

June 16-17, 2005

Pathways to Hispanic Family Learning:

Highlighting public and private efforts to meet
the education needs of the Hispanic family



WHITE HOUSE INITIATIVE
ON EDUCATIONAL EXCELLENCE
FOR HISPANIC AMERICANS



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the education needs of the Hispanic family

June 16-17, 2005
Washington, D.C.



**No Child
LEFT BEHINDSM**

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This program contains information about public and private organizations for the reader’s information. Inclusion does not constitute an endorsement by the U.S. Department of Education of any views expressed, or products or services offered.

The Department of Education and The White House Initiative on Educational Excellence for Hispanic Americans gratefully acknowledge the support of State Farm to help make this conference possible.



THE SECRETARY OF EDUCATION
WASHINGTON, DC 20202

TO THE PARTICIPANTS IN
PATHWAYS TO HISPANIC FAMILY LEARNING
Washington, DC
June 16-17, 2005

I am pleased to extend greetings to the participants in *Pathways to Hispanic Family Learning*.

The U.S. Department of Education and the White House Initiative on Educational Excellence for Hispanic Americans have convened this event for a very significant purpose – to increase the educational attainment of, and close the achievement gap for, Hispanic Americans by engaging Hispanic parents, families, and entire communities.

In our diverse country, we share the belief that education is the great equalizer and that a great education must be available to each and every American. As President George W. Bush has said, “America’s schools should be places of learning and achievement, reflecting our belief in the possibility of every student.”

The passage of the *No Child Left Behind Act* set in motion a historic transformation of American education that says every child matters and every child can learn. Your efforts and the efforts of countless public and private organizations across the nation are ensuring that we keep our promise to leave no child behind. By engaging all members of the Hispanic community in the learning process, we can strengthen our efforts to close the achievement gap once and for all.

Thank you for your commitment to education reform and for the work you do every day with Hispanic American families. Please accept my best wishes for a successful event.

A handwritten signature in black ink that reads "Margaret Spellings".

Margaret Spellings



WHITE HOUSE INITIATIVE ON EDUCATIONAL EXCELLENCE FOR HISPANIC AMERICANS

Welcome.

Welcome to Pathways to Hispanic Family Learning, a gathering of key stakeholders who are committed to improving educational outcomes for Hispanic children, youths, and families.

This day-and-a-half event is designed to highlight the efforts and experiences of a variety of stakeholders, public and private, in reaching Hispanic parents, families, and entire communities with the education information, tools, and knowledge they need to become strong advocates for their children's education.

You will also learn about what is presently known about Hispanic family involvement and about a range of promising practices and outreach efforts that each sector—corporate, community and faith-based, and government—has employed in an effort to improve the educational attainment of Hispanic Americans. This event will also include presentations about how many of these same organizations have sought to substantiate their effectiveness through program evaluation and assessment in order to demonstrate that their efforts are producing measured results. Finally, an informative forum has been included at this event for those organizations and individuals who wish to learn more about the increased necessity to conduct program evaluation.

This gathering takes place in the midst of the most important education reform in our nation's history. Thanks to President George W. Bush's leadership and the strong bipartisan support of Congress, we have experienced real progress in Hispanic academic achievement in just three short years since the *No Child Left Behind Act* was passed. We especially commend Secretary of Education Margaret Spellings for the strong commitment she has made to expand this progress.

We firmly believe that *No Child Left Behind* is destined to close the academic achievement gap for the nation's Hispanic children and youths. However, there continues to be a knowledge gap in the Hispanic community about the options and

opportunities education reform affords its members and their children. Therefore, it is important that we exert every effort to place the wealth of existing education information in the hands of Hispanic parents and families. We must engage families as full partners in our efforts to close that knowledge gap. We will do it with the help of various stakeholders, public and private, represented at this gathering.

The first step in this effort is Pathways to Hispanic Family Learning. And, it is my distinct pleasure to welcome you to be part of this important journey.

Sincerely,

A handwritten signature in black ink, appearing to read "Adam Chavarria". The signature is fluid and cursive, with a large initial "A" and a long, sweeping tail.

Adam Chavarria
Executive Director

White House Initiative on Educational Excellence for Hispanic Americans

Overview

White House Initiative on Educational Excellence for Hispanic Americans “Pathways to Hispanic Family Learning: Highlighting Public and Private Efforts to Meet the Educational Needs of the Hispanic Family”

The White House Initiative on Educational Excellence for Hispanic Americans (White House Initiative) believes that an essential factor in the effort to increase educational attainment and to close the achievement gap for Hispanic Americans is family involvement. This has led to the formation of a collaborative network that focuses on the Hispanic family as a way to maximize the numerous options and opportunities afforded by *No Child Left Behind (NCLB)* and other education programs, in order to make educational excellence a way of life.

The White House Initiative also recognizes that public and private institutions, in addition to the family, are essential elements that will contribute to the educational growth and development of children, youths, and adults. In order to reach Hispanic families, the White House Initiative believes that it is necessary to coordinate efforts, to fortify relationships, and to make optimal use of the resources (information, human, material, and financial) that stakeholders from a variety of organizations and agencies possess. Chief among these resources is a wealth of education information, materials, and tools available from the U.S. Department of Education.

Pathways to Hispanic Family Learning will convene a variety of stakeholders to share their experience and knowledge in reaching Hispanic parents, families, and entire communities with useful education resources, particularly about the options and opportunities available under *NCLB*. Representatives from community-based, non-profit, and faith-based organizations; corporations and federal departments and agencies will participate in a range of panels and present on their efforts to engage all members of the Hispanic family in the learning process.



Background

Hispanic Family Learning

On Oct. 12, 2001, President George W. Bush signed Executive Order 13230 creating the President's Advisory Commission on Educational Excellence for Hispanic Americans (Commission). In the same executive order, the president designated the White House Initiative as the office that would provide staff support and assistance to the commission in its charge to examine the underlying causes of the achievement gap existing between Hispanic Americans and their peers.

The commission's work resulted in two reports. The first report, *The Road to a College Diploma: The Complex Reality of Raising Educational Achievement for Hispanics in the United States*, was submitted to the president on Sept. 30, 2002, and set forth the framework for the education issues that required the nation's attention in order to close the educational achievement gap. On March 31, 2003, the commission presented its final report to the president, *From Risk to Opportunity: Fulfilling the Educational Needs of Hispanic Americans in the 21st Century*. The final report contained six recommendations for increasing the educational attainment of Hispanic Americans:

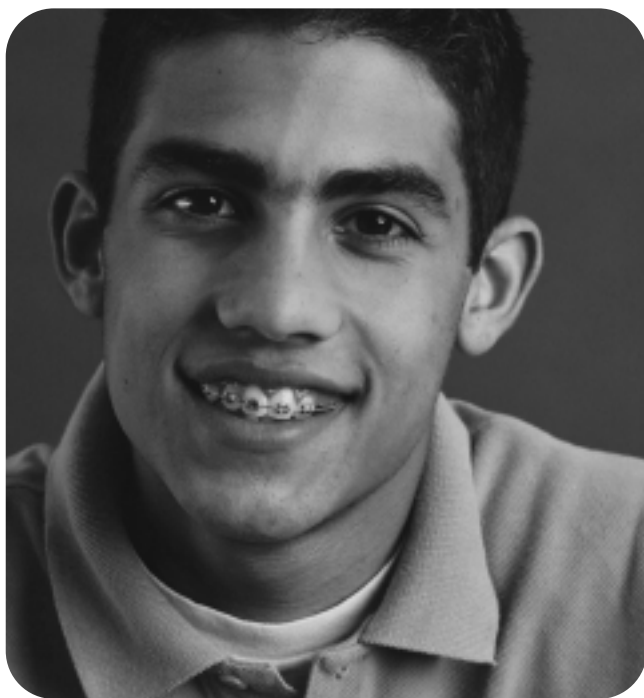
1. Set high expectations across America for Hispanic-American students.
2. Fully implement and rigorously enforce the *No Child Left Behind Act (NCLB)*.
3. Reinforce a high-quality teaching profession by preparing all teachers to address the diverse needs of Hispanics, and by attracting more Hispanics to the teaching profession.
4. Initiate a new coherent and comprehensive research agenda on the educational attainment of Hispanic-Americans across the education spectrum.
5. Ensure full access for Hispanic-American students to enter colleges and universities and demand greater accountability in higher education for Hispanic graduation rates.
6. Increase the accountability and coordination of programs within the federal government to better serve Hispanic-American children and their families.

The commission's recommendations became the basis for undertaking a pilot public-private partnership in summer 2003. This yearlong pilot program teamed the White House Initiative with leading national Hispanic organizations, corporate leaders, and national private entities to further public understanding of *NCLB*, and improve the educational achievement of Hispanics in the United States through a series of Hispanic education conferences held in seven pilot cities around the country.

Building on the experiences and lessons learned with the Partners in Hispanic Education, the White House Initiative convened a working group in a series of planning meetings to develop a plan of action that would maximize the reach of future collaborations. This work plan called for the formation of a broader public-private partnership that drew on the Hispanic family as a way to positively influence the educational outcomes of Hispanics in the United States. All the elements of *NCLB*, particularly parental involvement, are integral to this plan.

The working group concluded that there exists a need to intersect various interests and efforts into one comprehensive approach that draws on two fundamental premises, namely that: 1) the family (and, by definition, the extended family) should be a focus through which educational outcomes are improved; and, 2) public-private partnerships are the optimal vehicles through which families are reached.

The working group, known as the Partnership for Hispanic Family Learning, is scheduled to implement the action plan in late 2005. This effort will bring together the White House Initiative and a range of public and private organizations to form a national network that addresses the education needs of Hispanic-Americans by drawing on the inherent strengths, virtues, and values of the Hispanic family. Known collectively as “family learning,” the education areas that will comprise the public-private partnership’s work will encompass: early childhood development, early reading, youth literacy; academic preparation, high school graduation; college enrollment, persistence, and completion; and adult and workplace literacy.



The Pathways to Hispanic Family Learning conference on June 16 and 17, 2005, is a prelude to the launch of this effort. The conference will highlight private and public efforts to meet the education needs of Hispanic families. Panel sessions will feature a variety of results-driven education outreach efforts that various stakeholders (i.e. community, non-profit, and faith-based organizations, corporations, key federal departments and agencies) are conducting.

Hispanic Family Learning Working Group

White House Initiative on Educational Excellence for Hispanic Americans

Adam Chavarria
Denise Rodriguez-Lopez
Mary Ann Gomez
Virgie Barnes
Krystal Reyes
Julissa Cruz

President's Advisory Commission on Educational Excellence for Hispanic Americans

Norma Garza

Scholastic, Inc.

Karen Proctor

National Center for Family Literacy

Sharon Darling

State Farm

Kathy Havens Payne,
Ana Complain-Romero**

National Institute for Literacy

Sandra Baxter*

National Latino Children's Institute

Rebecca Barrera

Institute for Education Sciences

Lynn Okagaki*

National Clearinghouse for English Language Acquisition

Nancy Zelasko*, Pat DiCerbo*

U.S. Department of Education

Offices:

Office of Elementary and Secondary Education

Jackie Jackson, Carlos Martinez,
Rene Islas

Office of English Language Acquisition Kathleen Leos*

Office of Vocational and Adult Education

Ivonne Jaime, Charles Talbert

Office of Migrant Education

Mary Gonzales**

Office of Faith-Based and Community Partnerships

Harrison Clark

Office of Safe and Drug-Free Schools

Deborah Rudy
Sigrid Melus

Office of Special Education and Rehabilitative Services

Grace Zamora Duran

Office of Innovation and Improvement

Courtney Phillips, Marcie Brown

U.S. Department of Health and Human Services Head Start Bureau

Carol Pendas Whitten

National Institute of Child Health & Human Development

Peggy McCardle*

Nevada Department of Education

Aldo Aguirre**

National Center for Latino Child & Family Research

Mike Lopez*

* Member Research Sub-Group

** Member Communications Sub-Group

Program at a Glance

PATHWAYS TO HISPANIC FAMILY LEARNING

*Highlighting public and private efforts to meet the education needs of the Hispanic family
Washington, D.C.*

THURSDAY, JUNE 16, 2005

- 8:30 a.m. – 8:50 a.m. **Continental Breakfast**
- 8:50 a.m. – 9:00 a.m. **Welcome**
Adam Chavarria, Executive Director
White House Initiative on Educational Excellence for
Hispanic Americans
- 9:00 a.m. – 9:30 a.m. **Keynote Address**
Secretary Margaret Spellings
U.S. Department of Education, No Child Left Behind
and Hispanic Educational Excellence
- 9:30 a.m. – 10:00 a.m. **Overview: Hispanics in the U.S.**
Roberto Suro, Director, Pew Hispanic Center
- 10:00 a.m. – 10:45 a.m. **Session One: Education and Hispanic Families:
Insights From Research**
- 10:45 a.m. – 11:00 a.m. **Break**
- 11:00 a.m. – 12:30 p.m. **Session Two: Community-Based and Non-Profit
Organizations**
- 12:30 p.m. – 1:30 p.m. **Lunch and Keynote Address**
Anna E. Cabral, U.S. Treasurer
- 1:30 p.m. – 2:45 p.m. **Session Three: Faith-Based Organizations**
- 2:45 p.m. – 3:00 p.m. **Break**
- 3:00 p.m. – 4:30 p.m. **Session Four: Corporations**
- 4:30 p.m. – 4:45 p.m. **Closing Remarks**
Kathleen Leos
Associate Assistant Deputy Secretary
Office of English Language Acquisition
U.S. Department of Education



FRIDAY, JUNE 17, 2005

- 8:00 a.m. – 8:45 a.m. **Continental Breakfast**
- 8:45 a.m. – 9:00 a.m. **Welcome and Opening Remarks**
Susan Sclafani, Assistant Secretary
Office of Vocational and Adult Education
U.S. Department of Education
- 9:00 a.m. – 10:30 a.m. **Session Five: Key Federal Departments and Agencies**
- 10:30 a.m. – 10:45 a.m. **Break**
- 10:45 a.m. – 12:15 p.m. **Forum: From Anecdotal Success to Proven Results**
- 12:15 p.m. – 12:30 p.m. **Closing: Where Do We Go From Here?**
Adam Chavarria, Executive Director,
White House Initiative on Educational Excellence for
Hispanic Americans
- 12:45 p.m. – 2:00 p.m. **Luncheon**

Detailed Program

Thursday, June 16, 2005

WELCOME

8:50 a.m. – 9:00 a.m.

Welcome remarks by Adam Chavarria, Executive Director, White House Initiative on Educational Excellence for Hispanic Americans.

KEYNOTE ADDRESS

9:00 a.m. – 9:30 a.m.

Speaker: Secretary Margaret Spellings, *U.S. Department of Education*
No Child Left Behind and Hispanic Educational Excellence

OVERVIEW

9:30 a.m. – 10:00 a.m.

Hispanics in the U.S.

Improving the educational attainment of Hispanic Americans involves outreach and dissemination of useful education information to families and communities; however, it does not preclude the need to understand related needs such as childcare, health, affordable housing, and employment training. This overview on the state of Hispanics in the United States will form the background against which to view what various sectors and stakeholders are doing to meet the education needs of Hispanic parents, families, and entire communities.

Presenter: Roberto Suro, *Director, Pew Hispanic Center*

SESSION ONE

10:00 a.m. – 10:45 a.m.

Education and Hispanic Families: Insights From Research

Description: Many Hispanic students are succeeding in school. What does the research tell us about the activities and support that Hispanic parents provide for their children? What can we learn from existing research to help Hispanic families become informed advocates for their children's education? This session is intended to offer insight into what is presently known about Hispanic family involvement in education.

Presenter: Lynn Okagaki, *Deputy Director for Science, Institute of Education Sciences, U.S. Department of Education*

Q&A

Community-Based and Non-Profit Organizations

Description: Community based organizations (CBOs) and other non-profits are instrumental in providing valuable information to communities “on the ground.” Because CBOs are local and serve a smaller community, they have firsthand knowledge of how to empower and assist under-resourced communities. It is often through a CBO and its on-the-ground presence that other larger organizations are able to reach people most in need. Non-profits, which include CBOs, often have a wider scope and influence. They have the capacity and the resources to affect policy and draw national attention to issues pertinent to their constituents. The organizations in this session will feature their efforts to 1) engage Hispanic families in education through parental training and outreach, and 2) provide a broad range of services and resources to Hispanic families, from workplace literacy and training to youth and leadership programs.

Moderator: **Daniel Garza**, *Associate Director, Office of Public Liaison, The White House*

Panelists: **National Center for Family Literacy**
Sharon Darling, Founder & President
Parent Institute for Quality Education (PIQE)
David J. Valladolid, President & CEO
Hispanic Council for Reform and Educational Options (CREO)
Rebeca Nieves Huffman, President
El Valor
Vincent A. Allocco, President
Tomás Rivera Policy Institute
Harry Pachon, President
National Council of La Raza
Raul Gonzalez, Legislative Director

Q&A

LUNCH AND KEYNOTE ADDRESS**12:30 p.m. – 1:30 p.m.****Speaker:** Anna E. Cabral, *U.S. Treasurer*

SESSION THREE**1:30 p.m. – 2:45 p.m.****Faith-Based Organizations**

Description: The purpose of this session is to highlight the efforts and contributions that faith-based organizations are making to help the Hispanic community. Faith-based organizations are a valuable resource for communities most in need, especially in the Hispanic community where faith is often an important part of the culture. As President Bush has stated, these organizations “inspire hope in a way that government never can. And they inspire life-changing faith in a way that government never should.” Hispanic and Hispanic-serving faith-based organizations have shown their effectiveness in meeting the needs of the community with a variety of services to children, youths and entire families.

Moderator: Charles Talbert, *Area II Coordinator, Office of Vocational and Adult Education, U.S. Department of Education*

Panelists: **Center for Faith-Based and Community Initiatives**
Lori Roman, Deputy Director, U.S. Department of Education
St. Anthony School, Milwaukee, Wis.
Terry Brown, President
Acción Social Comunitaria-Latino Community Social Action
Reverend William Chignoli, Executive Director
Spanish Catholic Center
Reverend Mario E. Dorsonville, Executive Director

Q&A

Corporations

Description: As important stakeholders in the education of society, corporations have provided valuable resources and have made strong commitments to improving the lives of Hispanic Americans, particularly in support of education programs that are helping to close the academic achievement gap. The corporate sector has also contributed valuable human capital in the form of business expertise, advice, and support in implementing community and school-based education programs. The companies highlighted here are nationally known and respected for their leadership in championing education, literacy and family issues. They set an important standard and model of corporate and private investment in the education of Hispanic Americans.

Moderator: **Alma Morales Riojas**, *President, MANA, A National Latina Organization*

Panelists: **State Farm**
Kathy Havens Payne, Assistant Director, Community Alliances
Scholastic, Inc.
Karen Proctor, Vice President, Community Affairs
Verizon, Inc.
Del Velasquez, Vice President, Federal Government Relations
PepsiCo, Inc.
David Gonzales, Vice President, Global Diversity/Inclusion and Organizational Partnerships
Toyota Motor North America, Inc.
Patricia Salas Pineda, Group Vice President, Corporate Communications and General Counsel

Q&A

Friday, June 17, 2005

WELCOME AND OPENING REMARKS

8:45 a.m. – 9:00 a.m.

Speaker: Susan Sclafani, *Assistant Secretary, Office of Vocational and Adult Education, U.S. Department of Education*

SESSION FIVE

9:00 a.m. – 10:30 a.m.

Key Federal Departments and Agencies

Description: Education does not take place in a vacuum. We know that home and community conditions form an important part of the learning environment. As providers of services and programs that contribute to the health and economic well-being of the family, federal departments and agencies play a key supportive role in enabling Hispanic families to create a positive environment that promotes learning.

Moderator: Roberto De Posada, *President, The Latino Coalition*

Panelists:

- U.S. Department of Health and Human Services**
Frank Fuentes, Deputy Commissioner, Administration for Children, Youth and Families
- U.S. Department of Housing and Urban Development**
Ana Maria Farias, Deputy Assistant Secretary
- U.S. Department of Labor, Employment and Training Administration**
Mason M. Bishop, Deputy Assistant Secretary
- National Institute for Literacy**
Sandra Baxter, Interim Executive Director
- U.S. Department of Education**
Francisco Garcia, Director, Office of Migrant Education

Q&A

From Anecdotal Success to Proven Results

Description: Anecdotal evidence suggests that organizations, both public and private, are helping to close the achievement gap for Hispanic Americans. However, sound evaluation of these efforts is needed to provide useful and prescriptive information on how these efforts are producing the necessary results. This session will include a guided discussion on challenges and lessons to be learned from undertaking rigorous program evaluation.

Moderator: **Lynn Okagaki**, *Deputy Director for Science, Institute of Education Sciences, U.S. Department of Education*

Panelists: **Parent Institute for Quality Education**
David J. Valladolid, President & CEO
State Farm
Kathy Havens Payne, Assistant Director, Community Alliances
Hispanic Family Learning Institute, National Center for Family Literacy
Sharon Darling, President and Founder
Youth Development Inc.
Analee Maestas, Executive Vice President,
National Hispanic Child and Family Development Institute

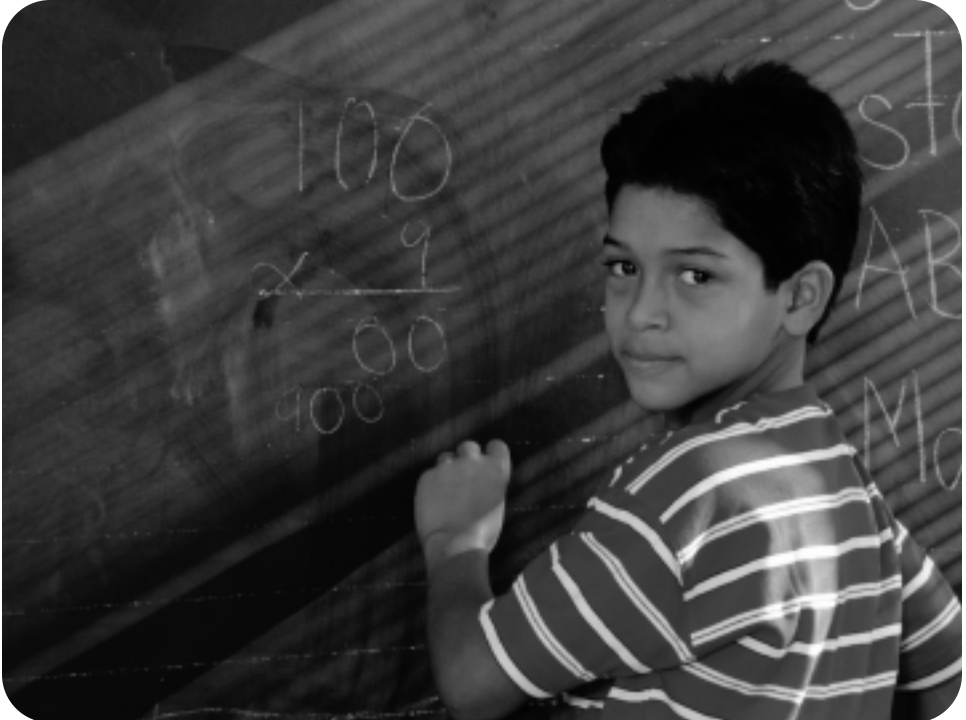
Q&A



Where Do We Go From Here?

Description: No one agency or organization alone can change the state of Hispanic education in the United States. It is through the combined efforts and outreach of public-private partnerships that Hispanic families and communities can gain wider access to education information, resources and tools to turn high expectations into the reality of educational excellence. This session will address how the public and private sectors can work together by focusing on families in order to improve education outcomes for Hispanic Americans.

Presenter: **Adam Chavarria**, *Executive Director, White House Initiative on Educational Excellence for Hispanic Americans*



Biographies

Secretary Margaret Spellings

On Jan. 20, 2005, the United States Senate confirmed Margaret Spellings as the eighth U.S. Secretary of Education.

During President George W. Bush's first term, Spellings served as assistant to the president for domestic policy, where she helped craft education policies, including the *No Child Left Behind Act*. She was also responsible for the development and implementation of White House policy on immigration, health, labor, transportation, justice, housing, and other elements of President Bush's domestic agenda.

Prior to her White House appointment, Spellings worked for six years as Gov. George W. Bush's senior adviser with responsibility for developing and implementing the governor's education policy. Her work included the Texas Reading Initiative, the Student Success Initiative to eliminate social promotion, and the nation's strongest school assessment and accountability system. She also made recommendations to the governor for key gubernatorial appointments. Previously, Spellings served as associate executive director of the Texas Association of School Boards.

Born in Michigan in 1957, Spellings moved with her family at a young age to Houston, Texas, where she attended public schools. She graduated from the University of Houston in 1979 with a bachelor's degree in political science.

As the mother of two daughters, one school-age and one college-age, Spellings has a special understanding of the issues facing parents and students today. Her daughter Mary, age 18, will be attending college in the fall, and her daughter Grace, age 13, attends a public middle school. Spellings is the first mother of school children to serve as U.S. secretary of education.

Anna Escobedo Cabral

Treasurer of the United States

Anna Escobedo Cabral was nominated on July 22, 2004, by President Bush to serve as treasurer of the United States. She was confirmed by the United States Senate on Nov. 20, 2004.

Immediately prior to taking this office, Cabral served as director of the Smithsonian Institution's Center for Latino Initiatives, where she led a pan-institutional effort to improve Latino representation in exhibits and public programming among the institution's 19 museums, five research centers, and National Zoo. From 1999 to 2003, Cabral served as president and CEO of the Hispanic Association on Corporate Responsibility, a non-profit organization headquartered in Washington, D.C., which partners with Fortune 500 companies to increase Hispanic representation in employment, procurement, philanthropy and governance. Under her leadership, the organization published a best-practices series, and instituted a partnership with Harvard Business School to provide executive training programs in corporate governance best practices to community leaders.

From 1993 to 1999, Cabral served as deputy staff director for the United States Senate Judiciary Committee under Chairman Orrin G. Hatch. The committee's jurisdiction ranges from oversight of the Department of Justice and our nation's criminal and drug enforcement laws to approving federal judicial nominations, and it includes review of immigration, antitrust, patents and trademark, and technology-related legislation. In addition, she simultaneously served as executive staff director of the U.S. Senate Republican Conference Task Force on Hispanic Affairs, a position she held since 1991. Cabral managed this task force of 25 senators dedicated to ensuring that the concerns and needs of the Hispanic community were addressed by Congress through legislation.

A native of California, Cabral majored in political science at the University of California, Davis, and earned a master's degree in public administration with an emphasis in international trade and finance from the John F. Kennedy School of Government at Harvard University.

Vincent A. Allocco

President, El Valor

In 1979 Vincent Allocco arrived at El Valor to join others who shared his dream of excellence and inclusion for all children and families, including Latinos and people with disabilities. Those who know Allocco know he is a visionary leader, with a mission, passion, and dedication to the Hispanic community. In his spare time, you will find him busily searching for innovative ways to help build more inclusive communities of excellence.

Some of Allocco's most notable accomplishments include the development and implementation of the "Tocar el Futuro/Touch the Future," a model that demonstrates that inner-city children and families can achieve excellence and that children with disabilities can be included in education programs for the benefit of all. El Valor is now the 12th largest Hispanic non-profit in the country. The organization provides comprehensive services to over 4,000 families throughout the Chicago metropolitan area and has hundreds of families on its program waiting lists. El Valor works with the most vulnerable people in the community—young children, youths, people with disabilities and their families.



Sandra L. Baxter

Interim Director, National Institute for Literacy

Sandra Baxter joined the staff of the National Institute for Literacy in 1999. In 2001, she was designated interim director and is responsible for managing the institute's daily operations. Under Baxter's guidance, the institute has undertaken new work on early childhood, adolescent, and adult reading. Prior to assuming her current position, Baxter directed the institute's national reading research dissemination campaign, The Partnership for Reading. The Partnership, a collaborative effort of the institute, the U.S. Department of Education, and the U.S. Department of Health and Human Services, seeks to make scientifically based reading research accessible to the public and to facilitate the application of research to instructional practice. Since its inception, the Partnership has distributed more than 13 million print publications about reading, including copies of the National Reading Report. Prior to joining the institute's staff, she was a senior evaluator at the U.S. General Accounting Office where her work focused on federal education policy and programs. Baxter began her career working in community-based programs for disadvantaged youths and adults where she advised students on college admissions and financial aid requirements. She earned a doctoral degree in education from the Harvard University Graduate School of Education, holds a master's degree from Loyola College, and completed her undergraduate education at Howard University.

Mason M. Bishop

**Deputy Assistant Secretary, Employment and Training Administration
U.S. Department of Labor**

In his position, Mason Bishop is responsible for overseeing key workforce investment programs, developing and implementing workforce policies and priorities, and assisting with congressional relations and legislative issues. He also plays a lead role in the reauthorization of the *Workforce Investment Act*.

Prior to coming to the Employment and Training Administration, Bishop was the legislative and marketing director for the National Association of State Workforce Agencies. There he helped the states with outreach efforts to employers and the public and managed various projects on behalf of the states.

Bishop graduated from Brigham Young University with a bachelor's degree in political science and a master's degree in public administration. He is currently pursuing a doctorate in public policy at George Mason University.

Terry Brown

President, Saint Anthony School of Milwaukee

Terry Brown is currently active with School Choice Wisconsin and a member of the board of directors of the Alliance for Choices in Education. During the last two years, Brown led a major expansion of Saint Anthony School, a K-8 school serving 700 children, most of whom are Hispanic Americans, initiated a comprehensive school reform and recently worked to affiliate Saint Anthony School with Hispanic CREO. Prior to joining Saint Anthony School, Brown enjoyed assignments in Asia with GE Healthcare, and later worked for US Bancorp in Milwaukee. Brown received his bachelor's degree in history from the University of Wisconsin-Madison and his master's in business administration from Thunderbird, the Garvin School of International Management, in Phoenix, Ariz.



Rev. C. William Chignoli

Director and Founder, Acción Social Comunitaria

The Rev. Chignoli began his career in television production (Columbian National Television and Blair Spanish Television in Florida) and international teleconferencing on health issues. Until 1989, he served as Telemedicine Director at Miami Children's Hospital and then founded the Global Outreach Network for marketing and physician referral in Latin America. In 1994, he completed his master's of divinity in St. Louis, and worked in family counseling and pastoral education.

Today, Chignoli is the founder and leader of many organizations in St. Louis, including Acción Social Comunitaria, La Clínica, whose clients tally over 7,000 free patient visits each year, Cross Cultural Studies Institute and La Iglesia de la Nueva Comunidad (UMC). He also founded the Latin American Bilingual Pre-School, the first Hispanic newspaper in St. Louis, and the Hispanic Community Radio FM. While focused on meeting the needs of the poor, under-educated Hispanic community of south St. Louis, Rev. Chignoli is very active in the larger community, serving on many boards (St. Louis Board of Health & Hospitals, Mental Health Board of Trustees, People's Free Clinics, a women's shelter) and receiving such recognition as the Civic Award of the Year from the local Hispanic Chamber of Commerce and Businessman of the Year from the National Republican Congressional Committee. His over-arching purpose has been to support a better life for his people by helping meet basic needs, building strong community and fostering cultural understanding, in the context of faith-based values.

Sharon Darling

President and Founder, National Center for Family Literacy

The National Center for Family Literacy (NCFL), internationally recognized as the leader in the field of family literacy, is known for creating innovative program models, developing effective advocacy strategies and providing research, training and technical assistance to professionals working in the field of family literacy. Since its founding in 1989, NCFL has been dedicated to placing family literacy—parents and children learning together—on the agenda for social change.

As a pioneer in education, Darling serves as an adviser on education issues to governors, policy-makers, business leaders and foundations throughout the nation. In doing so, she provides them with advice and planning strategies for strengthening families through education and moving them toward literacy and self-sufficiency—key issues associated with breaking the intergenerational cycle of poverty.

Darling continues to receive recognition for her groundbreaking work and leadership in education. She has received several honorary doctorate degrees for her contributions to education and has been featured on the Arts & Entertainment television network's series "Biography." She also serves on the boards of numerous national and international organizations, including the Barbara Bush Foundation for Family Literacy, National Coalition for Literacy, the American Indian Education Foundation and the Heart of America Foundation. She is an active member of the International Women's Forum.

Robert G. De Posada

President, The Latino Coalition

Robert G. de Posada is President of ONE Marketing & Research, Inc. based in Graham, Wash. He specializes in state governments and congressional relations, public education campaigns and political communications strategies. There, he designs and implements communication and lobbying strategies for the firm's national and international clients.

De Posada currently also serves as President of The Latino Coalition, a nonprofit organization established to address policy issues that directly affect U.S. Hispanics. In this capacity, de Posada is responsible for implementing national and international public education campaigns on such issues as health care, tax reform, immigration, trade and education, testifying before Congress, giving media interviews, and coordinating weekly policy forums. He also sits on the Executive Committee of the Hispanic Business Roundtable

De Posada served as an adviser to Virginia Gov. George Allen on issues relating to the Hispanic community, including international trade and investment in Latin America. He was also appointed by Gov. Allen to the Welfare Reform Commission. De Posada was the primary liaison between the governor and the Virginia Hispanic community.

Prior to that, De Posada served as director of Hispanic Affairs at the Republican National Committee from 1989 to 1992.

Rev. Mario E. Dorsonville

Division Director, Spanish Catholic Center

Rev. Mario Dorsonville has had two decades of pastoral and service experience in the Washington, D.C. area. He was recently named the division director of the Spanish Catholic Center in Washington's Columbia Heights community, and also serves as the vice president for Mission of the Archdiocese of Washington's Catholic Community Services.

Before joining the Spanish Catholic Center, Rev. Dorsonville was an associate pastor at Saint Mark the Evangelist Catholic Church in Hyattsville, Md., where he also taught seventh and eighth grades. His pastoral experience also includes working at Our Lady of Lourdes in Bethesda, Md., Our Lady of Mercy Catholic Church of the Archdiocese of Washington, and several churches in Arlington, Va. In addition, Rev. Dorsonville has also had teaching experience as a professor of business ethics at Xavier Pontifical University and The National University of Columbia, both in Bogotá, Columbia.

He was ordained a Roman Catholic priest in 1985 and incardinated within the Archdiocese of Washington in 1999. Rev. Dorsonville received his bachelor's degrees in philosophy and sacred theology from the Archdiocese of Bogotá and his doctor of ministry from the Catholic University of America in Washington, D.C.

Anna Maria Farias

Deputy Assistant Secretary for Grant Programs

U.S. Department of Housing and Urban Development (HUD)

Anna Maria Farias currently serves as deputy assistant secretary for grant programs in HUD's office of Community Planning and Development, with oversight of \$6.3 billion and jurisdiction over the Community Development Block Grant Program (CDBG), Home Investment Partnerships Program (HOME), Section 108 Loan Guarantee Program, Environment and Energy Programs, the American Dream Downpayment Initiative (ADDI), and Disaster Recovery.

From 2002 to 2004 Farias served as the deputy assistant secretary for special initiatives for community planning and development (CPD) at HUD. Prior to this appointment, Farias was HUD Secretary Martinez' senior counsel from 2001 to 2002.

Deputy Assistant Secretary Farias graduated from Boston University with honors and received her law degree from Temple University Law School in Philadelphia. In 1998,

she attended the Harvard University JFK School of Government Programs for senior executives in state government. In 1999, she was certified as a commercial mediator.

Deputy Assistant Secretary Farias was inducted into the Texas Women Hall of Fame for her Professional Leadership in 2000. She also received the National Hispanic Leadership Eagle Award for her Community Service and was named Honorary Mayor of San Antonio, Texas in 2002. She was commissioned ‘Yellow Rose of Texas’ by the Governor of Texas and was named Outstanding Hispanic Woman by Image. Most recently, she was inducted into Mexico’s Women’s Hall of Fame as 2003’s “Pride of Mexico” award recipient.

Frank Fuentes

Deputy Commissioner

Administration for Children, Youth and Families

Frank Fuentes has been serving as the deputy commissioner for the Administration for Children and Families since May 2002. This agency administers \$18 billion annually and includes the Head Start, Child Care, Family and Youth Services and the Children’s Bureaus programs.

Fuentes’ federal career has spanned 28 years and many programs to provide human and social services to needy children and families. In January 2000, he was inducted into the Senior Executive Service and selected to serve as the first deputy commissioner for the Office of Child Support Enforcement. During his tenure as the acting commissioner this program collected \$20 billion for over 17 million children owed financial support by non-custodial parents.

Fuentes has also served as the deputy and acting associate commissioner for the Child Care Bureau, as director of program support in the Family and Youth Services Bureau managing the Drug Abuse Prevention Program for Runaway and Homeless Youth and Gang Prevention Program. He also served as a Child Welfare program specialist in the Children’s Bureau. His proudest accomplishment was serving as the chief for the Migrant Programs Branch in the Head Start Bureau for six years. During those years the program’s budget grew by 200 percent and the first resource center specifically for migrant children with disabilities was established.

Fuentes has been the recipient of numerous awards, including a Presidential Citation for Leadership for his work on the White House Conference for Families, and most recently the Secretary’s Recognition Award for Heroism in relation to the events surrounding 9/11. The award he is proudest of was his selection as the first recipient of the “Plate of Plenty” from the Migrant Programs’ Branch and Association.

Francisco Garcia

**Director, Office of Migrant Education
U.S. Department of Education**

Francisco Garcia has played key roles in implementing the Department of Education's efforts to increase the educational outcomes for Hispanic students and champions a number of efforts to ensure that no child is left behind. He has served as a consultant to the U.S. Commission on Civil Rights, has presented to the National Security Council on promoting good work environments for all migrants, has presented before the White House and Congress on issues related to migrant education and child labor, and is a true believer that all children are deserving of a high-quality education. Garcia has taught at Boise State University and served as an equity specialist for the Oregon Department of Education. As a Council for Excellence in Government Fellow he pursued a certificate program at the Kennedy School of Government at Harvard University; he earned his master's degree in education from Boise State University in Idaho and his bachelor's degree from the College of Idaho in Caldwell.

Daniel Garza

Associate Director, White House Office of Public Liaison

Daniel Garza, a native of Washington state, has over a decade of public service at the local, state and federal levels managing public relations and government initiatives.

In April 2004, Garza was appointed to serve as associate director for the White House Office of Public Liaison, working primarily to coordinate outreach efforts to the Hispanic community on behalf of the White House. The Office of Public Liaison is responsible for promoting presidential priorities through outreach to concerned constituencies and public interest groups. As associate director of the Office of the Public Liaison, Garza has directed major White House events involving the president, hosted briefings between Hispanic organizations and high-level White House officials, and enlisted support of presidential initiatives and programs from major Hispanic and Latino organizations.

After completing his education, Garza served on numerous boards and task forces related to communications, and agricultural and law enforcement issues. In 1995, Garza accepted an offer to serve as a congressional staff assistant with U.S. Congressman Richard "Doc" Hastings, R-Wash. There he was assigned as liaison to the Department of Defense, the Immigration and Naturalization Service and the Department of State.

David L. Gonzales

Vice President, Global Diversity/Inclusion and Organizational Partnerships
PepsiCo, Inc.

Currently, as vice president of Global Diversity/Inclusion and Organizational Partnerships for PepsiCo, Inc., David Gonzales is responsible for working with the divisions of Frito-Lay, Tropicana, Quaker and Pepsi-Cola to achieve the business goal of being “The Employer, Partner and Brand of Choice” through community market development. To accomplish this, Gonzales is focused on the strategic direction of being “The Premier Corporate Citizen,” managing PepsiCo’s community involvement nationally, and leading the development of key partnerships with select nationwide community-based organizations focused on the PepsiCo business agenda.

Such organizations are the National Council of La Raza, the National Urban League, League of United Latin American Citizens, the National Association for the Advancement of Colored People, the Cuban-American National Council, the Pan-Asian Chamber of Commerce, the Congressional Hispanic Caucus, and the Congressional Black Caucus Foundation. By working directly with their national presidents and CEOs, Gonzales has been able to gain their alignment with PepsiCo’s business strategy in the area of urban market development, employment, economic development and key governmental issues affecting the corporation. Of particular importance is the growing issue of obesity that has disproportionately affected urban communities, and influencing key opinion leaders at the community level as well as on the legislative front.



Raul Gonzalez

Legislative Director, National Council of La Raza

As the legislative director of the National Council of La Raza (NCLR), Raul Gonzalez works with Congress, the White House, advocacy groups, and NCLR's affiliated community-based organizations to improve life opportunities for Hispanic Americans. Prior to joining NCLR in 1998, he was a legislative assistant in the office of U.S. Representative Major R. Owens, for whom he worked on legislation to increase the academic achievement and attainment of poor children. As a teacher in New York City public schools, Gonzalez taught writing, algebra, and special education. This allowed him to learn firsthand about the needs of economically disadvantaged students. He was born in Puerto Rico, and was raised in Brooklyn, N.Y. He is a graduate of the City College of New York, with degrees in English and psychology.

Analee Maestas

Executive Vice President, Youth Development Incorporated

Analee Maestas has approximately 30 years of education and administrative experience, ranging in scope from teaching in the classroom, including regular, bilingual, ESL, reading, special education classes, to administrative experience at the school, district and university levels and in the non-profit sector.

Currently, Maestas is the executive vice president for educational support and executive director of the National Hispanic Child & Family Development Institute for Youth Development Inc. (YDI) based in Albuquerque, N.M. She manages the implementation of supplemental educational services as mandated by *NCLB*, after-school programs and charter school technical assistance. She provides training in Family Engagement Models, professional development for agencies serving Hispanic populations, and professional development to schools.

Maestas is also an adjunct professor at two universities and teaches undergraduate and graduate courses in reading, bilingual education, special education and educational leadership.

Rebeca Nieves-Huffman

President, Hispanic Council on Reform and Educational Options (CREO)

Rebeca Nieves-Huffman came to Hispanic CREO after having served as the associate director of recruitment and selection for the Knowledge Is Power Program (KIPP), an organization dedicated to providing historically underserved students with the knowledge, skills, and character needed to succeed in top-quality high schools and colleges, and in the competitive world beyond. At KIPP, Huffman worked to identify and select outstanding educators who would then participate in the KIPP School Leadership Program, a yearlong fellowship that trains educators in starting and running their own KIPP-like schools.

Huffman also served several years as a corps member and project leader at City Year, an AmeriCorps program for young adults who commit to full-time community service. Along with her team, she worked with third-grade students who were repeating that grade for the first or second time. It was then that her eyes were opened to the social injustices within the public education system. Since then, Huffman has worked to provide educational opportunities for children through choice. She currently sits on the National Board of Trustees for both City Year and the Charter School Leadership Council. Rebeca is an advisory board member to the National Boys and Girls Club of America and the proud recipient of the 2004 Hewlett Packard Leadership Award.

Huffman received her bachelor's degree in marketing and public relations from Columbia College in Chicago.



Lynn Okagaki

Deputy Director for Science, Institute of Education Sciences
U.S. Department of Education

Lynn Okagaki serves as deputy director for science at the Institute of Education Sciences in the U.S. Department of Education. Okagaki is a developmental psychologist who most recently was professor of child development and family studies and associate dean of the School of Consumer and Family Sciences at Purdue University. She received her bachelor of science degree in applied behavioral sciences from the University of California at Davis and her doctoral degree from Cornell University. Her research has focused on minority children's school achievement and on the socialization of children's values. Okagaki has served on the National Science Foundation's developmental and learning sciences panel, on the National Research Council's Committee on Early Childhood Pedagogy, and on the editorial boards for the *Early Childhood Research Quarterly* and the *Journal of Applied Developmental Psychology*.

Harry P. Pachon

President, Tomás Rivera Policy Institute

Harry P. Pachon joined the Tomás Rivera Policy Institute (TRPI) in 1993 as its President. Under his guidance, TRPI has evolved into the country's premier research institute on Latino issues in the fields of education, immigration policy, information technology and civic and social research.

Pachon is a founding board member and past executive director of the National Association of Latino Elected and Appointed Officials (NALEO) Educational Fund, where he initiated the National Directory of Latino Elected Officials, which is now in its 17th year of publication.

In 1997, Pachon was appointed to serve as a member of the President's Advisory Commission on Educational Excellence for Hispanic Americans. He has also authored over 20 articles and journals, and co-authored three books on U.S.-Latino politics and political behavior. He has held academic positions at universities in Michigan, California, and New York, and held the Kenan All Campus Chair at the Claremont Colleges. He currently is a professor of public policy at the University of Southern California in the School of Policy, Planning and Development.

Pachon received his bachelor's and master's degrees in political science at California State University of Los Angeles, and earned his doctorate in government from the Claremont Graduate School.

Kathy Havens Payne

Assistant Director, Community Alliances, State Farm

Kathy Payne is in charge of State Farm's business-education partnerships.

Currently, she works directly with State Farm Chairman and CEO Edward B. Rust and supports his national leadership position in the area of business-education partnerships focused on improving student achievement. At the national level, Kathy serves on the education advisory board for the National Alliance of Latino Elected Officials (NALEO). She serves on the boards of directors for Youth Service America, the National Service-Learning Partnership and the National Youth Leadership Council. She also serves on the Business-Education Council for The Conference Board, on the Advisory Committees for the National Educator Training and Leadership Center for the Council of Chief State School Officers, and on the Business Education Network of the U.S. Chamber of Commerce. In her home state of Illinois, she serves as a commissioner for the Illinois Commission on Volunteerism and Community Service and on the advisory committee for the Council for Teacher Education at Illinois State University. A former school board member and president, Kathy received the 2002-03 Illinois Board of Education Those Who Excel Award for outstanding contributions to education and was named the 2003 Woman of Distinction for education for her home county in Illinois.

Prior to joining State Farm, Kathy was a 12-year veteran teacher in the area of special education. She received a bachelor's degree in special education from Illinois State University and taught at the secondary school level.

Patricia Salas Pineda

**Group Vice President, Corporate Communications and General Counsel
Toyota Motor North America, Inc.**

Patricia Pineda is responsible for public and investor relations, corporate advertising, and philanthropy, including the Toyota U.S.A. Foundation. As general counsel, she is responsible for Toyota Motor North America's (TMA) legal matters.

Prior to joining TMA, Pineda spent 20 years at New United Motor Manufacturing, Inc. ("NUMMI"), the corporate joint venture between Toyota Motor Corporation and General Motors Corporation.

Pineda's many affiliations include serving as director, Levi Strauss & Co., Inc.; trustee, The Rand Corporation; director, James Irvine Foundation; director, California Manufacturers and Technology Association; and trustee, Mills College.

Pineda was recently named one of the 100 Most Influential Women in Business in the Bay Area for 2003 by the *San Francisco Business Times*. She was also named one of *Hispanic Magazine's* 100 Most Influential Hispanics in 1994 and 2003, and the Latino Executive of the Year by On Wheels, Inc. in 2003.

Pineda splits her time between New York and Lafayette, Calif.

Karen M. Proctor

**Vice President, Community Affairs and Government Relations,
Scholastic, Inc.**

Scholastic, Inc. is a global children's publishing, education and media company. Karen Proctor directs Scholastic's Corporate Citizenship initiatives. Since her arrival at Scholastic in 1999, Proctor launched one of the nation's largest in-kind giving initiatives, Scholastic Book Grants, which has donated more than 10 million children's books to nonprofit organizations that find creative and effective ways to address the reading and literacy issues facing the communities they serve.

At Scholastic, Proctor has developed numerous programs that help empower parents and other child caregivers to improve children's literacy in their communities. Most recently, she launched *Lee y serás*TM (Read and you will be), a collaboration of Scholastic, the National Council of La Raza (NCLR) and Verizon. This initiative engages Latino families and communities in building children's early



language skills. Proctor also joined forces with the National Urban League to launch Read and Rise™, a program that provides African-American parents and families with the necessary tools to help their children gain early literacy skills and begin to bridge the achievement gap.

Proctor is currently a member of the Center for Corporate Citizenship's International Advisory Board, serves as chair of the board of directors of New York City's Literacy Assistance Center, is on corporate advisory boards for the National Alliance of Urban Literacy Coalitions and the Children's Aid Society in New York City, and is vice president and trustee of the M.R. Robinson Fund. Proctor is a recipient of the 2004 PR News People "Community Relations Executive of the Year."

Alma Morales Riojas

President and CEO, MANA, A National Latina Organization

Prior to assuming the role of president and CEO of MANA, Alma Riojas served as national executive director of Federally Employed Women, Inc; executive director of the National Alliance of Veteran and Family Service Organizations; associate director of the National Network of Runaway and Youth Services; and president of ALMA Consulting Services.

On President Reagan’s Transition Team and then in White House Personnel, Riojas specialized in Hispanic and women’s recruitment and placement. She has served on the Commission on the Status of Women in Texas and Virginia, and has received numerous professional and civic awards. She has been an adviser to Lifetime Network, “To the Contrary,” a PBS women’s talk show, “American Family,” a PBS series and “Real Women Have Curves,” an HBO film, and to the *Women’s Policy Journal* of Harvard University. In 2002 she was appointed to the secretary of labor’s Committee on 21st-Century Demographics of the President’s Council on 21st Century Workforce. In 2003, the Women’s Institute for a Secure Retirement (WISER) presented the Hero’s Award to Riojas for her work on financial literacy for Latinas.

She is chair of the board of the Hispanic Association on Corporate Responsibility (HACR), vice chair of the National Hispanic Leadership Agenda, and on the National Council of Women’s Organizations’ steering committee.

Lori Roman

**Deputy Director, Center for Faith-Based and Community Initiatives,
U.S. Department of Education**

The goal of the U.S. Department of Education’s Center for Faith-Based and Community Initiatives is to break down existing barriers and empower faith-based and community groups, enlisting them in support of the Department’s mission to ensure equal access to education and to promote educational excellence for all Americans.

Previously, Roman held the position of senior adviser on family educational rights in the Office of Innovation and Improvement at the U.S. Department of Education. She advised on all issues related to family educational rights, including school choice and family privacy. This included working to ensure effective imple-

mentation of the public school choice and supplemental services provisions in *No Child Left Behind*. Roman also served as the director of school choice in the Office of the Under Secretary at the U.S. Department of Education.

Her diverse career has included work in television, education, public policy, and the automotive industry. She is a veteran of the school reform debate, having been featured in various radio and television outlets, as well as magazines and newspapers. Her editorials have appeared in numerous publications, including the *Washington Times* and *Crain's Business*. She holds a bachelor's degree in business administration from the University of Michigan and a master's degree in administration from Central Michigan University.

Roberto Suro

Director, Pew Hispanic Center

The Pew Hispanic Center, a Washington-based research and policy analysis organization, is a project of the University of Southern California Annenberg School for Communication, where Suro is on the faculty as a research professor. The center was founded in July 2001 with support from the Pew Charitable Trusts. Through public opinion surveys and a variety of research projects, the center serves as a source of non-partisan information on the rapid growth of the Latino population and its implications for the nation as a whole.

A former journalist, Suro has nearly 30 years of experience writing on Hispanic issues and immigration. He is author of *Strangers Among Us: Latino Lives in a Changing America* (Vintage) as well as numerous reports, articles and other publications regarding the growth of the Latino population. During his career in journalism Suro worked for *TIME* Magazine, *The New York Times*, *The Washington Post* and other publications. He worked extensively in Washington, did tours as a domestic correspondent in Chicago and Houston and was posted as a foreign correspondent in Latin America, Europe and the Middle East. He is a graduate of Yale University, where he received his bachelor's degree, and of Columbia University, where he received his master's degree.

Charles A. Talbert

**Area II Coordinator, Division of Adult Education and Literacy
U.S. Department of Education**

Charles A. Talbert's former positions with the Department of Education include coordinator, High Skills Communities; director, Community Technology Centers program; and chief, Special Programs Branch, Division of National Programs. His state-level positions include state director of adult and community education, Maryland State Department of Education; assistant professor of education in Adult Education and director of the Office of Laboratory and Field Experiences, Morgan State University; and director, Innovative Processing Center, Dunbar High School, Washington, D.C.

Talbert's education includes post-graduate studies in counseling psychology, a master's degree in adult education and community development, and a bachelor's degree in elementary education.

David Valladolid

President and CEO, Parent Institute for Quality Education (PIQE)

Prior to his position at PIQE, David Valladolid had extensive experience within other areas of public policy. He worked as a policy administrator at the United Domestic Worker's of America and as a legislative consultant for California State Assembly member Willie Brown. He also worked at the state of California's Department of Industrial Relations.

His appointments include serving as the commissioner with the San Diego Human Relations Commission and co-founding the Leadership Training Institute (LTI) Chicano Federation. Valladolid also remains involved within his local community as a member of the United Domestic Workers of America (UDWA) and as a co-chair to the Chicano Federation of San Diego County.

He is a seventh-generation Californian and a graduate of San Diego State University.

Del V. Velasquez

Vice President, Federal Government Relations, Verizon Communications, Inc.

Del Velasquez oversees legislative issues impacting the telecommunication industry and Verizon. Velasquez's experience and knowledge of Hispanic Affairs made him a leader within Verizon's efforts in these areas.

As executive director of government affairs for Verizon–Puerto Rico, he has been responsible for establishing the first Government Affairs Office for the Puerto Rico Telephone Company, an affiliate company of Verizon. This responsibility calls for developing a legislative agenda designed to maximize the company’s ability to provide services and products to the island.

Previously, Velasquez was director of Strategic Alliances in the Federal Government Affairs Office of Verizon Communications in Washington, DC. There, he directed public policy on telecommunication issues impacting ethnic and minority communities nationwide.

Velasquez began his career with Southwestern Bell Telephone Company in Houston, Texas. He has held various positions in both the business and consumer divisions of Southwestern Bell and AT&T.

Velasquez until recently represented Verizon on the corporate advisory boards of the Organization of Chinese-Americans, Black Leadership Forum, Rainbow/PUSH Coalition–Wall Street Project; the National Urban League’s Technology Roundtable Committee; United States Pan Asian Chamber of Commerce, League of United Latin American Citizens, the United States Hispanic Chamber of Commerce, National Council of La Raza, and the Hispanic Corporate Association on Corporate Social Responsibility.



Panelist Organizations

Acción Social Comunitaria—Latino Community Social Action—and Parent Information and Resource Center

St. Louis, Mo.

A faith-driven resource center founded in 1993, Acción Social Comunitaria (ASC) uses a family-focused approach to help new immigrants and refugees in South St. Louis adapt to and succeed in their new environment. It provides such essential services as emergency food and housing assistance, free medical care through its sister organization La Clínica, counseling and case management, advocacy, and referrals for High School Equivalency Diploma, English as a second language and employment services.

Awarded a U.S. Department of Education grant in October 2003, ASC now focuses on education as the key to lifting our Hispanic and Latino communities from poverty and isolation. Its Parent Information and Resource Center works intensively to provide families with in-depth training on how the public school system works, what their rights and responsibilities are under the *NCLB* law, and how to support good study and social behaviors in their children.

In addition, the Parents As Teachers program is used along with home visits and bi-monthly support groups to teach parents to observe and promote their children's development during the early years.

Finally, ASC staff and volunteers from area universities provide bi-weekly tutoring-mentoring sessions to children 6-13 years of age, aiming to establish consistent supportive relationships with adult role models, to teach curricula, study habits and social skills, and to build self-esteem, cultural pride and multicultural understanding.

Also, ASC sponsors or participates in several community events, such as health and cultural fairs and its Christmas-In-Community party, at which donated gifts are distributed to over 500 children. They have a volunteer base of 180 people and a resource for St. Louisans seeking information and employees, or simply to assist the Hispanic community.

El Valor

Chicago, Ill.

El Valor is a multipurpose organization that reaches thousands of families throughout the Chicago metropolitan area via direct services. Its mission is to support and challenge urban families to achieve excellence in education and participate fully in community life.

Founded in 1973, El Valor builds stronger, more inclusive communities by supporting people with disabilities, promoting early childhood development, enriching youths, strengthening families and developing leadership. El Valor provides comprehensive early childhood education to families; rehabilitation to people with disabilities; world-class academic support programs; and associate, bachelor's, master's, and doctoral cohort degree programs to working adults. In partnership with area universities, 400 leaders from the Latino community have received master's and doctorate degrees through leadership programs held at El Valor centers.

El Valor has built two Children & Family Centers in the communities of Pilsen and South Chicago. Both are fully operational. A third Children & Family Center is under way in the Chicago community of Little Village, the area of greatest need for children and family services. El Valor has implemented its "Tocar El Futuro/Touch the Future" service delivery model in each of its Children & Family Centers. In addition to the Children & Family Centers, it has a vocational work center, technology center and five residential homes through which it works with an additional 1,000 families. El Valor is now the 12th largest Hispanic non-profit in the country and was an associate partner with the White House Initiative on Educational Excellence for Hispanic Americans-Partners in Hispanic Education in 2003-04.

Hispanic Council for Reform and Educational Options

Washington, D.C.

The Hispanic Council for Reform and Educational Options' (CREO) mission is to improve educational outcomes for Hispanic children through parental choice in education. Its purpose is to be a national voice for the right of Hispanic families to access all educational options and to be an agent for equity and quality in education.

Hispanic CREO was founded in summer 2001 when a group of 10 Latinos from different professional, political, ethnic, and geographic backgrounds met for the purpose of discussing the large education achievement gap between Latino children and their peers. A review of the data and research available, including the 2000 census data, confirmed the extreme crisis of the situation. Hispanic CREO was a response to this crisis after months of deliberation.

A current initiative of Hispanic CREO is Project CREO, a public information campaign dedicated solely to helping parents access supplemental services and public school choice under *No Child Left Behind*. Project CREO seeks to reach 18,000 at-risk Latino children and their families in Miami, Dallas, Austin (Texas), Phoenix and the state of New Jersey. Project CREO establishes parent, community, and school resource operations with the goal of building public awareness, knowledge, and understanding of the options available under the *No Child Left Behind Act*. Project CREO works in collaboration with public schools and community organizations to strengthen their ability to service students and Hispanic families. Currently, the project has touched over four million families through the media and is working directly with over 13,013 parent leaders. The project has developed Spanish-language communication tools and disseminates information locally.

National Center for Family Literacy/Hispanic Family Learning Institute

Louisville, K.y.

The mission of the National Center for Family Literacy (NCFL) is to create educational and economic opportunity for the most at-risk children and parents. NCFL envisions a world where every child in every community receives the literacy support he or she needs from responsible, caring and knowledgeable adults in order to succeed in school and in life.

NCFL's services include professional development for practitioners in children's education, adult education, English as a second language, and related literacy fields; model program development through many groundbreaking initiatives; policy and advocacy support to sustain and expand literacy services for families; and the Family Literacy Alliance, a membership program. NCFL relies on the generous partnerships of many individuals, corporations and foundations to accomplish its mission.

In response to the growing Hispanic population, NCFL established the Hispanic Family Learning Institute (HFLI) in 2003. The Toyota Family Literacy Program (TFLP), funded by a \$3.2 million grant from Toyota, was the first initiative under the HFLI umbrella and supports family literacy services for the educational advancement of Hispanic and other immigrant families in need. Many other private corporations including Verizon, UPS, Bank One and Boeing have funded the products and programs important to HFLI and the families it serves. The goals of HFLI are: to design and demonstrate programs that meet the language and literacy needs of Hispanic families; to collaborate with advocates and researchers to expand high-quality services for Hispanic families; and to develop key resources that serve the needs of practitioners who work with English language learners.



National Council of La Raza

Washington, D.C.

The National Council of La Raza (NCLR)—the largest national constituency-based Hispanic organization and the leading voice in Washington, D.C. for the Hispanic community—is a private, nonprofit, nonpartisan, tax-exempt organization established to reduce poverty and discrimination and improve life opportunities for Hispanic Americans. Four major functions provide essential focus to the organization’s work: capacity-building assistance; applied research, policy analysis, and advocacy; public information efforts; and special and international projects. These functions complement NCLR’s work in five key strategic priorities: education; assets and investment; economic mobility; health; and media/image/civil rights.

Since passage of the *No Child Left Behind Act*, NCLR has worked with community-based organizations to ensure that the law is implemented in a way that improves educational outcomes for Latinos. Specifically, NCLR has conducted trainings and workshops as well as panel presentations on the opportunities *NCLB* provides for Latino families to better engage in their children’s education.

Founded in 1968, NCLR began as a regional organization concerned primarily with providing grassroots support to Mexican Americans in the Southwest. Headquartered in Washington, D.C., NCLR has field offices in Atlanta, Chicago, Los Angeles, Phoenix, Sacramento, Calif., San Antonio, and San Juan, Puerto Rico, and in 2004 opened an office in New York City. Through its community-based efforts, NCLR reaches more than four million Hispanics through a formal network of affiliates—more than 300 Hispanic community-based organizations that serve 41 states, Puerto Rico, and the District of Columbia—and a broader network of more than 35,000 groups and individuals nationwide.

The National Institute for Literacy

Washington, D.C.

The National Institute for Literacy addresses literacy across the lifespan, from birth through adulthood. Its primary activities are authorized by the U.S. Congress under two laws, the *Adult Education and Family Literacy Act (AEFLA)*, and the *No Child Left Behind Act (NCLB)*. The *AEFLA* directs the institute to provide national leadership regarding literacy, coordinate literacy services and policy, and serve as a national resource for adult education and literacy programs. *No Child Left Behind* directs the institute to disseminate information on scientifically based

reading research pertaining to children, youths, and adults as well as information about development and implementation of classroom reading programs based on the research. The Congress appropriated \$11.56 million to implement the institute's directives in FY2004-2005.

The institute integrates its programs and policies according to the principles listed below. Developed using the institute's statutes, interagency partners' strategic goals, administration priorities, and recommendations from the institute's advisory board, the principles form a rough framework that directs the institute to invest in work that improves literacy outcomes.

- (1) Support rigorous research on literacy acquisition;
- (2) Translate scientifically based and other rigorous, relevant research into information and tools that can be used by educators, other service providers, and parents;
- (3) Identify high-performing programs, scientifically based practices, and promising policies;
- (4) Disseminate high-quality information and resources grounded in rigorous research; and
- (5) Understand educators' and other practitioners' knowledge of research-based practices.

One of the institute's primary activities involves directing the Partnership for Reading, a national reading research dissemination project. The partnership's mission is to make scientifically based reading research more accessible to educators, parents, policy-makers, and other interested individuals. The partnership's efforts include a diverse set of public awareness, professional development, and product development activities.

The institute is now beginning to extend its efforts to reach Hispanic families with information on reading. It recently produced *La Lectura es lo Primero: Cómo ayudar a su hijo a aprender a leer*. This brochure provides a quick overview of the findings of the National Reading Panel for parents and gives ideas for what to expect from a school's reading program based on evidence from the research. The brochure also suggests ways parents can reinforce reading instruction at home with everyday activities and interactions. Visit the institute's Web site to see its resources at www.nifl.gov/partnershipforreading



Parent Institute for Quality Education (PIQE)

San Diego, Calif.

Parent Institute for Quality Education's (PIQE) mission is to bring schools, parents, and communities together as equal partners in the education of every child and to provide each student with the option of and access to postsecondary education.

PIQE is working to create a community in which parents and teachers collaborate to transform each child's educational environment, both at home and at school, so that all children can achieve their greatest academic potential.

During the past 17 years, PIQE has graduated more than 335,000 parents from its basic nine-week parent involvement program and impacted more than 1,000,000 California students from 1,300 elementary, middle, and high schools in districts within San Diego, Los Angeles and Santa Ana counties, El Monte, Riverside, San Fernando, San Jose, Sacramento, Oakland, Fresno and Modesto.

In 2004, San Diego State University (SDSU) School of Business Administration conducted the first longitudinal study of PIQE. The school contacted and surveyed 241 Latino parents living in San Diego who had graduated from PIQE in 1997-99. These parents represented 351 students 18 years and older. The findings indicate that 93 percent of these PIQE students graduated from high school versus their non-PIQE Latino peers with a graduation rate of 59 percent, and 79.2 percent of the PIQE high school graduates enrolled in college versus their non-PIQE Latino peers with a college-bound rate of 52 percent in San Diego County.

PepsiCo, Inc.

Purchase, N.Y.

PepsiCo's Community Affairs supports PepsiCo's goal of being the "Premier Brand, Employer and Partner of Choice Worldwide" by focusing on building relationships with community organizations and contributing to communities where PepsiCo operates.

The PepsiCo Foundation, in conjunction with Scholarship America, established the Diamond Scholars program to provide an opportunity for urban youths in Dallas, Detroit, Hayward-San Jose, Calif., Los Angeles and Miami who have the potential and desire to succeed in postsecondary education but who may have been overlooked for scholarships. In each market, up to 10 renewable scholarships in the amount of \$2,500 will be offered, for a maximum total of \$25,000. Fifty winners were selected in 2004, amounting to \$299,862.15 in scholarships. In addition, 46 students from the 2003 award year renewed their scholarship

The Pepsi Latino Network (PLN) was created in June 2003, by Pepsi employees in keeping with PepsiCo's pursuit of cultural awareness, diversity and inclusion. The vision of Pepsi Latino Network is to provide a nurturing environment at Pepsi that fosters individual expression and development conducive to accelerating Pepsi's growth/leadership with its customers, consumers and community. The mission of PLN is to develop, retain and attract Latino talent at Pepsi by creating an inclusive platform, conducive to influencing the business agenda at Pepsi and to provide a competitive advantage in a diverse marketplace.



Scholastic, Inc.

New York, N.Y.

In keeping with its mission to meet the reading needs of every child, Scholastic has published and distributed a wide range of Spanish-language and bilingual books and materials to children, parents and teachers in the United States and all over the world for over 45 years.

Lee y serás® (Read and you will be) is a multi-faceted, multi-year reading initiative, supported by researchers, families, community leaders and educators in the Latino community. With the long-term goal of creating attitudinal and behavioral change supporting Latino early literacy development, Lee y serás is designed to empower and support Latino parents and other family members as their children's first and most important teachers and role models.

In addition, Scholastic Entertainment launched *Maya & Miguel*, an original television series and multi-media initiative that was conceived in response to the needs of our nation's children who are growing up as part of the country's most diverse population ever. *Maya & Miguel* is the first and only animated show that directly promotes the value of a culturally diverse society and supports English language learners through the presentation of language in a natural context, with a special emphasis on vocabulary.

The Scholastic en español imprint publishes over 100 Spanish-language and bilingual titles each year and has positioned Scholastic as the leading Spanish-language publisher in the United States. Scholastic also reaches the Latino population through unparalleled distribution channels in schools, with Scholastic Book Fairs and Scholastic Book Clubs' Club Leo, the largest Spanish school book club in the country offering Spanish, English, and bilingual books and educational materials to children in grades PreK-8. Club Leo celebrated its 10th anniversary in 2004.

Scholastic Corporation is the world's largest publisher and distributor of children's books and a leader in educational technology. Scholastic creates quality educational and entertaining materials and products for use in school and at home, including children's books, magazines, technology-based products, teacher materials, television programming, film, videos and toys. The company distributes its products and services through a variety of channels, including proprietary school-based book clubs, school-based book fairs, and school-based and direct-to-home continuity programs; retail stores, schools, libraries and television networks; and the company's Web site at www.scholastic.com.

Spanish Catholic Center

Washington, D.C.

The Spanish Catholic Center provides health care, dental care, immigration legal assistance, economic development opportunities, educational opportunities and a wide array of social services to low-income and limited English proficient immigrants throughout the metropolitan Washington, D.C. area.

The Archdiocese of Washington founded the Spanish Catholic Center in 1967 to assist the Hispanic community, the fastest-growing minority group in the nation, in the process of adaptation and integration into North American society. Throughout its history, the center has always assisted any person in need without regard to race, color, sex, age, religious affiliation or country of origin. The center has served immigrants from Afghanistan to Zimbabwe and all points in between. From its original location in the Mt. Pleasant neighborhood of Washington, D.C., the Spanish Catholic Center has expanded to Langley Park and Gaithersburg, Md., in order to meet the needs of the ever-growing immigrant community. In 2004, the center celebrated its 25th anniversary in Langley Park.

The center provides a continuum of services to help newcomers adjust to and thrive in our society. It cares for the physical, mental, emotional, social, economic, and spiritual health of the person and their family. This holistic approach has helped thousands of immigrants become productive citizens and significantly expand the local economy.



State Farm® Bloomington, Ill.

State Farm supports efforts to assure all children have access to an education that will allow them to achieve their greatest potential and prepare them to be active participants in a leading nation and global economy.

State Farm's education outreach to the Hispanic community includes support for the Achievement Alliance—a partnership between the National Council of La Raza, the Business Roundtable, the National Center for Educational Accountability and the Citizen's Commission on Civil Rights. The goal of the alliance is to provide accurate, nonpartisan information about student achievement in support of the *No Child Left Behind* legislation's goal to raise the academic performance of all students and close the achievement gap once and for all.

State Farm participates in several partnerships with the National Council of La Raza and the National Association of Latino Elected and Appointed Officials. Also, State Farm has targeted funding provided to the National Board for Professional Teaching Standards (NBPTS). This organization provides leadership to teachers who choose to participate in a rigorous evaluation of their teaching practice and content knowledge leading to certification as a master teacher. Part of State Farm's funding for NBPTS is focused on increasing the number of minority teachers seeking and obtaining this certification in communities with strong Latino and African-American populations.

St. Anthony School Milwaukee, Wis.

St. Anthony School has been educating children on Milwaukee's near south side since 1872. Its mission is to integrate academic excellence with the developing faith life and character formation of its children.

Saint Anthony School of Milwaukee initiated a comprehensive school reform to meet the challenges that confront Hispanic-American children, families and the broader community, specifically in English language acquisition, closing the achievement gap in reading and math, and attaining the cultural core knowledge base needed to succeed as full participants in American society. Saint Anthony School employs scientifically based programs to ensure that its children move to grade level in reading in the most effective and efficient fashion possible.

The building blocks of the school's reform have been the implementation of direct instruction reading programs, the introduction of the core knowledge academic content standards, and the further improvement of their math curriculum. Students are encouraged to read to non-reader parents, and their families and community attend core knowledge training sessions. At these sessions, Spanish-language, grade-by-grade, parent texts are distributed that provide background knowledge to the parents on the specific content in the subjects their child will study in that particular year to ensure that the entire family is engaged in the learning process.

The Tomás Rivera Policy Institute

Los Angeles, Calif.

The Tomás Rivera Policy Institute (TRPI) was established in 1985 to conduct and disseminate objective, policy-relevant research and its implications to decision-makers on key issues affecting Latino communities. To fulfill its mission, TRPI directs research and analyses on issues related to political and civic engagement, education and the economic well-being of the Latino community. The institute has attained a reputation as the nation's premier Latino think tank, with its successful history of identifying data that addresses key policy issues, analyzing and interpreting that data, formulating appropriate policy recommendations, and providing constituents with findings to facilitate informed decision-making.

One example of a report that influenced action was *College Knowledge: What Latino Parents Need to Know and Why They Don't Know It*, which resulted in the citywide Cash for College program through the Los Angeles mayor's office to assist Latino and other minority parents to complete financial aid forms.

Additionally, TRPI's *College Knowledge* findings led the Sallie Mae Fund to commission the largest national survey of Latino parents and young adults' college financial assistance knowledge. Based on the findings of the *College Knowledge* survey, coupled with the findings of the financial assistance survey, Sallie Mae began a 22 city tour promoting *College Knowledge* in Latino neighborhoods.

Toyota Motor North America, Inc.

New York, N.Y.

Through a collaborative partnership with the National Center for Family Literacy (NCFL), Toyota has supported the development of family literacy programs since 1991. The partnership focuses on raising the academic achievement of both parents and their children that in turn leads to greater economic success for the entire family. Toyota's initial investment in 1991 made the development of the Toyota Families for Learning (TFFL) program possible, which focuses on pre-school children and their parents. That very successful initiative was followed by the Toyota Families in Schools (TFS) program, which was developed in 1998 and focuses on the academic achievement of elementary school children and their families. The success of those two initiatives led Toyota to commit to development of the Toyota Family Literacy Program (TFLP), which is currently being implemented in five major cities across the nation and focuses on family literacy services for Hispanic and other immigrant families.

The overall mission of the TFLP is to work to meet the unique educational and economic needs of Hispanic and other immigrant families. Through this initiative, high-quality family literacy services are being provided to hundreds of families across the nation and positive results from the first full year of program implementation have been recognized. Parents are gaining language and literacy skills, and are becoming more connected to their child's education and school. Schools are becoming more culturally responsive to the needs of families. This makes for a winning situation for families, schools and communities.

The TFLP initiative has attracted attention from educators at all levels, governors, mayors, both state legislators and Congressional staff, as well as many national and community-based organizations. Toyota's collaborative partnership with NCFL has allowed the opportunity to raise the awareness of the needs of Hispanic and other immigrant families and to leverage other support for families.

The goals of the NCFL in development of family literacy services match the goals of Toyota. Toyota believes in helping people improve the quality of life in their communities and we partner with organizations like NCFL that help to make our world a better place. We invest in education programs that offer people the tools and training they need to make a difference.

U.S. Department of Education

Washington, DC

Congress established the U.S. Department of Education on May 4, 1980. The Department of Education has many functions which include: strengthening the federal commitment to assure access to equal educational opportunity for every individual; supplementing the efforts of states, the local school systems and other stake holders in education; encouraging the involvement of the public, parents, and students in federal education programs; and promoting improvements in education through federally supported research, evaluation, and sharing of information.

The enactment of the *No Child Left Behind Act of 2001 (NCLB)* has brought about the most dramatic education reform in the past 30 years. It has created an unprecedented opportunity to finally improve the educational attainment of Hispanic children and youths. The U.S. Department of Education accomplishes the goals of *NCLB* through its various program offices and outreach. Below is a brief description of programs within the Department that impact Hispanic students.

The Office of Elementary and Secondary Education (OESE) provides financial assistance to state and local education agencies for both public and private pre-school, elementary, and secondary education. OESE promotes and supports equal educational opportunities and educational excellence for all students.

Title I, Part A of the *Elementary and Secondary Education Act, (ESEA)*, as amended by the *No Child Left Behind Act of 2001* provides supplemental education funding, especially in high-poverty areas, through targeted assistance for students to be able to meet challenging state standards by improving the academic achievement of the disadvantaged. The Title I, Part C, Migrant Education Program (MEP) has the goal of ensuring that all migrant students reach challenging academic standards and graduate with a high school education that prepares them for responsible citizenship, further learning, and productive employment.

Title III—language instruction for limited English proficient and immigrant students—authorizes formula grants to states based on each state's share of the nation's limited English proficient and recent immigrant student population. The Office of English Language Acquisition (OELA) administers these programs designed to enable students with limited English proficiency to become proficient in English and meet challenging state academic content and student achievement standards.



Many other programs within OESE support the education needs of Hispanic students. Reading First is an effort focused nationwide to help states and local school districts eliminate the reading deficit and to enable all students to become successful early readers. The program provides professional development for teachers using scientifically based reading programs, and ensures accountability through screening, diagnostic, and classroom-based assessment. The 21st Century Community Learning Centers help communities establish or expand learning centers that provide extended learning opportunities for students and related services to their families. The Safe and Drug-Free Schools Program funds activities to help promote safe learning environments for students and address the needs of at-risk youths.

While the *No Child Left Behind Act of 2001* addresses education in grades K-12, The *Higher Education Act (HEA)* through the Office of Postsecondary Education (OPE) has the mission of increasing student access to quality postsecondary education. Title V of the *Higher Education Act of 1998* seeks to expand educational opportunities for, and improve the academic attainment of, Hispanic students, and expand and enhance Hispanic Serving colleges and universities. The *HEA* also includes federal student financial aid such as Pell grants, Stafford loans, PLUS loans, and the campus-based programs: Federal Work Study, Perkins loans, and Federal Supplemental Educational Opportunity grants.

Other key Department of Education program offices include the Office for Civil Rights which ensures equal access to education throughout the nation through vigorous enforcement of civil rights; the Office of Innovation and Improvement, which manages grants related to parental options, teacher quality, education improvement, and technology, including charter schools, magnet schools and

parent information and resource centers; the Office of Vocational and Adult Education, which, through the Preparing America's Future Initiative, is helping reform America's high schools, support America's community colleges and expand America's adult education programs; and the Office of Special Education and Rehabilitative Services, which assists in the education of children with disabilities and the rehabilitation of adults with disabilities, and conducts research to improve the lives of individuals with disabilities regardless of age.

U.S. Department of Education, The Center for Faith-Based and Community Initiatives

Washington, D.C.

Since the founding of our nation, faith-based and community organizations have offered resourceful ways to meet the challenges facing the country. Some of the most successful, uplifting and effective programs to help needy Americans are run by faith-based and community organizations. Many of the organizations that the Center for Faith-Based and Community Initiatives provides technical assistance to are Hispanic organizations.

To welcome the participation of faith-based and community organizations in federal programs and to strengthen their capacity to meet the social needs of America's communities, President Bush issued a series of executive orders directing 10 federal agencies, including the U.S. Department of Education, to establish Centers for Faith-Based and Community Initiatives (Center). The center at the U.S. Department of Education is breaking down existing barriers and empowering faith-based and community groups, enlisting them in support of the Department's mission to ensure equal access to education and to promote educational excellence for all Americans.

From after-school programs to weekend computer labs, from early reading to family literacy, there are many opportunities for faith-based and community organizations to become involved.

The center is making the federal grants process less confusing for faith-based and community organizations. To help in the application process, the center conducts grant-writing training workshops, produces instructional videos, offers online webcasts and provides one-on-one phone support to answer specific questions about individual grants. The center regularly sends out grant announcements and information about free technical assistance.

Executive branch policy stipulates that, within the framework of constitutional guidelines, faith-based organizations should be able to compete on an equal footing with other private organizations for funding by the U.S. Department of Education.

U.S. Department of Health and Human Services Administration on Children, Youth and Families (ACYF) Washington, D.C.

The Administration for Children and Families (ACF) within the Department of Health and Human Services (HHS) is responsible for federal programs that promote the economic and social well-being of families, children, individuals, and communities. ACF has a strong commitment to working with people with developmental disabilities, refugees, and migrants to address their needs, strengths, and abilities.

The Administration on Children, Youth and Families (ACYF) advises the secretary, through the assistant secretary for children and families, on matters relating to the sound development of children, youths, and families by planning, developing and implementing a broad range of activities such as the Adoption Opportunities program and others aimed at the development and provision of child welfare services; and administers discretionary grant programs providing Head Start services and facilities for runaway youths. ACYF also supports and encourages services that prevent or remedy the effects of abuse and neglect of children and youths.

The ACYF develops and implements research, demonstration and evaluation strategies for the discretionary funding of activities designed to improve and enrich the lives of youths and to strengthen families. It administers child welfare services training and child welfare services research and demonstration programs authorized by title IV-B of the *Social Security Act*; administers the *Runaway and Homeless Youth Act* authorized by title III of the *Juvenile Justice and Delinquency Prevention Act*; and manages initiatives to involve the private and voluntary sectors in the areas of children, youths and families.



U.S. Department of Housing and Urban Development

Washington, D.C.

The U.S. Department of Housing and Urban Development (HUD) was established as a Cabinet Department by the *Department of Housing and Urban Development Act* effective Nov. 9, 1965.

HUD is the federal agency responsible for national policy and programs that address America's housing needs, that improve and develop the nation's communities that enforce fair housing laws. HUD's mission is to help create a decent home and suitable living environment and to increase homeownership for all Americans.

HUD has a record of accomplishments that spans more than 30 years. Thousands of communities and tens of millions of Americans have benefited from HUD's housing and community development programs, which include the Community Development Block Grant to develop urban communities for moderate and low-income families.

Additionally, HUD has pushed forth initiatives that seek to increase Hispanic homeownership and minority contracting to increase Hispanic entrepreneurship.

HUD also began coordinating efforts to improve colonias, the communities along the U.S.-Mexico border, through its programs that assist distressed communities and address their needs. The Southwest Border Region Initiative also works to identify existing resources and collaborate with federal, state and local partners to improve the plight of colonias and farm worker communities

U.S. Department of Labor, Employment and Training Administration

Washington, D.C.

The Department of Labor's Employment and Training Administration administers the nation's public workforce investment system, which provides high-quality job training, employment, labor market information, and income maintenance services primarily through a network of over 3,500 One-Stop Career Centers. The One-Stop Career Centers provide seamless delivery of numerous employment and training programs to job seekers and businesses. The federal programs delivered through this system are funded at over \$15 billion a year and include universal programs that provide services to all individuals as well as targeted programs designed for specific populations such as individuals with limited English proficiency, older workers, individuals with disabilities, and Hispanics.

The Department of Labor Employment and Training Administration developed the Hispanic Worker Initiative to help Hispanic Americans take advantage of job opportunities in high-growth sectors of the economy such as hospitality, health care, service and construction. These growth sectors of the economy offer ample opportunity for employment and career advancement to new and untapped labor pools such as Hispanics. Through this initiative, a pipeline of qualified workers will be supplied to high-growth industries to ensure their competitiveness in the 21st century economy.

The Labor Department's Hispanic Worker Initiative is pursuing the following strategies to address the challenges faced by Hispanic Americans when looking for quality employment: help Hispanics to develop language and occupational skills; help Hispanic youths stay on an educational path that leads to rewarding careers; and encourage collaboration between employers, community colleges and the public workforce system to help Hispanic Americans build the skills required in growing industries

The Department has invested resources in several unique and innovative projects that address the identified workforce challenges of Hispanic Americans.

Verizon, Inc.

Washington, D.C.

Improving literacy levels in the United States has always been a top priority for Verizon. Its goal is to improve literacy levels among Hispanics in America through a combination of corporate philanthropy, employee participation, celebrity volunteers, partnerships with literacy organizations and contributions from its customers.

Literacy—in particular, computer literacy—is a primary building block of communications, necessary for individuals to unlock the power and full potential of the broadband communities that Verizon is building. One of the many programs with which Verizon is a premier partner is the League of United Latin American Citizens (LULAC) and its Young Readers Program.

Verizon's signature program is Verizon Reads. Its mission is to encourage collaboration among literacy organizations, increase public awareness of low literacy levels and generate funds and support for local and national literacy programs. Under the Verizon Reads umbrella, Verizon annually contributes about \$17 million toward literacy programs nationwide.

Youth Development Inc.

Albuquerque, N.M.

Youth Development Inc. (YDI) was founded in 1971, and is a nationally recognized youth service organization that provides educational, developmental, and humanitarian assistance to children, youths, and their families in primarily Hispanic communities in the central and northern parts of New Mexico. YDI's mission is to work with the community to create and effectively implement a results-based continuum of services assuring that children, youths, and their families achieve their full potential. YDI's programs include tutoring, after-school activities, gang intervention, school drop-out prevention, family counseling services, emergency shelter, youth sports, internships, scholarships, parenting skills, leadership development, public housing assistance, community corrections programs, GED studies, early childhood education via 33 Head Start centers, substance abuse prevention, AIDS education and many others.

For over 30 years, YDI has been an advocate for programs and services for over 20,000 low-income, at-risk children and their parents each year. In doing this, YDI has many partners that work in conjunction with its divisions. This year, YDI is partnering with the Albuquerque Public Schools, Explora, the City of Albuquerque, Bernadillo County and others to seek funding for early childhood education, after-school programs, workforce training for youths, dropout prevention, GED, health and wellness activities, technology, a youth crisis shelter, and other services that provide a broad array of comprehensive and enhanced services that are easily accessible to the target populations that they serve. YDI employs a well-trained, professional, educated and culturally diverse staff that is familiar with the norms, values and traditions of the population and communities it serves. The staff provides a consistent service delivery system that defines the programs and ensures that clients achieve their service goals and maintains a quality infrastructure that effectively supports the direct service components through a management information system that is currently being implemented.

YDI has received numerous awards and honors in recognition of dedication and achievements as a youth services provider.

Department of Education Publications

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