. Haring, J. Jenkins, & C. Pious (Eds.), Mentally handicapped children: education and training. (pp.217-219). Baltimore: University Park Press.

Espinosa, L. (1980). Role of the caregiver. In J. Colbert & C. Melnick (Eds.), Home day care: A perspective. (pp.69-78). Chicago, IL: Roosevelt University Press.

**Other Scholarly
Work**

- Espinosa, L. (1999). Cultural and Linguistic diversity. Revisiting home visiting: Summary of a workshop. Washington DC: National Academy Press.
- Espinosa, L. M. (1998) Constructing and networking for multiage learning: Results of final year evaluation. Resources in Education ERIC #PS025746.
- Espinosa, L. (1998). Contributing author, Ready schools for America's children, publication of the National Education Goals Panel, Goal 1 Ready Schools Resource group. Washington, DC: National Education Goals Panel.
- Espinosa, L. (1996). Contributing author, Beyond the blueprint: Directions for research on Head Start's families, report of the Roundtable on Head Start Research. Phillips, D. A. & Cabrera, N. (Eds.). Washington DC: National Academy Press.
- Espinosa, L. (1995). Contributor to A. Rothenberg (Ed.). Understanding and working with parents and children from rural Mexico. (pp. 52-225 passim). Menlo Park, CA: The CHC Center for Child and Family Development Press.
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- Thornburg, K. & Espinosa, L. (1995). Project REACH: Professional Development Associate Handbook. Training manual developed at the University of Missouri-Columbia: Columbia, MO.
- Espinosa, L. & Lesar, S. (1993). The family focus for school success home education program: Instructor's manual. Redwood City, CA. Redwood City School District.
- Espinosa, L. (1992). Contributing author, It's Elementary!, Elementary Grades Task Force Report. State Superintendent of Public Instruction document. Sacramento, CA: California Department of Education.
- Espinosa, L., Ed. (1991). Guidelines for Developmentally Appropriate Practices in the Primary Grades, Redwood City, CA: Redwood City School District.
- Winsler, A. & Espinosa, L. (1990). The benefits of mixed-age grouping in early childhood education: A report to the Redwood City School Board on the Primary Education Center's mixed-age summer school pilot program. Prepared and presented to the Redwood City school board.
- Espinosa, L. (1982). Washington cooperative model in Developing collaborative relationships. Western States Technical Assistance Resources, Seattle, WA.
- Espinosa, L. (1981). Guidelines for preschool programs for handicapped children. Olympia, WA. Printed by the Office of the Superintendent of Public instruction:

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 To Kendria
 Fax# _____
 From _____
 Phone# _____

BIO

Paul F. Ruiz, PhD
Principal Partner
The Education Trust, Inc.

Paul Ruiz, Principal Partner at The Education Trust, Inc., has devoted over 25 years of professional work to the education success of poor, minority and immigrant students, especially those from Hispanic background. Fully bilingual in Spanish and English, Paul has worked at both the college and school district levels as an administrator, counselor, teacher and school principal in Michigan, where in the mid eighties he was selected Educator of the Year by the Michigan Department of Education.

In Texas, he directed the human resources department for a staff of over 1500 professional and support employees at the San Antonio State Hospital. Before joining The Education Trust, Paul was the director of the Pew-funded Hispanic Student Success Program at the Hispanic Association of Colleges and Universities (HACU). At HACU, he directed efforts and worked along side school, college and community leaders to significantly increase the number of Hispanic students graduating from high school prepared to enter and succeed in college.

Currently, at The Education Trust, Paul works to develop and oversee a growing national network of over 30 local Compacts and K-16 Councils. These education-focused civic vehicles are designed to bring together K-12 and postsecondary leaders as well as community stakeholders as equal partners to push significant standards-based educational improvement efforts at both the K-12 and higher education levels.

Paul works along side local leaders from these communities to design and implement local actions targeted at raising student achievement at all levels for all students, especially those who are poor and students of color.

He is a graduate of St. Mary's University in San Antonio, holds a Master of Arts from Central Michigan University in Mt. Pleasant, and a Ph.D. from The University of Michigan at Ann Arbor.



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: June 1, 2000

TO: Kenana Brooks - 202-456-5581

FROM: Sue Kirkland

SUBJECT: Profile

=====

COMMENTS:

PAGES INCLUDING COVER: 2

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This FAX is directed to: Kendra Brooks

Organization: White House

Department: Policy Committee

Contact phone #: _____ FAX #: 202-456-5581

Number of pages including this cover sheet: 4

From: M. Tapley Date: 6-7-00

The University of Texas at Austin • Office of Bilingual Education
Fax: 512/471-5550

Department of Special Education
Sánchez Building 306
Austin, Texas 78712
Phone: 512/471-6244

Department of Curriculum and Instruction
Sánchez Building 406
Austin, Texas 78712
Phone: 512/471-3919

S. Garcia, M. Kushner, A. Ortiz,
P. Robertson, C. Wilkinson

G. Blanco, D. Foley, M. Guerrero

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 OA/Box Number: 17895

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RESTRICTION CODES

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- P1 National Security Classified Information [(a)(1) of the PRA]
- P2 Relating to the appointment to Federal office [(a)(2) of the PRA]
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- RR. Document will be reviewed upon request.

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ALBA A. ORTIZ**H.E. Hartfelder/The Southland Corporation Regents Chair in Human Resource Development**

Office: Office of Bilingual Education
College of Education EDB 306
The University of Texas at Austin
Austin, TX 78712
(512) 471-6244

Home:

P6/(b)(6)

SSN:

Languages: English and Spanish

EDUCATION

1969	B.S.	Southwest Texas State University	Speech Pathology
1970	M.Ed.	Southwest Texas State University	Speech Pathology
1976	Ph.D.	The University of Texas at Austin	Special Education Administration

PROFESSIONAL EXPERIENCE

1969-1971	Speech, Hearing, and Language Pathologist	South San Antonio Independent School District, San Antonio, TX
1971-1973	Instructional Consultant and Materials Specialist, Special Education and Migrant Education	Region XX Education Service Center San Antonio, TX
1974-1975	Special Education Coordinator, Head Start Program	Child, Incorporated Austin, TX
1976-1978	Assistant Professor, Special Education; Director, Title VII Bilingual/Bicultural Education Program	San Jose State University San Jose, CA
1979-1980	Assistant Professor of Education; Director of Bilingual/Chicano Studies	Southern Methodist University Dallas, TX

The University of Texas at Austin**Academic Appointments**

1980-1981	Lecturer, Department of Special Education
1981-1984	Senior Lecturer, Department of Special Education
1984-1989	Associate Professor, Department of Special Education
1989-Present	Full Professor, Department of Special Education
1990-1997	Ruben E. Hinojosa Regents Professor in Education
1997-Present	H.E. Hartfelder/The Southland Corporation Regents Chair in Human Resource Development

Administrative Appointments

1980-present	Director, Bilingual Special Education, Department of Special Education
1983-present	Director, Office of Bilingual Education
1995-1996	Acting Chair, Department of Special Education
1990-1998	Associate Dean for Academic Affairs and Research

PROFESSIONAL MEMBERSHIPS

American Educational Research Association
 International Reading Association
 Learning Disabilities Association
 National Association for Bilingual Education
 Texas Council for Exceptional Children
 Phi Kappa Phi
 Texas Association for Bilingual Education

Council for Exceptional Children
 Council of Administrators of Special Education
 Teacher Education Division
 Division for Early Childhood
 Division for Linguistically and Culturally Diverse
 Exceptional Learners
 Division of Mental Retardation and Developmental
 Disabilities
 Division for Children with Learning Disabilities
 Division for Children with Communication Disorders
 Research Division

SELECTED RESEARCH, PUBLICATIONS, CREATIVITY, AND OTHER SCHOLARLY ACTIVITIES

- Yates, J. R., Ortiz, A. A., & Anderson, R. J. (in press). Issues of culture and diversity affecting educators with disabilities: A change in demography is reshaping America. In R. J. Anderson, C. B. Keller, & J. M. Karp (Eds.), Enhancing diversity: Educators with disabilities in the education enterprise. Washington, D.C.: Galludet University Press.
- Yates, J. R., & Ortiz, A. A. (1998). Developing individualized educational programs for the exceptional bilingual student. In L. Baca & H. Cervantes (Eds.), The Bilingual Special Education Interface (pp. 188-212) (3rd edition). Columbus, OH: Merrill Publishing Company
- Ortiz, A. A. & Kushner, M. (1997). Bilingualism and the possible impact on academic achievement. In L. Silver (Ed.), Child and adolescent psychiatric clinics (pp. 657-680). Philadelphia: Saunders Publishing Company.
- Ortiz, A. A. (1997). Learning disabilities occurring concomitantly with linguistic differences. Journal of Learning Disabilities, 30 (3), 321-332.
- Ortiz, A. A., & Garcia, S. B. (1995). Serving Hispanic students with learning disabilities: Recommended policies and practices. Urban Education, 29 (4), 471-481.
- Garcia, S. B., Wilkinson, C. Y., & Ortiz, A. A. (1995). Enhancing achievement for language minority students: Classroom, school and family contexts. Education and Urban Society, 27 (4), 441-462.

Member of Committee which developed the following reports:

- U.S. Department of Education, Office of Educational Research and Improvement, National Educational Research Policy and Priorities Board. (1997). Building knowledge for a nation of learners: A framework for education research. Washington, D.C.: U.S. Government Printing Office.
- National Research Council, Institute of Medicine. (1997). Improving schooling for language minority students: A research agenda. Washington, D.C.: National Academy Press.
- National Board for Professional Teaching Standards (in press). Exceptional Needs Standards Certificate. Washington, D.C.: Author

SPECIAL HONORS

- 1980-1982 Presidential Appointment, U. S. President's Committee on Mental Retardation
 1989 Member, Leadership Texas Class of 1988-89
 1990-1991 First Vice President, The Council for Exceptional Children
 1990-present Rubén E. Hinojosa Regents Professor in Education, The University of Texas at Austin

1991-present Member, National Assessment of Chapter 1 Independent Review Panel, U.S. Department of Education

1991-1992 President-Elect, Council for Exceptional Children

1991-1993 Governor's Appointee to the Texas Special Education Continuing Advisory Committee

1992-present Governor's Appointee to the Early Childhood Intervention Advisory Committee

1992-1993 President, Council for Exceptional Children

1992-present Member, Professional Advisory Board, Learning Disabilities Association of America

1993-1994 Immediate Past President, Council for Exceptional Children

1994 National Association for Bilingual Education President's Award

1994-present Co-Chair, National Board for Professional Teaching Standards, Special Education Committee

1994 Member, National Advisory Panel on Overseas Dependents Schools, U.S. Department of Defense

1995-present U.S. Secretary of Education Appointee to the National Education Research Policy and Priorities Board, U.S. Department of Education

1995-1997 Member, Committee on Developing a Research Agenda on the Education of Limited English Proficient and Bilingual Students, National Research Council, Commission on Behavior and Social Sciences and Education, Washington, DC

1996-present Member, Professional Advisory Board, National Center for Learning Disabilities

1996-present Member, Professional Advisory Board, National Adult Literacy and Learning Disabilities Council

1996-present President, Texas Fiesta Educativa Board of Directors

1990-present Program Chair, Texas Fiesta Educativa Conference

1997-present Member, Board of Directors, Public Education Network

ALBA A. ORTIZ
FULL PROFESSOR, DEPARTMENT OF SPECIAL EDUCATION
DIRECTOR, OFFICE OF BILINGUAL EDUCATION
H.E. Hartfelder/The Southland Corporation Regents Chair In Human Resource Development

EDUCATION

1969	B.S.	Southwest Texas State University	Speech Pathology
1970	M.Ed.	Southwest Texas State University	Speech Pathology
1976	Ph.D.	The University of Texas at Austin	Special Education Administration

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1979-1980	Assistant Professor of Education, Director of Bilingual/Chicano Studies	Southern Methodist University, Dallas, TX

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Yates, J. R., & Ortiz, A. A. (1997). Developing individualized educational programs for exceptional language minority students. In L. Baca & H. Cervantes (Eds.), The Bilingual Special Education Interface (3rd edition). Upper Saddle River, NJ: Simon & Shuster.

Ortiz, A. A., & Kushner, M. (1997). Bilingualism and the possible impact on academic achievement. In L. Silver (Ed.), Child and adolescent psychiatric clinics, (pp. 657-679). Philadelphia: Saunders Publishing Company.

Ortiz, A. A. (1997). Learning disabilities occurring concomitantly with linguistic differences. Journal of Learning Disabilities, 30 (3), 321-332.

Contributor

U.S. Department of Education, Office of Educational Research and Improvement, National Educational Research Policy and Priorities Board (1997). Building knowledge for a nation of learners: A framework for education research. Washington, D.C.: U.S. Government Printing Office.

National Research Council, Institute of Medicine (1997). Improving schooling for language minority students: A research agenda. Washington, D.C.: National Academy Press.

National Board for Professional Teaching Standards (in press). Exceptional Needs Standards Certificate. Washington, D.C.: Author

Dr. Ortiz is a nationally recognized expert on the education of linguistically and culturally diverse learners with disabilities. In 1992, she served as the President of the International Council for Exceptional Children. In 1994, she was awarded the President's Achievement Award by the National Association for Bilingual Education for her contributions to the development of the bilingual special education field and for her advocacy on behalf of Hispanic students with disabilities. She recently co-chaired the Exceptional Needs Committee for the National Board for Professional Teaching Standards and is currently a member of the National Education Research Policies and Priorities Board.

Withdrawal/Redaction Marker

Clinton Library

DOCUMENT NO. AND TYPE	SUBJECT/TITLE	DATE	RESTRICTION
004. letter	Pam Wellington to Bethany Little re: Biographical Information for Anthony S. Amato (partial) (1 page)	06/13/00	P6/b(6)

**This marker identifies the original location of the withdrawn item listed above.
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RESTRICTION CODES

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

- P1 National Security Classified Information [(a)(1) of the PRA]
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TO: Bethany Little
FROM: Pam Wellington
DATE: 6/13/00

Thanks again for your rapid response. As promised, I have attached Mr. Amato's resume, bio and some articles of interest. There are many more but wanted to get back to you as quickly as possible.

Here is the contact info:

Mr. Anthony S. Amato
Hartford Board of Education
153 Market Street
Hartford, CT 06103
(860) 297-8402

P6/(b)(6)

Bethany, I believe this is all the information you need at this time. Should you require any additional information, I can be reached at the same telephone mentioned above.

Thanks again.

Pam
Pam Wellington

ANTHONY S. AMATO

PROFESSIONAL OBJECTIVE

To attain a position of educational responsibility where my unique professional experiences, academic background and leadership skills can be fully utilized to elevate the academic achievement and affective development of all students.

EXPERIENCE

April 1999 - Present

HARTFORD PUBLIC SCHOOL SYSTEM, HARTFORD, CT
Superintendent, Hartford Public School System

The Hartford Public School District serves a total population of 22,555 students enrolled in grades pre-kindergarten through twelve. The school district is composed of twenty-six elementary schools, three middle schools and three high schools. The ethnic population of the school district is fifty four percent (54%) Hispanic, forty-two percent (42%) Black and four percent (4%) other.

ACCOMPLISHMENTS

- Established a comprehensive literacy program across the City that focuses on every child getting a balanced literacy approach and proper reading intervention programs. This initiative resulted in a 10% increase in the standardized reading test scores in a period of six months. In fact, the District improved more in 1999 in reading than in the previous four years combined.
- Established a comprehensive numeracy program fully consistent with the National Council of Teacher of Mathematics (NCTM) Standards. This initiative resulted in a 15% increase in the standardized mathematics scores in a period of six months. In fact, the District improved more in 1999 than in the previous four years combined.
- Instituted a laptop program in the 9th grade. This program enables students to use a laptop in school and at home. The computer is fully integrated into every curriculum area.
- Implemented a program where students learn about computer applications and learn how to take a computer apart and reassemble it.
- Implemented ScanTek Labs. These labs provide high school students with the opportunity to learn how to refurbish computers.
- Implemented CISCO Labs, which helps students learn how to network computers.

- Instituted an initiative designed to ensure that all of our students graduate from high school with a plan, whether it is post-secondary education, directly entering the workforce, or other opportunities such as the armed forces.
- Created a comprehensive parent involvement program, which focuses on empowering parents through educational opportunities and full school partnerships. In addition, created a Parent Power Institute that taught parents how to help their children achieve greater success and how to become more self-sufficient in their personal commitment to education.

1987 - 1999

NEW YORK CITY BOARD OF EDUCATION, NEW YORK, NY
Superintendent, Community School District Six

With a population of nearly 30,000 students, 90% of whom are Latino and African-American, District Six has the highest number of Limited English Proficiency (LEP) students in New York State. It also has the highest percentage of immigrant families and one of the highest school building utilization rates in the State. Furthermore, based on Federal guidelines, the District has a 96% rate of economically disadvantaged children. This is the highest in the city.

ACCOMPLISHMENTS

Educational Leadership

- Charged District Six teachers, parents and administrators with creating a comprehensive Literacy System.
 - Elevated reading test scores from a citywide District ranking of 32nd (lowest in the city) to the present ranking of 19th through the implementation of the Literacy System.
- Motivated District Six teachers, parents and administrators to create a comprehensive Mathematics program fully consistent with the National Council of Teachers of Mathematics (NCTM) Standards.
 - This initiative raised standardized Mathematics test scores from a citywide District ranking of 30th to the present ranking of 13th.
- Fostered and developed a New Standards alignment initiative Districtwide for all students, at all grade levels and every level of English proficiency.
 - Major Title VII grant awarded to support development of parallel standards for English Language Learners.
- Developed a comprehensive professional development program that ensures and supports the growth of all District employees.
- Designed and implemented professional Bilingual Program that ensures equitable educational opportunities for all students and that has achieved dramatic gains among the

LEP (Limited English Proficient) student population. Gains in English acquisition have consistently been among the highest in the city.

- Created a Special Education Inclusion Program at the intermediate and elementary school levels. Special education students in the program have had a dramatic increase in academic achievement.
- Instituted a literacy enhancement program focusing on potential special education students. The special education referral rate dropped by 20% in the first five months of operation.
- Developed a magnet middle school for science and technology. With a 90% minority population, this school has been consistently ranked the #1 school in reading in the entire city.
- Established a school-based science program which emphasizes hands-on learning, an inquiry process and a problem solving approach; this program has been hailed as a model by the New York State Education Department.
 - Initiated and implemented a National Science Foundation Teacher Enhancement Grant (\$3.2 million) to train all K-6 classroom teachers in the use of this inquiry approach for the teaching of Science.
 - Implemented the Science Materials Support Center that supplies all science materials to every classroom teacher in the District.
- Created a Social Studies system that embodies the latest research in multicultural education, cooperative learning and critical thinking skills.
- Established a District Computer Center to provide timely research information and school-specific data on student progress to administrators, teachers and parents.
 - In conjunction with the District Computer Center, established model programs for the use of computers in classroom instruction and implemented staff development to provide classroom teachers with necessary skills to fully integrate computer technology into the curricula.
- Instituted the District Laptop Computer Program. This enables students to use a laptop program full time at school and at home. The computer is integrated into every curriculum area. Presently there are over 2,000 laptops in use.
- Advocated for and obtained full participation by all District middle schools in the Middle Schools Initiative Project, a collaborative endeavor between Columbia University and the NYC Board of Education.

- Implemented a pilot Workforce Preparation Program at the middle school level, including the development of entrepreneurial projects. Enlisted a district team to develop a school to work model based on research and international programs.
- Facilitated the development and implementation of an intensive preparatory curriculum, utilizing an infusion model, to prepare middle school students for the NYC Specialized High School Examination. In its first year, the program resulted in a 30% increase in acceptance districtwide.
- Maintained the integrity of arts education in all District schools despite budget constraints.

Intergroup Relations

- Created the first city Community Full-Service School in 1989. This program was developed in concert with teachers, principals, the local school board, Children's Aid Society, Columbia Presbyterian Hospital and Mercy College. This model represents the District's comprehensive approach to provide a safe and disciplined environment for all community members. The program will be expanded to all schools in the next three years.
- Empowered parents and community members through the creation of: Collaborative Leadership Training; Parent Summer Institutes; Computer Programming and Employment Placement; and a comprehensive Parent Education Program based on a parent needs assessment instrument.
- Implemented Conflict Resolution and Team Process training throughout the District as the framework for collaboration between administrative, pedagogical and support staff.
- Coalesced the diverse interests of small businesses, local professionals and major corporations to contribute their expertise and resources to the District's Entrepreneurial Program for middle school students and parents.
- Created the Cross Cultural Institute and Community Training Programs which promote shared learning experiences as a response to the need for greater communication and positive interaction between local police, our students and the community.
- Secured resources and funding for the development of employment training programs for Dominican, Russian and other recently arrived immigrant professionals.
- Garnered resources from the Central Board of Education, political leaders, the business community, major foundations and corporations to augment and expand our model system for integrating technology in the classroom.
- Advocated for increased state funding for Title 1 at-risk students in presentations before the New York State Commissioner of Education and the Board of Regents.

- Negotiated with post-secondary schools to establish broadbased access to college degree programs. These efforts resulted in three colleges operating in the community. Comprehensively, they offer a range of courses from pre-literacy to master's degree.
- Created a comprehensive Parent Involvement Program that focuses on empowering parents through unique communication linkages, educational opportunities and full school partnerships.
- Created the R.E.S.P.E.C.T. (Residential Education for Students using Parents as Early Childhood Trainers); this program trains community residents, most of whom receive AFDC supplements, to conduct home-based early intervention activities for parents of pre-school children.

Administrative and Fiscal Management

- Managed and balanced an annual budget currently at 200 million dollars.
- Obtained over 3.5 million dollars per year beyond the regular tax levy allocation through competitive grants.
- Successfully managed the District budget allocation to minimize reduction of staff.
- Increased volume-buying discounts on educational materials through linkages with other Districts.
- Reduced the cost of the District science program by 35% through the construction of modules and kits in the Science Materials Support Center.
- Implemented a student achievement monitoring system through the use of progress charts in all major subject areas.
- Implemented curricular systems designed to provide consistency in learning to a highly mobile student population.
- Increased District attendance levels using various intervention strategies. Averages in elementary schools are close to 94% and intermediate schools are nearing 90%.
- Designed and implemented a districtwide, administrative level service delivery model that increased efficiency and accountability across all District operations.
- Provided "training for trainers" conferences to promote consistently high level and effective professional development throughout District Six schools.
- Designed and implemented a Leadership Institute, in cooperation with Bank Street College and other post-secondary schools, to professionally develop new administrators.

This effort has currently expanded to include pedagogical staff who exhibit an interest in or potential for future supervisory roles.

- Contracted with research organizations to initiate a comprehensive effort to monitor the effectiveness of District Six programs and policies.
- Facilitated the authoring of foundation and government grant proposals to generate funding to drive the District's curriculum initiatives.

Strategic Planning

- Facilitated a comprehensive restructuring process in all District schools.
- Implemented a restructuring reform program under the New York State Systemic Initiative (SSI).
- Established the protocol for the creation of School Leadership Teams to be implemented in all city schools by October 1999.
- Successfully negotiated with the Central Board of Education and other local District Boards of Education for use of underutilized space outside District Six to ease overcrowding; successfully built a districtwide consensus in favor of these policies.
- Constructed eight new schools in the last eight years; added additional annexes and mini schools for an additional capacity of ten thousand students.
- Instituted a zoning plan that employed creative management techniques to reduce average number of students per class from 38 to the legal citywide capping limit.
- Sponsored the development of Advisory and other reform programs in all District Six middle schools.
- Established six middle school-based health clinics in collaboration with the Columbia University School of Public Health and the Children's Aid Society.
- Established annual Summer Professional Planning Institutes designed to create and update curriculum initiatives to foster student achievement.
- Implemented elementary school parallel programming, and a restructuring of the sixth grade at the intermediate level resulting in increased homeroom teacher contact time with students.
- Instituted the Effective Schools in Research Program that established a District mission and belief system that, in turn, drives educational and administrative innovation in the District.

- Provided extensive training in Strategic Planning to all principals, to serve as a guide in the development of their school-based improvement plans.
- Created the Community Full Service School concept as a foundation for building a community of life-long learners and created coalitions and policies vital to actualizing this vision. This program is the comprehensive strategic approach to pupil personnel issues in our community.
- Created the first year round school plan in New York City; the program commences July 1, 1999, in anticipation of increasing registers.

Media Exposure

The District and District schools have appeared in the following newspapers, journals, and magazines:

- The Wall Street Journal
- Business Week Magazine
- The New York Times
- Family Circle Magazine
- Time Magazine

Books:

- Making School Reform Happen
Bullard and Taylor
- Full Service Schools:
A Revolution in Health and Social Services for Children, Youth and Families
Joy G. Dryfoos
- Safe Passage: Making It Through Adolescence in Risky Society
Joy G. Dryfoos
- Altered Destinies: Making Life Better For School Children in Need
Gene I. Maeroff

Videos:

- Microsoft, Nationally shown video showcasing the District Six Laptop Computer Program.
- Video Journal "Effective Schools."
- New York State Education Department: The District Six Science Program.
- PBS Public Broadcasting System: Community Full Service Schools.
- Microsoft television commercial for Laptops using a District Six school.
- Live science education show featuring telephone call-ins by students.
- This cable program stars a District Six science teacher.
- Math Professional Development Video; this video is shown nationally to train teachers in a comprehensive approach to math.

1981 – 1987

Principal, Public School 332, Community School District 23, Brooklyn, New York

Created comprehensive curriculum programs resulting in:

- Improvement of reading achievement of the school from 23% to 63% of students at or above grade level.
- Improvement of mathematics achievement of the school from 38% to 61% of students at or above grade level.

1979 – 1981

District Supervisor,

Community School District 23, Brooklyn, New York

1977 – 1978

District Multicultural Education Coordinator,

Community School District 10, Bronx, New York

1974 - 1978

District Junior High School Multicultural Education Coordinator,

Community School District 10, Bronx, New York

1972 – 1974

District Assistant Coordinator for Multicultural Programs,

Community School District 10, Bronx, New York

1969 – 1972

Teacher, Intermediate and High School Math and Science

South Bronx – Model Cities Education Program, Bronx, New York

SPECIAL PROJECTS AND PRESENTATIONS**1988**

Hawaii First Statewide Technology Conference: Honolulu, Hawaii
Keynote Speaker

New York City Annual Technology Conference
Co--Sponsor and Plenary Speaker

Microsoft Summit: Seattle, Washington
Plenary Speaker: Laptop Implementation; Lessons Learned

1997

New York City Superintendents Network

Presentation: District Literacy System

New Superintendents Institute
Mentor Superintendent

Microsoft Anytime, Anywhere Learning Conference: Atlanta, Georgia
Plenary Session Speaker: District Laptop System

National Conference: United States Department of Justice, Washington, D. C.
Panelist: Youth Violence

Superintendents Leadership Forum, Phoenix, Arizona
Seminar Presentation: Technology and Literacy

Co-Chair, Citywide Technology Committee
New York City Board of Education

Literacy Conference: Detroit, Michigan
Plenary Presentation: Creating a District Literacy System

Teachers College, Columbia University Superintendents' Summer Institute
Presentation: Community Full Service Schools

1996

Harvard University Superintendents Institute
Mentor Superintendent

1995

Chancellor's Task Force
Co-Chair, Chancellor's Writing Initiative

"Siempre los Niños"
Santo Domingo, Dominican Republic
Keynote Speaker: "Focusing on Learning Styles of Second Language Learners"

Superintendents Conference - Paramount, Simon and Schuster Sponsorship
Keynote Speaker: "Implementing Systemic Change"

Teachers College, Columbia University Superintendents Summer Institute
Presentation: Community Full Service Schools

1994

Chancellor's Commission on Bilingual Education
Co-Chair, Improving L.E.P. Achievement

Chancellor's Forum on Technology, Plenary Session Panelist

A.S.C.D. Citywide Forum
Co-Presenter with Central Board of Education President

Teachers College, Columbia University Superintendents Summer Institute
Presentation: Full Service Schools

1993

A.S.C.D. Annual Citywide Supervisors Conference
Presenter: "Restructuring Science at the District Level"

1992

C.S.A. Conference, New York City CUNY
Graduate Center Plenary Session
Presenter: "Compact for Learning: A Superintendent's Perspective"

1990

New York State Science Mentors Conference, Albany, New York
Keynote Speaker: "Implementing a District Based Problem Solving Science Program"

1989

National Urban Alliance Conference on Effective Schools,
Teachers College, New York, New York
Panelist: "Practical Implementations of Current Reading Research"

NYC Conference of Successful Articulation Procedures, New York, New York
Chairperson: Manhattan Committee of Superintendents

National Conference for Effective Schools Research, Saratoga Springs, New York
Keynote Speaker: "The Superintendent's Role in Effective Schools Research"
Council of Supervisors and Administrators Super Center Conference, C.U.N.Y.
Manhattan Graduate Center, New York, New York
Presenter: "Teaming for Restructuring"

Association of Assistant Principals, New York, New York
Presenter: "Conducting Effective Meetings Through the Teaming Process"

Asilomar Communications Arts Conference, Asilomar, California
Major presenter: "Designing a Communication Arts Program for Equity and Success"

1988

Federation of Dominican Businessmen Annual Conference,
Santo Domingo, Dominican Republic
Major Presenter: "The Education of the Dominican Child in New York City"

Effective Schools National Conference, Saratoga Springs, New York
Major Presenter: "Implementing an Effective Schools District"

Dominican Leadership Seminar, Santo Domingo, Dominican Republic
Keynote Speaker: "The Immigrant in New York City, Challenges and Opportunities"

1987

Latino Issues Forum Teachers College, New York, New York
Panelist: "Government in Education, A Latino Perspective"

1984 – 1987

Supervisory Training, Hunter College, New York, New York
Trainer for the High School, Junior High School, and Elementary
School Principal and Assistant Principal licensing exams

1980

N.A.B.E. Anaheim, California
Presenter: "Aerospace Education"

1979

N.I.E. Washington, D.C.
Reader: Evaluate proposals in language acquisition and psycholinguistics for the National
Institute for Education

1978

N.O.D.A.C. Denver, Colorado
Presenter: "Special Education and the Bilingual Child" for the National Origins
Desegregation Assistance Center

1976

M.A.P. San Diego, California
Reviewer: Evaluate texts for use in national education programs for the Materials
Acquisition Program

ADVISORY & ELECTED POSITIONS

Member, Advisory Board, Mercy College of New York, 1997 – Present

Co-Chair, Superintendents Association Curriculum Committee, 1997 – Present

**Member, IBM Watson Research Center,
Northeast Advisory Council, 1996-Present**

Member, Advisory Board, Mathematics in the City, City College of New York

Member, Advisory Board, Children's Aid Society, 1998

Member, New York State Commission on Bilingual Education, 1989-1992
President, Puerto Rican Educators Association (P.R.E.A.), 1987

Member, Chancellor's Commission of Equal Opportunity, 1987

Trustee Member, Grand Council of Public Employees 1986-1987

Co-Chair, Ad Hoc Educational committee to Support Decentralization, 1987

Member, Advisory Board, Casa De La Herencia Cultural 1989

ADDITIONAL PROFESSIONAL EXPERIENCE

1989

Superintendents Forum on Leadership. A seven day colloquium at Long Island University at South Hampton.

1986

Co-Author: "Principals' Training Program for the Supervision of Special Education." Special Education Department of Community School District 11, Bronx, New York.

1985

Planner: Developed the Community School District 23 Staff Development Plan, Brooklyn, New York.

1984

Co-Author: "Curriculum for Career Awareness". Project Get-Set, 131 Livingston, Street, Brooklyn, New York.

1983

Supervisor: Community School District 23, After School Reading Program, Brooklyn, New York.

1974 - 1976

Trainer: Conducted In-Services Courses: Mandated New Teachers Course: Teaching English as a Second Language. Community School District 10, Bronx, New York.

1970 - 1974

Teacher: High School Equivalency course (evening school for adults), W.E.P. Program, Bronx, New York.

1969

Teacher: Hunts Point Head Start Summer Program, Bronx, New York

EDUCATION**Present**

Doctoral Program, Teachers College of Columbia University
Educational Supervision and Administration

1984-1986

Doctoral Program, Hofstra University, Long Island
Reading and Cognitive Science

1976

Masters Degree, City College of New York
Bilingual Education, Administration and Supervision

1969

Bachelors Degree, City College of New York
Science and Education

LICENSES AND CERTIFICATES

School District Administrator, New York State
School Administrator and Supervisor, New York State
High School Principal, New York City
Junior High School Principal, New York City
Elementary School Principal, New York City
Junior High School Science, New York State
Teacher N-6, New York State
Common Branches Bilingual, New York City

PROFESSIONAL ORGANIZATIONS

New York City Association of Superintendents
Association for Supervision and Curriculum Development
New York Elementary School Principals Association
Council of Supervisors and Administrators
American Association of School Administrators

Anthony S. Amato
Superintendent
Hartford Public Schools

On Panel

Anthony Amato was appointed the Superintendent of Hartford Public Schools by the state Board of Trustees on April 1, 1999. Mr. Amato immediately began implementing a district-wide reorganization of the school district that has consistently been ranked the lowest performing school system in Connecticut.

Prior to coming to Hartford, Mr. Amato was Superintendent for District 6 in New York City. The district has a population of over 30,000 students and includes the Washington Heights and North Harlem sections of northern Manhattan. At the time of Mr. Amato's appointment in 1987, the district had been the lowest performing district in the city. Within the first few years of his tenure, Mr. Amato lifted test scores and overall academic performance up from the bottom to the middle of the City.

Mr. Amato has begun implementing an ambitious vision for the Hartford school system that includes reforming curriculum, expanding the use of technology, and enhancing parent and community involvement.

Mr. Amato holds Masters degrees in Educational Science and Educational Administration from City College and is presently pursuing his Doctorate in instructional leadership at Columbia University.

DAVIS'S
 Tenure - Henry
 10/22
 US News
 Michael
 Charles
 11/20/2015
 William
 Sonoma

Biographical Information
Kenneth A. Noonan, Superintendent
Oceanside Unified School District

Ken Noonan has served as superintendent of the Oceanside Unified School District since February 1997. During Ken's tenure, the district has experienced 1) a sharp rise in test scores of English Language Learners due in large part to strict adherence to Proposition 227, the English for the Children initiative; 2) a significant growth in academic achievement of all students since the approval of a "back-to-basics" board policy; 3) an increased success rate for 8th graders failing to meet promotion requirements and a higher success rate of failing 9th graders with the opening of Clair Burgener Academy in which failing eighth graders are given a gift of time to concentrate on reading, writing, and math eight hours a day, 210 days per year; 4) a lower drop-out rate following the establishment of not only the Burgener Academy but also the Phoenix Academy, an extended day program for 10th and 11th graders short on credits or failing classes; 5) better prepared high school graduates after raising high school promotion/graduation requirements from 220 to 240 units and requiring passing scores on exams for reading, writing, mathematics, and a C average on all work each year; and 6) safer campuses and buses since the implementation of a "Zero Tolerance Against Violence" policy. An accountability system for administrators with two-year contracts was put into place by Ken well ahead of the state's recommendation to hold administrators accountable for test scores. Ken was instrumental in the development of a Strategic Plan whose mission is to "ensure that every student graduates and has the ability to succeed in the global community." The community recently expressed its overwhelming confidence in the district by passing a general school bond measure for \$125 million after repeated efforts four years ago to pass an \$18 million bond.

Born and raised in Montebello, California, Ken attended public and parochial schools there and graduated with a BA degree in Social Studies and English from California State University Los Angeles in 1967. He later earned a Masters Degree in Education from Whittier College, with a concentration in Bilingual Education, and earned his Administrative Credential at Claremont Graduate School. He later served in the U.S. Navy as an aviation boatswain's mate aboard the carrier Valley Forge during the Vietnam War and then at Ream Field in Imperial Beach, California.

Ken began teaching English at Bell Gardens High School in Montebello School District. He then taught English and Shakespeare at South Hills High School in Covina, later moving on to Pomona Unified School District where he taught bilingual classes at the junior high school level. Ken became director of the large bilingual program there and then was appointed Director of Secondary Education with responsibility for three high schools, six junior high schools, one continuation high school, and a large adult education program. At the time, Pomona served 24,000 students kindergarten through 12th grade.

In 1978, Ken left Pomona to become Superintendent of the Corcoran Joint Unified School District, a district of 2,500 students located in the Central Valley of California. Six years later he was offered the position of Superintendent of the 8,500-student Gilroy Unified School District. Gilroy is a suburban community that has changed from a smaller farming town to a larger bedroom community for the San Jose area and the greater South Bay. This area is famous as Silicon Valley, the home of the microchip industry. Residents of Gilroy range from migrant farm workers to executives with IB, Hewlett-Packard, Apple Computer, and Intel.

In Gilroy and in Corcoran as Superintendent, Ken had to deal with low student achievement. In Gilroy he developed and administered a program of Schools of Choice and programs to combat violence and gang problems in schools and a high dropout rate. In addition, Ken provided leadership in the development of a district-wide strategic plan which focused attention on the classroom as the center of decision making and which distributes decision making authority to teachers, parents, students, and the business community.

Ken has been married to his wife, Colleen, for 33 years. A Registered Nurse and a graduate of parochial schools in Montebello, she holds a BS degree from California State University Los Angeles and is an emergency room nurse for a local hospital.

Ken and Colleen have two children. Joshua, 29, is a deputy sheriff in Colorado. Their daughter Katie is a graduate of California State University San Diego where she majored in English and Spanish. Ken and Colleen reside in Oceanside, California.

Withdrawal/Redaction Marker

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DOCUMENT NO. AND TYPE	SUBJECT/TITLE	DATE	RESTRICTION
005. resume	Migdania D. Vega (partial) (1 page)	06/12/00	P6/b(6)

**This marker identifies the original location of the withdrawn item listed above.
For a complete list of items withdrawn from this folder, see the
Withdrawal/Redaction Sheet at the front of the folder.**

COLLECTION:

Clinton Presidential Records
Domestic Policy Council
Kendra Brooks (Subject Files)
OA/Box Number: 17895

FOLDER TITLE:

[Education - Hispanic File] [2]

kh7

RESTRICTION CODES

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

- P1 National Security Classified Information [(a)(1) of the PRA]
- P2 Relating to the appointment to Federal office [(a)(2) of the PRA]
- P3 Release would violate a Federal statute [(a)(3) of the PRA]
- P4 Release would disclose trade secrets or confidential commercial or financial information [(a)(4) of the PRA]
- P5 Release would disclose confidential advise between the President and his advisors, or between such advisors [(a)(5) of the PRA]
- P6 Release would constitute a clearly unwarranted invasion of personal privacy [(a)(6) of the PRA]

Freedom of Information Act - [5 U.S.C. 552(b)]

- b(1) National security classified information [(b)(1) of the FOIA]
- b(2) Release would disclose internal personnel rules and practices of an agency [(b)(2) of the FOIA]
- b(3) Release would violate a Federal statute [(b)(3) of the FOIA]
- b(4) Release would disclose trade secrets or confidential or financial information [(b)(4) of the FOIA]
- b(6) Release would constitute a clearly unwarranted invasion of personal privacy [(b)(6) of the FOIA]
- b(7) Release would disclose information compiled for law enforcement purposes [(b)(7) of the FOIA]
- b(8) Release would disclose information concerning the regulation of financial institutions [(b)(8) of the FOIA]
- b(9) Release would disclose geological or geophysical information concerning wells [(b)(9) of the FOIA]

C. Closed in accordance with restrictions contained in donor's deed of gift.

PRM. Personal record misfile defined in accordance with 44 U.S.C. 2201(3).

RR. Document will be reviewed upon request.

RESUME

MIGDANIA D. VEGA

P6(b)(6)

[Redacted]

Dade County Public Schools (DCPS)
Coral Way Elementary Bilingual School
Principal
1950 S.W. 13 Avenue
Miami, FL 33145
Phone (305) 854-0515
Fax (305) 285-9632
Employee # 064507

PERSONAL DATA

Born in Cuba. Arrived in the United States January 1969. Widowed with four children and nine grandchildren.

EDUCATIONAL BACKGROUND

University of Miami through Cuban Refugee Assistance Program	June 1973	B.D./Education
Nova University Florida International University	Jan. 1978	M.S. Modern Educational Systems Post-Graduate Work (15 hours in Education K-Jr.)
Florida Real Estate Lic.	Oct. 1982	

PROFESSIONAL EMPLOYMENT

August 1992- Present	Principal, Coral Way Elementary Bilingual School
1990 - 1992	Assistant Principal, Seminole Elementary School
1987 - 1990	Curriculum Coordinator, Bilingual Programs, Region III Operations
1977 - 1987	Area Bilingual Educational Specialist, North Central Area
1974 - 1977	Teacher on Special Assignment, Bilingual Programs, Southwest Area
1973 - 1974	Second Grade Bilingual Teacher, Rockway Elementary School
1972 - 1973	Cuban Aide, Rockway Elementary School
1969 - 1972	Cuban Aide, Southwest Senior High School

Migdania D. Vega

SPECIAL TRAINING

- * From August 1974 to August 1990, I worked as member of the North Central Area (Region III) office staff. In that capacity, I provided assistance to school site administrators in screening, selecting training and monitoring teachers working in the Bilingual Programs. I assisted in ordering materials, scheduling classes, testing, placing students and any and all other aspects pertaining to the organization and monitoring of that program.
- * As part of my job responsibilities, I participated as instructor in the countywide training of new teachers entering the Bilingual Programs. I have prepared reports on program enrollment, provided career counseling to teacher candidates and set up needs assessments for teachers in need of upgrading skills.
- * Provided teacher candidates with career counseling while in the process of screening and interviewing for open positions.
- * Assisted the Foreign Language Supervisor in identifying the needs and developing the core of inservice courses for new teachers and teacher in need of upgrading skills.
- * As an administrator, I have increasingly pursued the recruiting of potential candidates for administrative positions and advised them in steps to follow to that effect.
- * Provided on site inservice training to beginning teachers in the areas of discipline, classroom management and program delivery.
- * Participated in countywide inservice training of beginning teachers and teachers interested in upgrading skills.
- * As an assistant principal, I assumed responsibilities for scheduling programs, monitoring instruction, distributing textbooks, organizing the State Compensatory Education Program, supervising the Exceptional Education Program and any other school responsibilities assigned by the school's principal.
- * As a principal, I am responsible for overseeing the total school operation, hiring of personnel, supervising staff, managing the school budget, communicating with parents, and being the instructional leader of the whole school community.
- * As principal at Coral Way Elementary first dual language program in the United States, I have acted as consultant, trainer, panelist, advisor and advocate to similar initiatives throughout the nation, such as...

Council of Chief State School Officers
Conference - Houston, Texas. October 17-20, 1999.

W.K. Kellogg Foundation
Miami, Florida. October , 1999

N.A.B.E. (National Association for Bilingual Educational)
National Conference-Denver, Colorado. January 28, 1999

Roosevelt Center, Dayton Public Schools.
Dayton, Ohio. January 13, 1999

Migdania D. Vega

Kathy Chu - Columbia University Graduate Student.
January 4, 1999

Clark Elementary School. Cleveland, Ohio
December 16, 1998

Collinswood Elementary
Charlotte, North Carolina. November, 1998

Delia Bello, University of Connecticut doctorate student.
October, 1998 - January, 2000

Southeastern Equity Center
Miami, Florida. October 29, 1998

Florida Governor Lawton Chiles. June 4, 1998

University of Miami Bilingualism Study Group
April 1998

Los Angeles Unified School District Administrators
Visit to Coral Way Elementary
April 29, 1998

North Grade Elementary
Lake Worth, Florida. March 27, 1998

Dr. Gerald N. Tirozzi, Assistant Secretary
Elementary and Secondary
U.S. Department of Education. February 12, 1998

Mr. Stanley Williams, Secretary's Regional Representative
Region IV - Atlanta - US Department of Education. October, 1997.

John Hopkins University "scaling up" School Reform in
Multicultural Multilingual Contexts. Research study September
1997 through September 1999.

PROFESSIONAL ASSOCIATIONS

President	Foreign Language Teacher Association, Dade County 1982 - 1985
Vice President	American Hispanic Ed. Association of Dade (AHEAD) since 1985
Member	Florida Foreign Language Association
Member	Florida Teachers of English to Speakers of Other Languages (TESOL)
Member	Coalition for Quality Education
Member	National Association for Bilingual Education (NABE)
Member	International Reading Association
Member	Florida Council of teachers of Mathematics
Member	International Council for the Gifted and Talented Children

COMMUNITY ORGANIZATIONS

Spanish American League Against Discrimination (SALAD)
National Association for the Advancement of Colored People (NAACP)
Coalition for a Drug Free Community
Community Relations Board

Migdania D. Vega

RECOGNITIONS

- * April 16, 1998 Selected to travel to Spain representing Miami-Dade County Public Schools to select Spanish teachers to work at MDCPS.
- * September 5, 1998 recipient of the "Floridianas Especiales" award given by the Cuban Women's Club.
- * October 6, 1998 recipient of the "Making a Difference in Hispanic Education" award given by NOVA Southeastern University.
- * March 20, 1999 awarded the Bilingual Educator of the Year award given by the Bilingual Association of Florida.
- * June 8, 1999 awarded the Speech Pathologists' Administrator of the Year award.
- * August 14, 1999 awarded the Most Distinguished Alumnae of the Year award by the A.D.A. Alumnae Association for contributions to the education of Hispanics in South Florida.
- * February 8, 2000 appointed by Secretary of Education, Richard W. Riley to the National Assessment Governing Board.

UNPUBLISHED REPORTS

"Teacher Attitudes as a Factor in the Success or Failure of Bilingual Education" (article).

PROFESSIONAL REFERENCES

Mr. Nelson Diaz, Deputy Superintendent, Personnel Management
Dr. James Moye, Superintendent, Region IV Operations
Mr. George Suarez, Director Region IV Operations

Withdrawal/Redaction Marker

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DOCUMENT NO. AND TYPE	SUBJECT/TITLE	DATE	RESTRICTION
006. note	Bullets from Migdania D. Vega's Statement and Personal Data Requested (partial) (1 page)	06/14/00	P6/b(6)

**This marker identifies the original location of the withdrawn item listed above.
For a complete list of items withdrawn from this folder, see the
Withdrawal/Redaction Sheet at the front of the folder.**

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Clinton Presidential Records
Domestic Policy Council
Kendra Brooks (Subject Files)
OA/Box Number: 17895

FOLDER TITLE:

[Education - Hispanic File] [2]

kh7

RESTRICTION CODES

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- P6 Release would constitute a clearly unwarranted invasion of personal privacy [(a)(6) of the PRA]

C. Closed in accordance with restrictions contained in donor's deed of gift.

PRM. Personal record misfile defined in accordance with 44 U.S.C. 2201(3).

RR. Document will be reviewed upon request.

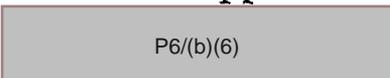
Freedom of Information Act - [5 U.S.C. 552(b)]

- b(1) National security classified information [(b)(1) of the FOIA]
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- b(9) Release would disclose geological or geophysical information concerning wells [(b)(9) of the FOIA]

Bullets from Migdania D. Vega's Statement

- School background information
- Information on our ESL program
- Success rate in our ESL program
- School philosophy of instruction
- Student performance in standardized tests
- Closing statement on key to success

Personal Data Requested

- 
- Name as it appears in Picture I.D. – Migdania Vega
- 

Leonard Shryock



P6/(b)(6)

Leonard.Shryock@WUHSD.k12.ca.us

Education & Credentials

Master's Degree in Educational Administration
(in progress)
California State University, Fullerton

Twenty-four units in thirty unit curriculum.

Coursework includes:

- Organizational Leadership
- Curriculum, Instruction, and Assessment
- School Law and Regulatory Process
- School Finance

Preliminary Single Subject Teaching Credential
CLAD (December, 1997)
National University

Bachelor's Degree in Economics (May, 1989)
California State University, Long Beach

Associate of Arts Degree in Music (May, 1988)
Cerritos College

Professional Experience

Frontier Continuation High School, Whittier, CA
Whittier Union High School District
Classroom Teacher, 10th - 12th grade (March, 1995
present)

- Teach 5 sections of Business Math
- Have incorporated technology into the classroom
- Have worked with students of various ability levels
- Co-coordinated our self-study for WASC visitation
- Completed California Leadership Academy training

Hutchinson Middle School, La Mirada, CA
Norwalk La Mirada Unified School District
Classroom Teacher, 8th grade (March, 1994 - March
1995)

- Taught Math, Language Arts, and Computer Class

formerly
to teach
middle



National Latino Children's Institute

FAX

Date: 6/7/00
To: Kendra Brooks
Fax: 202/456-5581

Pages: 2
From: Marisa

- Urgent
- For Review
- Please Comment
- Please Reply
- Please Recycle

As requested

Biographical Information

Rebeca María Barrera –President, National Latino Children's Institute

Rebeca Barrera is the President of the National Latino Children's Institute (NLCI), an organization that serves as the voice for Latino children. The Institute was established in 1994, when 40 organizations met and together developed the **National Latino Children's Agenda**. The **Agenda** is a statement of principles necessary for the full development of Latino children. The **Agenda** has been endorsed by over a 150 national organizations and hundreds of individuals.

Barrera's professional work began as a high school teacher in the Edgewood Independent School District. It was at this time that she realized how unequal the opportunities were for children whose last names were García, Sánchez or Hernández. She also discovered at this time, that her own name had been misspelled since the first grade, and it became her first fight to prevent teachers of young children from inadvertently robbing children of their identity. For her it was an important fight that led to the University of Texas at San Antonio to "get it right" on her 1977 Master of Arts degree. Since then she worked for the Intercultural Development Research Association, as Director of the AMANECER Project, was an instructor in the Child Development Department of San Antonio College, owned and managed child care centers for 10 years, and was Executive Director of the Corporate Fund for Children for seven years.

Barrera has co-authored several curriculum programs including *AMANECER* (1978), for bilingual Head Start programs, *Cara y Corazón* (1991) for parents, *Mi Casa es su Casa* for family child care providers, *Scholastic's Early Childhood Workshop/El Taller* (1993) for public school pre-K and Kinder classrooms, and *Delivering the Promise* (1997) for community based organizations.

Barrera is the first *Latina* to serve on the Board of Directors of Scholastic, Inc. a global publisher of children's books and magazines. She is an advisor to the Robert Wood Johnson Foundation for *Covering Kids*, a child health insurance initiative, Wisconsin Public Television's Safe Nights Campaign, and Univision's *Plaza Sesamo*. She was elected to the Governing Board of the National Association for the Education of Young Children from 1989-1993. In 1987 Mayor Henry Cisneros appointed her Chair of the *San Antonio Child Care Task Force*. The task force rewrote 13 city ordinances including the Fire Code, the Building Code, the Zoning Code, , and the city Health Standards to make them workable for child care centers.

Rebeca Barrera was the recipient of the 1997 Matt García Award for Community Service presented by the Mexican American Legal Defense and Educational Fund and the 1998 Community Service Award from the National Hispanic Employees Association.

Barrera is a tenth generation *Tejana* and claims to have unremovable dirt under her fingernails, a quality she wears proudly as a part-time farmer/rancher in South Texas. She is a frequent keynote speaker and reminds everyone of their roots with her constant tales of *dichos* and *consejos de mi madre* (advice from my mother.)

About the National Latino Children's Institute

As the voice for Latino children, NLCI promotes and implements the *National Latino Children's Agenda*. Its mission is accomplished by working with partners to: 1) identify the *La Promesa de Un Futuro Brillante* exemplary programs, 2) operate a clearinghouse on Latino children and youth, 3) provide training and technical assistance, 4) organize public education campaigns, 5) develop resources and tools for building healthy communities, and 6) host special events such as El Día de los Niños that draw attention to the issues of Latino children.

MORTON EAST HIGH SCHOOL
Principal's Office
2423 S. Austin Blvd.
Cicero, IL 60804
708/222-5751 or 5752
Fax # 708/222-3090



FAX COVER SHEET

Firm Name: _____

Attention of: Kendra

Receiver's Fax # (202) 456-5581

From: Sharon (for Manuel Isguierdo)

Number of pages (including cover): 6

Notes:

Please notify Sharon or Jean at the numbers above if the message is incomplete or unclear. Thank you.

Outline of Presentation

Manuel L. Isquierdo

- I. Brief Personal Background**
- II. Background on Morton East High School**
- III. 1998-1999 School Profile**
- IV. 1999-2000 School Profile with indicators of success**
- V. Morton East Attendance Initiative Key Components**
- VI. The Design Process for Attendance Initiative**
- VII. Community's Stakeholders who were instrumental in our success**
- VIII. Challenges we faced and issues to be addressed for 2000-01**

MANUEL L. ISQUIERDO
Biographical Information



Personal Background

I am a third generation Mexican American, who graduated from high school in 1969. I am from two large, immigrant, Hispanic extended families in the Midwest. Both sets of my grandparents were born in Mexico and immigrated to the United States in the early 1920's to raise their families and enjoy the American dream. My grandparents spoke only Spanish, and only one of them, my maternal grandfather, became a United States citizen. They had no formal education themselves yet enrolled their children in public school whenever they could. They were low income and worked for a large part of their lives in agriculture and, later, in the automobile plants. Due to their low income, their mobility within the community was frequent and as a result of both mobility and the public school calendar, many of their children were not successful in the public schools. There were 25 children between both sets of grandparents. Of the 25 children, only 4 graduated from high school. In addition, both of my parents had only an eighth grade education and were drop outs themselves from the public schools.

Education and Professional Background

I, one of five children, am the only member of my family to graduate from college. I attended a local college, Saginaw Valley State College and earned my master's degree in Educational Administration at Michigan State University. I taught for eight years and then began my administrative career at Evanston Township High School in Evanston, Illinois. I remained there for eleven years and then went on to my first principalship in Kansas City, Missouri. I was principal during the closing years of the desegregation efforts.

As the desegregation plan was challenged, and eventually dismantled by the Supreme Court ruling, I decided to return to Illinois and became a principal in a Chicago suburban district. This district was not ready to tackle or face the issues of diversity or school change in general and so after 3 years, I decided to return to urban education.

Currently I serve as a Hispanic principal of a large, urban high school also in the Midwest. I am currently working on my dissertation at National Louis University on the Hispanic drop out problem and am using my own high school as a case study. The community I serve is a changing

one. My high school is 87% Hispanic and 13% white with a student enrollment of 3400 students (of whom 63% are low income). The high school mirrors the national profile of large urban schools that are struggling. We have an annual drop out rate of 10-12% (remaining constant for the last 10 years) and a declining graduation rate which is currently 60% and still dropping. Our failure rate is between 17-20%. The students come from either recent immigrant families from Mexico or are, at the very least, first generation.

During the 1998-1999 school year, I formed a School Improvement Committee that designed an Attendance Initiative to be implemented for following school year. This initiative was based on many of the recommendations of the Hispanic Dropout Task Force Report No More Excuses 1998. We have seen overwhelmingly positive results from our Attendance Initiative at Morton East and are eager to share our success and programs at the White House Conference.

I currently serve as the Education Chair for LULAC of Illinois. I am an adjunct professor at Northeastern Illinois University in the School of Education. I also serve as a task force member on the Illinois State Board of Education Hispanic Drop Out Project.

MANUEL L. ISQUIERDO

P6/(b)(6)

P6/(b)(6)
708-222-5750 (Office)

PROFESSIONAL OBJECTIVE

To serve as an administrator in a culturally diverse community.

EDUCATION

National Louis University Wheaton, Illinois
Candidate for Doctorate in Educational Leadership, degree expected December, 2000.

Michigan State University East Lansing, Michigan
Masters in Educational Administration 1981.

Saginaw Valley State College Saginaw, Michigan
Bachelor of Arts History and English 1974.

CERTIFICATION

Illinois Certification: Type 75.

ADMINISTRATIVE EXPERIENCE

Principal, J. Sterling Morton East High School, Cicero, Illinois. 3400 students
1998 to present.

Principal, Glenbard North High School, Carol Stream, Illinois. 2500 students
1995 to 1998.

**Principal, Southeast Magnet High School, Health Professions and
International Studies, Kansas City, Missouri.** 650 students (K-12 district of
36,000 students) 1993 to 1995.

**Associate Principal for Guidance and Student Services, District 202,
Evanston Township High School, Evanston, Illinois.** Administration of:
Guidance/Counseling, College/Career Programs, Social Work, Student Assistance,
Health Service, Safety / Security, Student Activities. 2700 students. 1985 to 1993.

**Assistant Principal Freshman School, District 202, Evanston Township
High School.** Administration of: Advisory Program, Student Activities, District
202-District 65 articulation, In-coming ninth grade orientation. 700 students. 1982
to 1985.

TEACHING EXPERIENCE

Buena Vista High School, Saginaw, Michigan. Social Studies Teacher,
Administrative Intern (1982), Advisor: Student Council Central Suburban League,
Student Council, Hispanic Awareness Club, Ski Club. 1000 students.
1974-1977, 1979-1982.

Manuel L. Isquierdo
page 2

RELATED EXPERIENCES

Adjunct Instructor, Northeastern Illinois University, 1999.

Member Educational Advisory Board, Anti-Defamation League A World of Difference, 1997 to present.

Consultant/Presenter, Multi-cultural and Diversity issues in secondary schools, 1995 to present.

Guest Lecturer, Northwestern University, School of Education. Topic: "Adolescent Issues and Programs for At Risk Youth." 1989 to present.

Coordinator for District 202 staff development programs on multi-cultural issues, teen sexuality, substance abuse, prejudice reduction ("A World of Difference," "Facing History and Ourselves.") 1985 to 1993.

Consultant to Erie Neighborhood House and Wells High School Chicago, Illinois. Developed a college bound program for at risk youth. 1983 to 1985.

RELATED EDUCATIONAL EXPERIENCES

Principal's Center Summer Institute, Harvard College, Cambridge Massachusetts, 1996
Integrated Thematic Instruction Seminar, Rockhurst College, Kansas City, Missouri, 1995
"Educating the African American Male" African Image Institute, Chicago, Illinois. Summer 1993

Summer 1991 "Developing Gang Prevention and Intervention Programs" Department of Justice, University of Illinois Champaign-Urbana.

COMMUNITY SERVICE

Carol Stream Chamber of Commerce, Carol Stream, Illinois. 1995 to 1998.

Carol Stream Leadership Council, Carol Stream, Illinois. 1995 to 1998.

KC-SHO Building Representative for Community Based School Clinic, 1993 to 1995

Family Counseling Service of Evanston and Skokie Valley Board of Directors, 1991 to 1993.

Teen Parent Services Advisory Board, City of Evanston 1989 to 1993.

Mayor's Task Force for Substance Abuse Prevention, City of Evanston (mayoral appointment) 1989-1991.

Youth Advocacy Advisory Board, City of Evanston. 1986-1989.

Board of Directors Evanston United Way. 1983-1986.

Commissioner, Human Relations Commission, Saginaw, Michigan. 1979-1982.

PROFESSIONAL ORGANIZATIONS AND MEMBERSHIPS

American Association of School Administrators

National Association of Secondary School Principals

Illinois Principals' Association

LULAC, State of Illinois, Education Chair

Withdrawal/Redaction Marker

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DOCUMENT NO. AND TYPE	SUBJECT/TITLE	DATE	RESTRICTION
007. resume	Margarita Calderon, Ph.D (partial) (2 pages)	06/07/00	P6/b(6)

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RR. Document will be reviewed upon request.

Margarita Calderón, Ph.D.
Research Scientist
Johns Hopkins University

P6/(b)(6)

(915) 595-5971

(915) 595-5971
fax (915) 595-6747
mecalde@aol.com

CURRENT POSITION (1994-Present)

Research Scientist, Center for Research on Education of Students Placed At Risk (CRESPAR), Johns Hopkins University. (1) Conducting five-year research projects on language minority schooling in El Paso, Texas on: effective instructional processes; two-way immersion, ESL, and bilingual programs; teachers' learning communities; staff development practices in schools with language minority populations; and binational education. (2) Conducting research, training and curriculum development for the *Success for All* program components. (3) Directing the Leadership Enhancement Academy/Texas Teacher Recruitment, Retention and Assistance Program in El Paso funded by the Texas Education Agency. (4) Conducting research and development in Juárez SFA schools funded by Fundación Rosario Fernández, Juárez, México. (5) Conducting research on the transition from Spanish reading into English reading in collaboration with the Center for Applied Linguistics and Harvard University funded by OBEMLA/U.S. Dept. of Education. (6) Directing the El Paso Adult Bilingual Learning Community sponsored by the Upper Rio Grande Workforce Development Board and the El Paso Chamber of Commerce.

FORMER EMPLOYMENT AND PROJECTS

- Formerly, Faculty/Director of Bilingual Programs at the University of California, Santa Barbara; Associate Professor of Educational Leadership at the University of Texas at El Paso; Professional Development Specialist for the Multifunctional Resource Center at San Diego State University.
- Her 1989-94 five-year study resulted in the development of the Bilingual Cooperative Integrated Reading and Composition model that is now one of the Comprehensive School Reform models.
- In California, she initiated the Multidistrict Trainer of Trainers Institutes (MTTIs) which were implemented through out the State's County Offices of Education.
- For the past 25 years she has trained thousands of ESL and bilingual teachers, trainers, and administrators throughout the U.S., Mexico, Israel, Europe, and the Pacific Islands.
- Has a M.A. in Linguistics and a Ph.D. in Education.
- Has teaching and administrative experience in elementary, middle and high schools.
- Her 100+ publications include journal articles, books, teachers' manuals and reading basal series.

JUN-7-2000 07:22P FROM: 10:11:47 AM

Margarita Calderón, Ph.D.

Research Scientist

Johns Hopkins University

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CURRENT POSITION (1994-Present)

Research Scientist, Center for Research on Education of Students Placed At Risk (CRESPAR), Johns Hopkins University, conducting five-year research projects on language minority schooling in El Paso, Texas and in Success for All schools throughout the country on:

- (1) effective instructional processes; two-way immersion, ESL, and bilingual programs; teachers' learning communities; staff development practices in schools with language minority populations; and binational education.
- (2) Conducting research, training and curriculum development for the *Success for All* program components.
- (3) Directing the Leadership Enhancement Academy/Texas Teacher Recruitment, Retention and Assistance Program in El Paso funded by the Texas Education Agency.
- (4) Conducting research and development in Juárez SFA schools funded by Fundación Rosario Fernández, Juárez, México.
- (5) Conducting research on the transition from Spanish reading into English reading in collaboration with the Center for Applied Linguistics and Harvard University funded by OBEMLA/U.S. Dept. of Education.
- (6) Directing the El Paso Adult Bilingual Learning Community sponsored by the Upper Rio Grande Workforce Development Board and the El Paso Chamber of Commerce.

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- Has a M.A. in Linguistics and a Ph.D. in Education.

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PHOTOCOPY**

- Has teaching and administrative experience in elementary, middle and high schools.
- Her 100+ publications include journal articles, books, teachers' manuals and reading basal series.

SOME RECENT PUBLICATIONS

- Slavin, R.E. & M. Calderón. (Eds.) (in press). *Effective programs for Latino children*. Nahwah, NJ: Lawrence Erlbaum.
- Calderón, M. (in press). Success for All in Mexico. In Slavin, R.E. & N. Madden (Eds.) *Success for All: Research and reform in elementary education*. Nahwah, NJ: Lawrence Erlbaum.
- Calderón, M. (in press). Curricula and methodologies used to teach Spanish-speaking Limited English Proficient students to read English. In Slavin, R.E. & M. Calderón. (Eds.) *Effective programs for Latino children*. Nahwah, NJ: Lawrence Erlbaum.
- Calderón, M. & Carreón, A. (in press). A two-way bilingual program: Promise, practice and precautions. In Slavin, R.E. & M. Calderón. (Eds.) *Effective programs for Latino children*. Nahwah, NJ: Lawrence Erlbaum.
- Calderón, M. & R. Ferreiro Gravié. (2000). *El ABC del aprendizaje cooperativo*. México, DF: Editorial Trillas.
- Calderón, M. (1999). *Displaced worker's views about their English as a Second Language classes*. Austin, TX: Texas Workforce Commission.
- Calderón, M. (1999). School reform and alignment of standards. In *Including culturally and linguistically diverse students in standards-based reform: A report on McRel's Diversity Roundtable I* (pp. 23-46). Aurora, CO: Mid-continent Regional Educational Laboratory.
- Calderón, M. & R.E. Slavin (Eds.) (1999). *Building community through cooperative learning. Special issue of Theory into Practice Journal*. Spring, 38 (2). Columbus, OH: Ohio State U.
- Calderón, M. (1999). Teachers Learning Communities for cooperation in diverse settings. In M. Calderón & R.E. Slavin (Eds.). *Building community through cooperative learning. Special issue of Theory into Practice Journal*. Spring, 38 (2). Columbus, OH: Ohio State University.
- Calderón, M. Hertz-Lazarowitz, R. & R. E. Slavin (1998). Effects of Bilingual Cooperative Integrated Reading and Composition on students making the transition from Spanish to English reading. In *The Elementary School Journal*, 99, 2, 153-165.
- Calderón, M. (1998). Adolescent sons and daughters of immigrants: How schools can respond. In *The adolescent years: Social influences and educational challenges. Ninety-seventh Yearbook of the National Society for the Study of Education*. Kathryn M. Borman and Barbara Schneider (eds.). Chicago: University of Chicago Press.



SANCHEZ ELEMENTARY

73 San Marcos, Austin, TX 78702

FAX TRANSMISSION COVER PAGE

Date:

6-7-00

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Kendra Brooks

Organization:

Fax Number:

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From:

Fax Number:

(512) 472-9493

School Number:

(512) 414-4423

Subject:

As requested Bio
for Edward Leo

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BIOGRAPHICAL DATA SHEET

Edward Luis Leo, Jr.

P6/(b)(6)

Principal, Sanchez Elementary School
Austin Independent School District
72 San Marcos Street
Austin, Texas 78702

Telephone: P6/(b)(6)
(512) 414-4423 (work)

Birthdate: P6/(b)(6)

Birthplace: P6/(b)(6)

Social Security Number: [REDACTED]

EDUCATION

Pan American University - Edinburg, Texas 1962-1965
B.A. in Elementary Education
Texas Elementary Teaching Certificate
Special Education Certificate

New Mexico State University - Las Cruces, New Mexico 1969-1970
M.A. in Elementary Administration
New Mexico Elementary Teaching Certificate
New Mexico Administrator's Certificate
New Mexico Special Education Teaching Certificate

University of Texas - Austin, Texas 1972
Texas Administrator's Certificate
Superintendent Certificate

EXPERIENCE

Principal, Sanchez Elementary School, Austin ISD, Austin, TX 1982 - present
Principal, Houston Elementary School, Austin ISD, Austin, TX 1980-1982
Area Director for Elementary Education, Austin ISD, Austin, TX 1973-1980
Principal, Brooke Elementary School, Austin ISD, Austin, TX 1972-1973
Principal, Hatch Elementary School, Hatch, New Mexico 1970-1972
Graduate Student, New Mexico State University, Las Cruces, NM,
Special Training in E.P.D.A. (Program designed to prepare
administrators to work in disadvantage areas) 1969-1970
Management Analyst, Agency for International Development,
Department of State, Washington, D.C. 1967-1969
Teacher, Roosevelt Special Education School, Edinburg, TX., in a
Special Pre-vocational Program for Mentally Retarded Boys aged 11-13 1966-1967
Physical Education Instructor, Pearson Elementary School,
Mission, TX 1966

Edward Luis Leo, Jr.

Page 2

Additional Special Training

- Space Management and Office Design Seminar, U.S. Department of Agriculture Graduate School, Washington, D.C.
- Leadership Effectiveness Training, Austin ISD 1973 1974
- Open Classroom Workshop, Denver, CO 1974
- Verbal Interaction Project Training, New York City, N.Y. 1973
- Graduate work in Language and Learning Disabilities, University of Texas at Austin 1973 1974
- Vocational Adjustment Coordinator Training, Edinburg, TX 1967
- SRI Administrator Perceiver Interview Training 1979
- Madeline Hunter Seminars 1982 1987
- Effective Schools Training 1988 1989
- The Effective Partnership Program 1989 1990
- School Based Management 1990 1991
- Accelerated School Training 1990

PROFESSIONAL ORGANIZATIONS

Austin Elementary Principals and Supervisors Association
 Austin Association of Public School Administrators
 Texas Association of Supervision and Curriculum Development
 National Association of Year Round Education

CIVIC, COMMUNITY AND PROFESSIONAL INVOLVEMENT

Member, Austin ISD Evaluation Advisory Committee 1976-1993
 Member, Mexican American Cultural Center Task Force, City of Austin 1987
 Member, Austin YMCA Board 1987
 U.S. Office of Education Consultant 1970 to 1993
 Member, Hispanic Committee on Scouting for East Austin
 President, West Austin Rotary 1985
 Secretary, West Austin Rotary 1983
 President, Austin Elementary Supervisors and Principals Association 1974-1975
 Member, Board of Directors, Northwest Austin Kiwanis Club 1973
 President, Austin Council for Exceptional Children 1972
 SEDL Advisory Committee on Bilingual Education

http://education.ucdavis.edu

UC DAVIS DIVISION OF EDUCATION

Patricia Gándara

Associate Professor of Education
email: pcgandara@ucdavis.edu



Associate Professor Gándara's particular interests are in the areas of education policy, educational evaluation, minority students and higher education, bilingual education, and minority student achievement.

Her recent publications include *Over the Ivy Walls, The Educational Mobility of Low Income Chicanos* (to be published by State University of New York Press in 1995); *Educationally Ambitious Chicanas, in Thought and Action* with L. Osugui (1995); and *Year Round Schooling as an Avenue to Major Structural Reform in Educational Evaluation and Policy Analysis*, with J. Fish (1994). Associate Professor Gandara is president of the Sociology of Education Association and program chair for Division G, the Social Context of Education for the American Educational Research Association. She teaches in the areas of psychological and sociocultural studies. Specific courses include ED 219 Educational Testing and Evaluation, ED 237 Education and Social Policy, and ED 200 Educational Research.

Publications

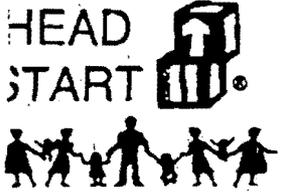
Gandara, P. (1998) Trans-formations: Migration, family life, and achievement motivation among Latino adolescents, by Carola & Marcelo Suarez-Orozco: A Review, Teachers College Record, 99, 598-601.

Gandara, P. and Lopez, E. (1998) Latino students and college entrance exams: How much do they *really* matter? Hispanic Journal of Behavioral Sciences, 20, 17-38.

Gandara, P. (1997) The Leaning Ivory Tower: Latino Professors in American Universities by R. Padilla and R. Chavez (eds): A Review, Anthropology and Education Quarterly, 28, 140-142

Gandara, P. (1996) The challenge of Latino education: implications for social and educational policy, in A. Yanez (Ed) Latino Politics in California. San Diego: Center for U.S.-Mexican Studies.

Gandara, P. (1996) Chicanas in higher education: implications for policy, in A. Hurtado, R. Figueroa, E. Garcia (Eds.) Strategic interventions in education: expanding the Latina/Latino pipeline. Santa Cruz, CA: University of California Latino Eligibility Task Force,



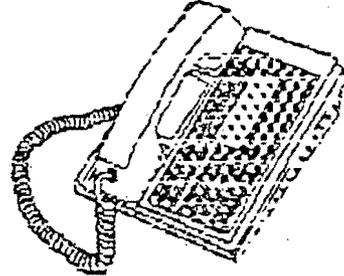
FAMILY RESOURCE AGENCY, INC. of NORTH GEORGIA

Head Start Program

1217 LaFayette Road
 Rossville, Georgia 30741-2016
 Phone: (706) 861-0105
 FAX: (706) 861-3627

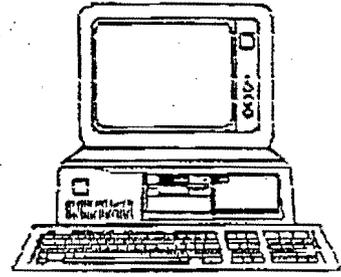
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 TITLE: _____
 COMPANY: _____
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THIS DOCUMENT IS BEING SENT BY:

NAME: Flo Abel
 TITLE: Head Start Director
 PHONE: (706) 861-0105
 FAX NUMBER: (706) 861-3627



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REMARKS:

Disc attached

Florence E. Abel

P6/(b)(6)

Flo is closing in on her 21st year working with or for Head Start programs; 7- ½ years with a local program in Traverse City, Michigan; 5 years as co-developer of ChildPlus (Head Start specific computer software), 2 ½ years as an independent consultant, and 5 ½ years as Director of Family Resource Agency of North Georgia Head start.

Flo holds a bachelor's degree in education from Michigan State University. She has also completed graduate work at Oakland University and has attended numerous seminars and workshops. In addition to her experience as a program manager, she has extensive experience providing training and technical support to Head Start programs throughout the country attempting to automate and manage their Head Start program operations more efficiently and effectively.

Flo has been Director of Family Resource Agency of North Georgia Head Start in Rossville, Georgia since November 10, 1994. With a total funding level of over \$4.5 M (Head Start, Pre-K, CACFP, DFCS and Private Pay funds), the program operates in 6 northwest counties of Georgia (Catoosa, Chattooga, Dade, Murray, Walker and Whitfield). A full-time staff of 160 (plus numerous substitutes) provide services to 783 children and their families in 42 classrooms located in 14 centers in these counties. The program is comprised of 42 classrooms offering 4 program options; 30 Regular Head Start (5 days/week, 5 hours/day, during the school year - 167 days), 1 Pre-K/Head Start hybrid (5 days/week, 6.5 hours/day, 180 days per year during the school year), 9 Full Day/Full Year classrooms (5 days/week, up to 12 hours/day, 245 days per year), 1 Extended Day classroom (5 days/week, 7.25 hrs/day, 167 days/year), and one classroom under a contractual agreement with a private childcare center (5 days/week, 6.5 hrs/day, 180 days/year during the school year).

The program has received notification that, effective December 1, 2000, they will be serving an additional 50 pregnant women, infants and toddlers under an Early Head Start grant. That program is currently served through another grantee, but will be transitioned to Family Resource Agency of North Georgia in December. Staff are currently in the process of applying and interviewing for the 24 staff positions needed to operate this Early Head Start program.

Flo is active in the Georgia Head Start Association as Chair of the Training/Technical Assistance and Site Selection Committee and a member of the Association's management team. She also represents Georgia as a Director representative to the Region IV Head Start Association. She serves as Chair of the Training/Technical Assistance and Site Selection Committee of this group and member of the management team as well.

Flo is a resident of Catoosa County, Georgia.

**WHITE HOUSE STRATEGY SESSION
ON
EDUCATIONAL EXCELLENCE FOR HISPANIC AMERICANS**

**Panel Presentation
on**

"Ensuring that Hispanic Students Achieve English Proficiency"

Remarks by Dr. Daniel A. Domenech, Superintendent, Fairfax County Public Schools

- English proficiency is crucial to academic success
- Early intervention with strong emphasis on reading skills
- English as a second language programs that support content area instruction in math, science, and social studies.
- The use of technology in supplementing and supporting English language instruction.
- Using the native language to help assimilate concepts taught in English



**FAIRFAX COUNTY
PUBLIC SCHOOLS**

Daniel A. Domenech, Superintendent

Burkholder Administrative Center
10700 Page Avenue
Fairfax, Virginia 22030

DANIEL A. DOMENECH PROFILE

Dr. Daniel A. Domenech, Superintendent of Schools for Fairfax County (Virginia) Public Schools, the nation's 12th largest school system, has an extensive background of educational experience.

A native of Cuba who moved to the United States at the age of nine, Dr. Domenech earned a B.A. degree from Hunter College in New York City and a Ph.D. from Hofstra University in Uniondale, New York. He began his teaching career in New York City, where he taught sixth grade in a predominantly Black and Hispanic community in South Jamaica, Queens. He then became program director for the Nassau Board of Cooperative Educational Services (BOCES), which is the largest intermediate school district in the State of New York. Following this, he was first named superintendent of schools for Long Island's Deer Park Schools and then became superintendent of schools for the ethnically diverse South Huntington School District, also on Long Island—a position he held for 13 years. From 1994-1997, he was district superintendent of the Second Supervisory District of Suffolk County and chief executive officer of the Western Suffolk BOCES. Most recently, he was an executive with Voyager Expanded Learning, an educational products company.

Dr. Domenech has been active professionally and was elected president of the 16,000-member American Association of School Administrators, serving in that capacity from July 1998 to June 1999. Additionally, he is a past president of the New York State Council of School Superintendents, the Suffolk County Superintendents Association, and the Suffolk County Organization for Promotion of Education. He was the first president and cofounder of the New York State Association for Bilingual Education.

Dr. Domenech currently serves on the U.S. Department of Education National Assessment Governing Board, the Advisory Board to the Department of Defense Schools, and on the Board of Directors of the Fairfax County Chamber of Commerce. He is also on the Board of the Fairfax County Council of the Arts, and the Institute for Student Achievement.



superintendent's office

**DANIEL A. DOMENECH
PROFILE**

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Curator: Jill Kurtz



DEPARTMENT OF EDUCATION

Back

ABSTRACT - CURRICULUM VITAE

VÍCTOR FAJARDO VÉLEZ, Ed. D.



Honorable Victor Fajardo Vélez is the Secretary of the Puerto Rico Department of Education. His professional experience includes leadership positions as Secretary of Government Public Policy and Organization, Executive Director of the Volunteer Youth Corps of Puerto Rico at the Governor's Office, Special Assistant for the Puerto Rico Senate, and Director of the Office of Youth Affairs and Assistant to the Mayor in Bayamón

As an Educator, he started as a Science teacher, School Principal, School Manager, Superintendent and now as Secretary. He is also a Civic Leader in his community.

He has a Doctor of Education Degree and holds a Professional Diploma in Education from Dowling College in New York, a Master's Degree in School Administration and Supervision, studied in Seville, Spain at the School of Medicine and obtained a B.A. in Science from the University of Puerto Rico. He continues to attend seminars and professional development activities in the field of education.

As Secretary of Education, he is the President of the Education Reform Institute, and Executive Director of the Office for the Improvement of Public Schools. He is the Chairperson of the Extra State Jurisdiction Committee of the Council of Chief State School Officers (CCSSO). Since July 1997, he has been serving on the Education Commission of the States (ECS) Policy and Priorities Committee. He is also a member of the Board of Teachers Retirement and the Committee of Volunteer Savings Bonds for the Treasury of the United States. Presently he is the President for the Scholarship and Grants Council of Puerto Rico. He is a member on the Census Advisory Committee on the Hispanic Population.

His public education policy is based on related legislation, the Governor's Master Plan and on his determination to improve education in Puerto Rico. He projects his leadership and education philosophy through his policy making, innovative projects and supporting staff.

His excellence and dedication in education have been acknowledged by the schools, school districts, universities, civic organization and the general public. Evidence of this acknowledgement is gathered in awards and honors received.

GILBERTO ANZALDUA, PH.D.



On June 1, 1999, Dr. Gilberto Anzaldua became superintendent of the fifth largest school district in Texas — the El Paso Independent School District.

Dr. Anzaldua is actively involved in developing leadership modules in different school cultural and ethnic settings. He is a noted activist in the use of technology in educational environments and developing parent leadership programs. His strong areas of experience and accomplishment lie in strategic planning especially in the area of instructional improvement and technology.

Dr. Anzaldua received his bachelor's from Texas A & I University in Kingsville, his master's from Eastern Oregon State College in La Grande, and his doctorate from the University of Oregon in Eugene.

Before joining the Los Angeles County Office of Education as assistant superintendent, Dr. Anzaldua was superintendent of California's San Ysidro School District for four years. He also was deputy superintendent in the National City School District, and worked for the Oregon State Department of Education.

He is a member of the Association for Supervision and Curriculum Development and has served as a consultant in leadership training, effective schools and cultural diversity.

Dr. Anzaldua is married and has three children.



Assistant Professor Jennifer O'Day

(608)

213 Education Building 262-4406



Email

Ph.D., Stanford University, Education, Administration and Policy Analysis, 1995

M.A., San Francisco State University, English (TESL), 1983

Ed.M., Harvard University, Education, 1973

Research Interests

Professor Jennifer O'Day is interested primarily in the intersection of educational policy and instructional practice. She has served for the past five years as Associate Director of the PEW Forum on Education Reform, an on-going body of education leaders, researchers, practitioners, and advocates who share a common interest in improving American schools. Professor O'Day has carried out research and written extensively in the areas of systemic reform, educational equity, and capacity building strategies. She has served on several national advisory groups, including the Stanford Working Group on Federal Education Programs for Limited English Proficient Students and the Congressionally mandated Independent Review Panel for the evaluation of Title I and other federal education programs. Her current research interests include teacher and system learning, assessment and accountability strategies, and the education of linguistic minority students

Representative Publications

Fuhrman, S. and O'Day, J.A. Rewards and Reform: Creating Educational Incentives that Work. San Francisco: Jossey-Bass, Publishers, 1996

Smith, M.S. and O'Day, J.A. "Systemic School Reform." In S. Fuhman and B. Malen (eds.) The Politics of Curriculum and Testing. Bristol, PA: Falmer Press, 1990.

[return to faculty](#)

This page was last updated December 12, 1999.

Comments or problems: loutzl@education.wisc.edu



AIDA HURTADO

Professor of Psychology
B.A., Pan American University
M.A., Ph.D., University of Michigan, Ann Arbor

Psychology Department
381 Social Sciences II
University of California
Santa Cruz, CA 95064

831-459-3862; aida@cats.ucsc.edu

Aida Hurtado's research focuses on the effects of subordination on social identity, that part of the self that is related to significant group memberships. She is especially interested in those group memberships (e.g., ethnicity, race, class, and gender) that are derogated in this society and are used to legitimate unequal distribution of power between groups.

Her multidisciplinary perspective has emerged from the social psychological literature on social identity and language attitudes, the methodological literature on surveys, and feminist theory. She uses a variety of methods ranging from ethnography to survey research, which is the core of her training.

Hurtado is currently research director for the UC Latino Eligibility Task Force to conduct the Anchor Study. This study is a survey of Californians high schools to identify the barriers Latinos encounter in their efforts to attend the University of California.

SELECTED PUBLICATIONS

Haney, C. and Hurtado, A. The jurisprudence of race and meritocracy: Standardized testing and "race neutral" racism in the workplace. *Law and Human Behavior*, 1994, 18(3), 223-247.

Hurtado, A., Gurin, P., and Peng, T. Social identities: A framework for studying the adaptations of immigrants and ethnics: Mexicans in the United States. *Social Problems*, 1994, 41(1), 129-151.

Gurin, P., Hurtado, A., and Peng, T. Group contacts and ethnicity in the social identities of Mexicanos and Chicanos. *Personality and Social Psychology Bulletin*, 1994, 20(5), 521-532.

Hurtado, A., and Garcia, E. E. (Eds.) *The Educational Achievement of Latinos: Barriers and Successes*. Santa Cruz: University of California, The Latino Eligibility Study, 1994.

Carlos Eduardo Macias
Founder and Executive Director
Latino Leadership Project

P6/(b)(6)

Recommended for session on high school completion or college completion.

Background

Mr. Macias began the Latino Leadership Program (LLP) three years ago as a student at Grinnell. Only 19 at the time, he and other Hispanic classmates at Grinnell realized that there was a rapidly increasing Hispanic population in Iowa, particularly among high school aged students. They knew the difficulties such students, many of whom are limited English proficient, would face in schools that were unfamiliar with their needs and what little likelihood they would have of ever going on to college.

To respond to the problems they saw, Carlos and other students began the LLP program by regularly going into the local high schools to talk to Hispanic students, to try and help them with the barriers they faced, and most of all to give them the encouragement they needed to stay in school and hopefully go onto college. The LLP grew into a focused program, through funding from the State and private foundations, that now provides year round opportunities for high school Hispanic students. While the LLP staff still visit the high schools regularly they now also provide intensive summer programs for those students interested in going on to college, enrichment programs for all Hispanic high school students in the area, and the opportunity for students to become community volunteers.

For example, last March, LLP invited experts from around the country to participate in a daylong seminar for the local Hispanic high school students. Sessions ranged from saying "no" to gangs and drugs, to what courses to take to prepare for college and how to apply for student financial aid, to motivational speeches by high achieving professional Hispanic women. The second day of the program, the over 200 participants were invited to volunteer time to help Spanish speaking residents of the area fill out their Census forms. In order to participate in the program, students had to get a sponsor to provide their conference fee. Although the fee was minimal, the purpose was to give the students the confidence to ask others to give them the support they needed.

Mr. Macias and the other Grinnell students in LLP are real examples of community building and what can be accomplished by Hispanic young people who care about and are willing to help others to achieve. Although only 21, he is already giving back to the community in ways that will lead to better lives for many.

is currently working on community development kits to implement the National Latino Children's Agenda. She is the first Latina to serve on the Board of Directors of Scholastic, Inc. a global publisher of children's books and magazines. Rebecca Barrera is the recipient of the 1997 Matt Garcia Award for Community Service given by the Mexican American Legal Defense and Educational Fund (MALDEF) and the 1998 Community Service Award from the National Hispanic Employees Association. Barrera is also a tenth-generation Tejana and claims to have unremovable dirt under her fingernails, a quality she wears proudly as a part-time farmer/rancher in South Texas.

Carole D. Fiore
Library Program/Youth Services Consultant
State Library of Florida
Tallahassee, Florida

Carole D. Fiore holds a B.S. in Early Childhood and Elementary Education from Temple University and an M.S. in Library Science from Drexel University. She is currently a library program specialist/youth services consultant with the State Library of Florida, where she directs the award-winning Florida Library Youth Program (FLYP). Under her direction, the FLYP program was awarded a John Cotton Dana Library Public Relations Award and a Davis Productivity Award. Additionally, while under her direction, Florida was the first state to implement a statewide Born to Read program. The purpose of the program is to work with at-risk teen parents or parents-to-be to teach them about the importance of reading to their babies. The program helps these parents develop necessary skills to be effective as their child's first teacher and provides age and developmentally appropriate materials to do so. Because members of the target population have not traditionally been library users, it is important that outreach programs be an integral part of the local library's activities. The early intervention program can help to break the cycle of illiteracy. Fiore, active in local, state, and national library and youth-serving organizations, currently serves on the Florida Starting Points Steering Committee, and is one of six nationally recognized trainers for the Public Library Association. She was also recently elected to serve as the Vice President/President Elect of The Association for Library Service to Children and will be President of that organization for 2001-2002.

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ALBA A. ORTIZ

H.E. Hartfelder/The Southland Corporation Regents Chair in Human Resource Development

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P6(b)(6)

SSN:

Languages: English and Spanish

EDUCATION

1969	B.S.	Southwest Texas State University	Speech Pathology
1970	M.Ed.	Southwest Texas State University	Speech Pathology
1976	Ph.D.	The University of Texas at Austin	Special Education Administration

PROFESSIONAL EXPERIENCE

1969-1971	Speech, Hearing, and Language Pathologist	South San Antonio Independent School District, San Antonio, TX
1971-1973	Instructional Consultant and Materials Specialist, Special Education and Migrant Education	Region XX Education Service Center San Antonio, TX
1974-1975	Special Education Coordinator, Head Start Program	Child, Incorporated Austin, TX
1976-1978	Assistant Professor, Special Education; Director, Title VII Bilingual/Bicultural Education Program	San Jose State University San Jose, CA
1979-1980	Assistant Professor of Education; Director of Bilingual/Chicano Studies	Southern Methodist University Dallas, TX

The University of Texas at Austin

Academic Appointments

1980-1981	Lecturer, Department of Special Education
1981-1984	Senior Lecturer, Department of Special Education
1984-1989	Associate Professor, Department of Special Education
1989-Present	Full Professor, Department of Special Education
1990-1997	Ruben E. Hinojosa Regents Professor in Education
1997-Present	H.E. Hartfelder/The Southland Corporation Regents Chair in Human Resource Development

Administrative Appointments

1980-present	Director, Bilingual Special Education, Department of Special Education
1983-present	Director, Office of Bilingual Education
1995-1996	Acting Chair, Department of Special Education
1990-1998	Associate Dean for Academic Affairs and Research

PROFESSIONAL MEMBERSHIPS

American Educational Research Association
International Reading Association
Learning Disabilities Association
National Association for Bilingual Education
Texas Council for Exceptional Children
Phi Kappa Phi
Texas Association for Bilingual Education

Council for Exceptional Children
Council of Administrators of Special Education
Teacher Education Division
Division for Early Childhood
Division for Linguistically and Culturally Diverse
Exceptional Learners
Division of Mental Retardation and Developmental
Disabilities
Division for Children with Learning Disabilities
Division for Children with Communication Disorders
Research Division

SELECTED RESEARCH, PUBLICATIONS, CREATIVITY, AND OTHER SCHOLARLY ACTIVITIES

- Yates, J. R., Ortiz, A. A., & Anderson, R. J. (In press). Issues of culture and diversity affecting educators with disabilities: A change in demography is reshaping America. In R. J. Anderson, C. E. Keller, & J. M. Karp (Eds.), Enhancing diversity: Educators with disabilities in the education enterprise. Washington, D.C.: Galludet University Press.
- Yates, J. R., & Ortiz, A. A. (1998). Developing individualized educational programs for the exceptional bilingual student. In L. Baca & H. Cervantes (Eds.), The Bilingual Special Education Interface (pp. 188-212) (3rd edition). Columbus, OH: Merrill Publishing Company
- Ortiz, A. A. & Kushner, M. (1997). Bilingualism and the possible impact on academic achievement. In L. Silver (Ed.), Child and adolescent psychiatric clinics (pp. 657-680). Philadelphia: Saunders Publishing Company.
- Ortiz, A. A. (1997). Learning disabilities occurring concomitantly with linguistic differences. Journal of Learning Disabilities, 30 (3), 321-332.
- Ortiz, A. A., & Garcia, S. B. (1995). Serving Hispanic students with learning disabilities: Recommended policies and practices. Urban Education, 22 (4), 471-481.
- Garcia, S. B., Wilkinson, C. Y., & Ortiz, A. A. (1995). Enhancing achievement for language minority students: Classroom, school and family contexts. Education and Urban Society, 27 (4), 441-462.
- Member of Committee which developed the following reports:
- U.S. Department of Education, Office of Educational Research and Improvement, National Educational Research Policy and Priorities Board. (1997). Building knowledge for a nation of learners: A framework for education research. Washington, D.C.: U.S. Government Printing Office.
- National Research Council, Institute of Medicine. (1997). Improving schooling for language minority students: A research agenda. Washington, D.C.: National Academy Press.
- National Board for Professional Teaching Standards (in press). Exceptional Needs Standards Certificate. Washington, D.C.: Author

SPECIAL HONORS

- 1980-1982 Presidential Appointment, U. S. President's Committee on Mental Retardation
1989 Member, Leadership Texas Class of 1988-89
1990-1991 First Vice President, The Council for Exceptional Children
1990-present Rubén B. Hinojosa Regents Professor in Education, The University of Texas at Austin

- 1991-present Member, National Assessment of Chapter 1 Independent Review Panel, U.S. Department of Education
- 1991-1992 President-Elect, Council for Exceptional Children
- 1991-1993 Governor's Appointee to the Texas Special Education Continuing Advisory Committee
- 1992-present Governor's Appointee to the Early Childhood Intervention Advisory Committee
- 1992-1993 President, Council for Exceptional Children
- 1992-present Member, Professional Advisory Board, Learning Disabilities Association of America
- 1993-1994 Immediate Past President, Council for Exceptional Children
- 1994 National Association for Bilingual Education President's Award
- 1994-present Co-Chair, National Board for Professional Teaching Standards, Special Education Committee
- 1994 Member, National Advisory Panel on Overseas Dependents Schools, U.S. Department of Defense
- 1995-present U.S. Secretary of Education Appointee to the National Education Research Policy and Priorities Board, U.S. Department of Education
- 1995-1997 Member, Committee on Developing a Research Agenda on the Education of Limited English Proficient and Bilingual Students, National Research Council, Commission on Behavior and Social Sciences and Education, Washington, DC
- 1996-present Member, Professional Advisory Board, National Center for Learning Disabilities
- 1996-present Member, Professional Advisory Board, National Adult Literacy and Learning Disabilities Council
- 1996-present President, Texas Fiesta Educativa Board of Directors
- 1990-present Program Chair, Texas Fiesta Educativa Conference
- 1997-present Member, Board of Directors, Public Education Network