



White House Initiative on
Educational Excellence for Hispanic Americans



DEVELOPING LIVES

Youth Development Inc.

CONFERENCE ON HISPANIC FAMILY LEARNING: ADDRESSING THE EDUCATIONAL NEEDS OF THE HISPANIC FAMILY

The first regional conference of the Partnership for Hispanic Family Learning

Conference Program and Schedule

May 22-24, 2006
Youth Development, Inc.
518 1st Street, NW
Albuquerque, New Mexico

**CONFERENCE ON HISPANIC FAMILY LEARNING:
ADDRESSING THE EDUCATIONAL NEEDS OF THE HISPANIC FAMILY**

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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 or the White House Initiative on Educational Excellence for Hispanic Americans of any views expressed, or products or services offered.

The U.S. Department of Education and the White House Initiative on Educational Excellence for Hispanic Americans gratefully acknowledge the support of State Farm and Kaplan K-12 Learning Services Inc. to help make this conference possible.

The White House Initiative on Educational Excellence for Hispanic Americans also thanks and acknowledges the support and assistance of the conference host, Youth Development Inc., particularly Chris Baca, Dr. Analee Maestas, and Dorothy Hern. The White House Initiative also wishes to thank its staff, Denise Rodriguez-Lopez, Mary Ann Gomez, Martin Torres, and Virgie Barnes. Finally, the White House Initiative is grateful for the contributions of the U.S. Department of Education staff, program offices, and the Director of Hispanic Communication and Outreach, Elizabeth Ray.



WHITE HOUSE INITIATIVE ON EDUCATIONAL EXCELLENCE FOR HISPANIC AMERICANS

OVERVIEW

On October 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 on Educational Excellence for Hispanic Americans (White House Initiative) as the office that would provide the 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.

Over a period of 18 months, the Commission heard from over 1,600 parents, students, educators, community and business leaders, and education experts at eleven Commission meetings and four unprecedented bilingual town halls. This work resulted in the Commission's interim report to the President on September 30, 2002, *The Road to a College Diploma: The Complex Reality of Raising Educational Achievement for Hispanics in the United States*. The interim report contained the Commission's initial findings on the state of Hispanic education in the United States, and set forth the framework for the education issues that required attention in order to close the educational achievement gap.

On March 31, 2003, the Commission presented to the President its final report, *From Risk to Opportunity: Fulfilling the Educational Needs of Hispanic Americans in the 21st Century*. The report contained six (6) recommendations for increasing the educational attainment of Hispanic Americans, which encompassed the entire education continuum, from early childhood through postsecondary, as well as federal accountability and coordination and research.

The recommendations of the President's Advisory Commission became the basis for the White House Initiative to undertake a pilot public/private partnership in July 2003. This yearlong pilot effort teamed the White House Initiative with leading national Hispanic organizations, corporate leaders, and national private entities to further public understanding of No Child Left Behind (NCLB) at educational conferences held in seven pilot cities across the country. Over the course of that year, the White House Initiative met and worked with Hispanic families, parents, organizations, and entire communities to equip them with the tools and knowledge they need to help prepare their children to achieve a quality education.

The pilot program confirmed the White House Initiative's understanding that in order to reach Hispanic parents, families, and entire communities, it is necessary to coordinate efforts, fortify relationships, and 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 the wealth of education information, materials, and tools that are available from the U.S. Department of Education.

Building on the experiences and lessons learned from the pilot program, the White House Initiative convened a working group in 2004 in a series of planning meetings to develop a new course of action. This called for the formation of a broader public/private partnership that drew on the Hispanic family – and by definition, the extended family – as a way to positively influence the educational outcomes of Hispanics in the United States and maximize the numerous options and opportunities afforded by NCLB and other education programs.



YOUTH DEVELOPMENT INC.

Youth Development Inc. (YDI) founded in 1971, is a nationally and internationally recognized youth service organization that provides educational, developmental, and humanitarian assistance to effectively improve the life outcomes of New Mexico's children, youth and families in need by helping them find and develop 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, GED studies, early childhood education via Head Start centers, substance abuse and AIDS education and many others. Through these programs, YDI serves more than 20,000 clients each year.

YDI's Mission: To work with our community to create and effectively implement a results-based continuum of services assuring that children, youth, and families achieve their full potential. YDI serves the State via 60 locations through the State of New Mexico in Bernalillo, Valencia, Sandoval, Torrance, and Rio Arriba counties.

In 2004, Youth Development, Inc. (YDI) formed the YDI Foundation to operate as the fundraising arm of YDI. The YDI Foundation, a separate 509(a)(3) charitable organization that is governed by a Board of Directors comprised of corporate executives and other community leaders, raises funds exclusively for YDI from the private sector.

WHITE HOUSE INITIATIVE ON EDUCATIONAL EXCELLENCE FOR HISPANIC AMERICANS

**CONFERENCE ON HISPANIC FAMILY LEARNING:
ADDRESSING THE EDUCATIONAL NEEDS OF THE HISPANIC FAMILY**

Program at a Glance

Monday, May 22, 2006

1:00 – 3:30 pm Pre-conference Workshop – Accessing Federal Grants & Contracts

Tuesday, May 23, 2006

9:00 – 9:30 am Continental Breakfast

9:30 – 10:00 am Welcome/Introductions

10:15 – 11:35 am Panel – Early Childhood Development

11:50 – 1:00 pm Lunch

1:00 – 2:20 pm Panel – No Child Left Behind and Educational Reform

2:35 – 3:55 pm Panel – High School Reform: Linking Academic Preparation to College Completion

6:30 – 8:30 pm Hispanic Family Town Hall Meeting – Albuquerque Public High School
Featuring U.S. Treasurer Anna Escobedo Cabral

Wednesday, May 24, 2006

9:00 – 9:30 am Continental Breakfast

9:30 – 10:00 am Welcome/Introductions

10:15 – 11:35 am Panel – Increasing Postsecondary Educational Attainment: Access, Persistence and Completion

11:50 – 1:00 pm Lunch

1:00 – 2:20 pm Panel – Adult and Workplace Literacy

2:35 – 4:00 pm Panel – Hispanic Family Involvement

4:05 pm Close

White House Initiative on Educational Excellence for Hispanic Americans

CONFERENCE ON HISPANIC FAMILY LEARNING: ADDRESSING THE EDUCATIONAL NEEDS OF THE HISPANIC FAMILY

Conference Program and Schedule

MONDAY, MAY 22, 2006

1:00 – 3:30 pm **Pre-conference Workshop: Accessing Federal Grants & Contracts**

Community, faith-based, and a host of other organizations have been serving Hispanic children, youth, and families in communities across the nation for decades. This session will provide information about federal grant opportunities as a source to fund the important services they provide. This session will include technical assistance to organizations seeking to secure funds from the federal government. An overview of the federal government's new grant website, www.grants.gov, will be covered in order to familiarize attendees with the new streamlined system. Attendees will also receive valuable information on, 'Best practices,' in applying for grants.

Presenter **Blanca Rodriguez**, Director of Grants Policy and Oversight
U.S. Department of Education

TUESDAY, MAY 23, 2006

9:00 – 9:30 am Continental Breakfast

9:30 – 10:00 am Welcome/Introductions

10:00 – 10:15 am Break

10:15 – 11:35 am **Early Childhood Development**

Learning skills acquired during early childhood create a solid foundation for future educational success. To fulfill this goal, young children must be prepared to enter kindergarten with the necessary language, cognitive and early reading skills to ensure school success. This session will provide information about the President's "Good Start, Grow Smart" initiative, designed to transform existing early education programs into centers of excellence that provide high-quality, early education to young children, especially those from low-income families. In addition, it will address successful head start programs, as well as other early education initiatives serving Hispanic children.

Moderator **Danielle M. Gonzales**, Deputy State Program Director
Pre-K Now

Panelists **Norma S. Garza**, Senior Advisor for Early Childhood Education
U.S. Department of Education

Mary Capello, President & CEO
National Migrant and Seasonal Head Start Association

Alicia Narvaez, Director, Virtual Pre-K
Chicago Public Schools

Debra Baca, Vice President Early Education & Family Development
Youth Development, Inc.

11:35 – 11:50 am Break

11:50 – 1:00 pm **Luncheon Keynote Speaker**

Dr. Veronica Garcia, New Mexico Secretary of Education
New Mexico State Department of Education

1:00 – 2:20 pm **No Child Left Behind and Educational Reform**

The No Child Left Behind Act of 2002, or NCLB, is transforming the culture of public education. Schools and school districts must now account for the academic achievement of Hispanic children by disaggregating student performance data by: racial/ethnic group, economically disadvantaged, English Language Learners, and those with disabilities.

NCLB also calls for raising expectations, highly qualified teachers, parental involvement, and annual assessments. As a result, we're beginning to encounter progress in just four years, particularly, in the early grades. Panelists will discuss progress to date, and areas where more work remains to be done.

Moderator

Stephanie Guillen, Confidential Assistant
Office of English Language Acquisition
U.S. Department of Education

Panelists

Charles R. Hokanson, Jr., Deputy Assistant Secretary for Policy & Strategic Initiatives, Office of Elementary and Secondary Education
U.S. Department of Education

Eduardo Cancino, Assistant Superintendent for School and Program Improvement
Hidalgo Independent School District, TX

Melissa Lazarín, Senior Policy Analyst, Education Reform
National Council of La Raza

Dave Gonzales, Senior Vice President
State Farm Insurance Companies – Great Western Zone

2:20 - 2:35 pm Break

2:35 – 3:55 pm

High School Reform: Linking Academic Preparation to College Completion

Too many low-income and Hispanic students who graduate from high school find themselves academically unprepared to undertake the rigors of a college education. Even many of those who enroll find themselves taking remedial classes, just to keep pace with their non-Hispanic peers. It is imperative that high schools equip students with the knowledge and skills that will be indispensable to them as they undertake the rigors of a college education or enter the workforce.

This session will highlight the President’s High School Reform and American Competitiveness Initiatives, the importance of advanced placement courses, and rigorous academic preparation, with an emphasis on science and math.

Moderator

David S. Chernow, President & CEO
Junior Achievement Worldwide

Panelists

Charles R. Hokanson, Jr., Deputy Assistant Secretary, Office of
Elementary and Secondary Education
U.S. Department of Education

Raymond G. Mellado, Chair & CEO
Hispanic Engineer National Achievement Awards Corporation (HENAAC)

Trevor Packer, Executive Director of Advanced Placement Program
College Board

Wilfredo T. Laboy, President
Association of Latino Administrators and Superintendents (ALAS)

4:05 pm

Close

6:30 – 8:30 pm

Hispanic Family Town Hall Meeting – Albuquerque High School

The White House Initiative on Educational Excellence for Hispanic Americans is working with partnering organizations, as Youth Development, Inc. (YDI), to reach out to Hispanic families in Albuquerque, the Southwest, and across the nation to increase their awareness about the range of options and opportunities available to them under educational reform, specifically No Child Left Behind. Armed with information and resources, Hispanic parents and families can become strong advocates for their children's education. In the process, more and more Hispanic children and youth will have the opportunity to receive the quality education to which they are entitled, and deserve.

The Hispanic family town hall meeting will feature Anna Escobedo Cabral, United States Treasurer, Dr. Veronica Garcia, New Mexico Secretary of Education, as well as local and national leaders in education. The Town Hall meeting will serve as a platform to inform Hispanic parents and families about the programs and initiatives underway that seek to improve their children's academic success. Following the remarks, the audience will have the opportunity to participate in a 'question and answer' session.

Program and Schedule

6:30 pm – 6:45 pm	Refreshments for Attendees
6:45 pm – 6:55 pm	Welcome & Opening remarks Chris Baca , President & CEO, Youth Development Inc. Adam Chavarria , Executive Director, White House Initiative on Educational Excellence for Hispanic Americans
6:55 pm – 7:10 pm	Guest Speaker Dr. Veronica Garcia Secretary of Education State of New Mexico
7:10 pm – 7:35 pm	Educational Information for Families Beto Gonzalez Acting Assistant Secretary Office of Vocational and Adult Education U.S. Department of Education Dr. M. Elizabeth Everitt Superintendent Albuquerque Public Schools Dr. Samuel Acevedo Lopez Senior Education Program Specialist Office of English Language Acquisition U.S. Department of Education Hazel Mingo Team Lead Partnerships and Outreach Financial Student Aid U.S. Department of Education
7:35 pm – 8:05 pm	Question and Answer
8:05 pm – 8:25 pm	Keynote Speaker Anna Escobedo Cabral U.S. Treasurer
8:25 pm – 8:30 pm	Close

WEDNESDAY, MAY 24, 2006

9:00 – 9:30 am	Continental Breakfast
9:30 – 10:00 am	Welcome/Introductions
10:00 – 10:15 am	Break
10:15 – 11:35 am	Increasing Postsecondary Educational Attainment: Access, Persistence and Completion

The majority of Hispanic students that enroll in post-secondary institutions fail to obtain their undergraduate degrees within six years. In order to increase Hispanic post-secondary educational attainment, our nation must ensure that these students are academically prepared to undertake the rigors of a post-secondary education. In addition, these students and their families must be provided the information and knowledge they need about the full range of options available to them in choosing a post-secondary institution, and sources of student financial aid.

Finally, members of the panel will highlight the factors contributing to students' persistence and ultimate completion of a post-secondary degree.

Moderator

Dr. Analee N. Maestas, Executive Vice President
Youth Development, Inc.

Panelists

Dr. Steven R. Helfgot, Vice Chancellor for Student & Community Affairs
Maricopa Community College

Hazel Mingo, Team Lead Partnerships and Outreach
Office of Federal Student Aid, U.S. Department of Education

Christopher P. Jones, Chief Operations Officer
Hispanic Scholarship Fund (HSF)

Dr. Hector Garza, President
National Council for Community and Education Partnerships (NCCEP)

11:35 – 11:50 am Break

11:50 – 1:00 pm **Luncheon Keynote Speaker**

Shawn Arévalo McCollough, Superintendent
Maricopa County Regional School District

1:00 – 2:20 pm

Adult and Workplace Literacy

In order to meet the educational needs of the Hispanic family, educational opportunities must be available to all members of the family, including adults. Career, technical, and adult education, provides Hispanic families with opportunities for life long learning, as well as occupational advancement through professional development.

Encompassing, among others, such areas as English language acquisition, adult literacy, workplace training, this panel will address a range of adult education and literacy services available to adult members of the Hispanic family.

Moderator

Virginia M. Trujillo, Vice President Education, Employment & Training
Youth Development, Inc.

Panelists

Beto Gonzalez, Acting Assistant Secretary, Office of Vocational and Adult
Education
U.S. Department of Education

Dr. Quintin Vargas, Vice President SER National
SER, Jobs for Progress

José A. Velázquez, Director Hispanic Family Learning Institute
National Center for Family Literacy

Arthur B. Cordova, South Valley Campus Director
Albuquerque Technical Vocational Institute

2:20 – 2:35 pm

Break

2:35 – 3:55 pm

Hispanic Family Involvement

The White House Initiative on Educational Excellence for Hispanic Americans believes that an essential factor in the effort to increase educational attainment and to close the achievement gap for Hispanic Americans is family involvement. Research indicates that parent/family involvement is a strong predictor of a child's academic success, despite a family's household income or parents level of education. This session will address the range of family involvement efforts that organizations are undertaking.

Moderator

Dr. Eliseo “Cheo” Torres, Vice President
University of New Mexico at Albuquerque

Panelists

David Valladolid, President & CEO
Parent Institute for Quality Education (PIQE)

Karen C. Sanchez-Griego, Executive Director
Engaging Latino Communities In Education (ENLACE)

Rev. C. William Chignoli, Director and Founder
Acción Social Comunitaria

Marcela Garcini, Director of Parental Outreach
Hispanic Council for Reform and Educational Options (HCREO)

Dr. Chris Ferguson, Program Associate
Southwest Educational Development Laboratory (SEDL)

4:05 pm

Close

MODERATOR, PANELIST AND SPEAKER BIOGRAPHIES

Shawn Arévalo McCollough

Shawn Arévalo McCollough proudly serves as the Superintendent for the Maricopa County Regional School District in Phoenix AZ, an urban district that may very well be the last chance for many kids who are homeless, high school dropouts, and immigrants. He has committed his entire career to helping our most needy kids and families. Leading with a "No Excuses!" philosophy, Shawn has proven to be a perfect match for the NCLB era; balancing a passion for the social welfare of students with a rigorous focus on academic performance and accountability for results. In fact, Shawn was recently recognized in Washington, DC by US Secretary of Education Margaret Spellings as she called him a "Warrior for our Kids".

Prior to coming to Phoenix, Shawn was principal of Gainesville Elementary School in GA and was singled out by President George W. Bush during his acceptance speech at the 2004 Republican National Convention. Shawn opened GES with the belief that all children will rise to your level of expectations. For example, while 93% of students live in poverty, 93% are minorities, and 70% are recent Hispanic immigrants facing the difficult challenge of learning English - 90% of students passed the English only annual state testing in both 2004 and 2005. Armed with the power of hope and undeniable test results, this 90-90-90 school stands defiantly against the dangerous stereotypes that often cripple our minority children.

Nationally, Shawn's leadership has been featured by New York Times, Associated Press, ABC World News Tonight, CNN en Español, PBS, American School Board Journal, Atlanta Journal Constitution, and Arizona Republic. A trailblazer, Shawn was the first ever Hispanic school principal in Northeast GA and has received the Outstanding Georgia Citizen Award from GA Secretary of State Cathy Cox, the GA Hispanic Chamber of Commerce Annual Special Recognition Award, and the National Society of Hispanic MBAs Special Recognition Award for Education.

Having made his way up through the ranks of seven school districts in both secondary and elementary at-risk schools as a teacher, assistant principal, principal, and now superintendent, Shawn's front line experience is extremely relevant and timely. And with less than 1 % of the nation's superintendents being Hispanic, he continues to break barriers. Moreover, at only 34 Shawn is easily one of the youngest and most dynamic superintendents in the country.

Augustine Chris Baca

An innovator and leader in the community and economic development; youth development; and affordable multi-family housing, Mr. Augustine Chris Baca has served as President and Chief Executive Officer of YDI since 1973. In addition, Mr. Baca has served as Founder and President and Chief Executive Officer of YES Housing, Inc. for the past twelve years. Nationally recognized as an expert in youth development, juvenile justice, social service design, public administration, public policy, personnel management, and budgeting, Mr. Baca is an experienced non-profit executive with a record of over 32 years in proven accomplishments.

Augustine Chris Baca has a Bachelor's Degree in Economics, a Master's Degree in Public Administration, and a Postdoctoral Certificate in State and Local Government from the John F. Kennedy School of Government at Harvard University. He has also been a Kellogg National Leadership Fellow, a Hispanic Health Fellow, a panel member for the National Academy of Sciences/National Research Council, and a Presidential Appointee to the Commission on Juvenile Justice and Delinquency Prevention. He has taught at the Anderson School of Management at the University of New Mexico. He has received numerous awards including the Thomas Jefferson Award for Community Service, the Distinguished Public Administrator Award, the Martin Luther King Service Award, the Notre Dame Alumni Public Service Award; and the Albuquerque Leadership Award.

He has served on numerous boards of directors including serving as a Trustee at the UNM Mental Health Center; Chairman of the Albuquerque Family Health Care Centers; and the Governor's State Workforce Development Board. Mr. Baca has been married to Jeanette Baca for twenty-nine years and has two sons, Marcos and Angelo.

Debra Baca

Mrs. Baca is a native of New Mexico and has worked in the non-profit arena for her entire professional career. She began her career at YDI as a parent educator over 24 years ago and is deeply rooted in parent advocacy, early childhood development, staff development and community mobilization.

For the past eleven years, Mrs. Baca has provided the leadership, oversight and management of the YDI Early Childhood Education and Family Development programs which includes 33 Head Start and three Early Head Start Centers throughout a three county area serving 1,660 children and their families. She also oversees the State PreK, program which serves an additional 80 children and through collaborations with private child care and the City of Albuquerque maintains contracts to serve 24 infants and toddlers.

**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 November 20, 2004.

Immediately prior to taking this office, Ms. 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 the National Zoo. From 1999 to 2003, Ms. Cabral served as President and CEO of the Hispanic Association on Corporate Responsibility, a non-profit organization headquartered in Washington, DC, 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, Ms. 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. Ms. Cabral managed this task force of 25 senators dedicated to ensuring that the concerns and needs of the Hispanic community are addressed by Congress through legislation.

A native of California, Ms. Cabral majored in Political Science from 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.

Ms. Cabral and her husband Victor have four children, Raquel, Viana, Catalina, and Victor Christopher.

Eduardo Cancino

Mr. Cancino has seventeen years in public education and currently serves as Assistant Superintendent for School and Program Improvement with the Hidalgo Independent School District. He has also served as an educational consultant for Education Service Center Region One, Southwestern Region of the College Board, and adjunct faculty at South Texas Community College and University of Texas – Pan American. Cancino has extensive experience leading school districts in system-wide implementation of Curriculum Alignment and Data-Driven Instruction, and is currently completing Doctoral work on Educational Leadership.

Mary Capello

In October 2000, Ms. Capello became the first female CEO of the Texas Migrant Council (TMC), Inc. in its 35 year history. As CEO of this private, non-profit corporation, Ms. Capello operates 100 million dollars in Migrant and Seasonal Head Start Programs, Child Care Management Programs, One-Stop Workforce Programs, Texas Early Education Model Programs and Dia de Los Ninos Programs in 80 offices throughout the States of Texas, Ohio, Indiana, Wisconsin and New Mexico. All of the programs under Ms. Capello's direction have earned local, state or national recognition.

In addition to her work, Ms. Capello serves on several volunteer boards including the South Texas College Early Childhood Education Advisory Board, the NCLR Texas Affiliate Council Board, the Texas Early Childhood Education Coalition Advisory Board, and the NCLR National Early Childhood Education Advisory Board.

Ms. Capello is also the President of the National Migrant and Seasonal Head Start Association. For her tireless passion and leadership, Ms. Capello has been recognized by the Laredo Women's Hall of Fame, Leadership Women of Texas, Outstanding Young Woman of America Program, Texas A&M Child Advocate of the Year Program, the National Association of Women Elected and Appointed Officials in Washington, D.C 2004 Latina of the Year Program and was inducted to the Who's Who Heritage Registry for 2006-2007. Ms. Capello, a licensed attorney, holds a BA degree in Political Science from Texas A&I University, an MBA from Texas A&M International University and a Doctor of Jurisprudence from Thurgood Marshall School of Law. She is the proud parent of 2 siblings, Crystal 22 and Robert 16.

Adam Chavarria

Adam Chavarria joined the White House Initiative on Educational Excellence for Hispanic Americans as Associate Director in June 2001. He presently serves as the Executive Director, a position he was appointed to by the Bush Administration in December 2003. In this capacity, he is responsible for directing the efforts of the White House Initiative in engaging Hispanic parents, families, and entire communities across the nation as active participants in improving the academic achievement of Hispanic Americans.

Prior to his appointment, Mr. Chavarria served for more than eight years as the Executive Director of the Hispanic College Fund (HCF), a national non-profit organization founded by Hispanic business leaders in 1993. Mr. Chavarria headed HCF, located in Washington, D.C., since its inception during which time more than one million dollars was awarded in scholarships to over 600 deserving Hispanic students enrolled in colleges and universities throughout the country. As Executive Director, he led the organization from start-up to a successful national scholarship-granting organization. In the process, he forged lasting partnerships with corporations, higher education institutions, and the Hispanic business community.

Prior to accepting this assignment, Mr. Chavarria was a consultant in Dallas. While in Dallas, he also served as Vice President with SER-Jobs for Progress, a national employment and training organization.

A native of Harlingen, Texas, Adam was the first in his family to earn an undergraduate and graduate degree. He received a Bachelors degree in Political Science and a Masters in Public Administration from the University of Minnesota.

Mr. Chavarria has been listed in Who's Who Among Hispanic Americans in 1991 and has held memberships with the Dallas Hispanic Chamber of Commerce and the Dallas Association of Mexican American Professionals. As a graduate student, he was selected to attend the United Nations' Conference on Trade and Development in Geneva, Switzerland. He has served as an active member of the U.S. Senate Republican Conference Task Force on Hispanic Affairs Advisory Committee since 1991.

David S. Chernow

David S. Chernow is currently the President and CEO of JA Worldwide, the world's largest and fastest-growing nonprofit organization dedicated to educating young people about business, economics and the free enterprise system. He has served in this new role since January of 2004, originally serving as President and CEO of Junior Achievement Inc. (United States) since July of 2001.

He leads JA Worldwide into the 21st century by providing and executing the organization's strategic vision to impact more students with its kindergarten through grade 12 programs. His focus is strategic development, worldwide board engagement and securing resources to meet the ever-increasing demand for JA nationally and internationally.

Previously, Mr. Chernow was the President of the Physician Services Group, the original co-founder of American Oncology Resources (AOR) in 1992 and served as Chief Development Officer to AOR prior to the merger between AOR and another company to form US Oncology in 1999.

Prior to AOR, Mr. Chernow spent nine years in the real estate services business including the sales, marketing and development of commercial real estate. He earned his JD at Pepperdine University and his undergraduate degree from UCLA. Mr. Chernow, his wife and two children live in Colorado and he enjoys tennis, hockey, golf, basketball, skiing and travel.

Rev. C. William Chignoli

Born in Argentina, with degrees in medicine, psychiatry, and theology, 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 Masters 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 Accion Social Comunitaria (1993), La Clinica, 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.

Arthur B. Cordova

Mr. Cordova, a native of Albuquerque, is currently the Campus Director for the South Valley campus of the Albuquerque technical Vocational Institute. He brings to this position 32 years of experience in education – as a teacher, Dean, counselor, program director, campus dean, strategic planner, trainer and conference developer. Cordova participates in many community organizations such as the Hispanic Statement of Cooperation, APS Equity Council, Enlace, Southwest Improvement Council for Wellness and Human Development, Dr. Martin Luther King Jr. Memorial Committee and others.

Dr. M. Elizabeth Everitt

M. Elizabeth Everitt, Ph.D. assumed her duties as superintendent of the Albuquerque Public Schools (APS) in August, 2003. As the district's superintendent, Dr. Everitt oversees approximately 86,000 students and 11,500 employees. APS is the twenty-sixth largest independent school district in the country and is one of New Mexico's largest employers.

Dr. Everitt began her career with Albuquerque Public Schools in Special Education, serving students with severe disabilities. She has been a teacher, assistant principal and principal. Her work at Central Office includes Director for Special Services, Assistant Superintendent for Curriculum and Instruction, Associate Superintendent for Learning, and Superintendent for Education.

During her tenure, she has been engaged in state and national initiatives for school reform. Specific to APS, Dr. Everitt has been instrumental in developing exemplary literacy programs, expanding School to Career opportunities, launching new, more rigorous academic standards and increasing resources to schools and clusters.

Dr. Chris Ferguson

Chris Ferguson has over 30 years of educational experience as a classroom teacher, curriculum and instructional specialist, professional developer, writer, and researcher. She joined the Southwest Educational Development Laboratory (SEDL) staff in 1997 as member of instructional coherence team. Her current work in SEDL's two regional comprehensive centers, Texas and Southeast, includes leading response teams to promote effective practices in family involvement with schools and accountability and assessment. She holds a PhD in Interdisciplinary Studies with a focus on Teacher Education, Curriculum and Instruction, an MEd in Education Administration, a BA in Speech Communication.

Dr. Veronica Garcia
New Mexico Secretary of Education

In November 2003, Dr. Veronica C. Garcia was appointed by Governor Bill Richardson as the state's first education secretary. Her appointment followed overwhelming voter approval in September of a constitutional amendment creating gubernatorial accountability for education policy and an appointed education secretary.

Secretary Garcia brings a diverse background to the position, having served throughout 30 years as superintendent of the Santa Fe Public Schools, as a regional superintendent for the Albuquerque Public Schools, as a classroom teacher, school psychologist, coordinator and assistant director for special education, as principal of an alternative high school for pregnant and parenting teens and as executive director of the New Mexico Coalition of School Administrators.

In her role as Santa Fe's superintendent, she oversaw a positive financial turnaround of a financially troubled school district. Her implementation of a community schools framework while there was recognized nationally as a model for engaging social services and health agencies along with for-profit and nonprofit entities to holistically meet the needs of children.

As executive director of the coalition of school administrators, she worked with educational leaders throughout New Mexico. Her work provided her with a comprehensive view of education in New Mexico, the challenges faced by districts of all sizes and their concerns.

In 2003, Secretary Garcia was named as Educator of the Year (Administrator) by the New Mexico Research and Study Council for her dedication, exemplary leadership and hard work toward educational excellence in New Mexico. She was a nominee for National Superintendent of the Year in 2002 by the American Association of School Administrators, was named the 2002 Superintendent of the Year by the New Mexico School Superintendents Association and was named a Top Ten Hispanic Woman in New Mexico by the New Mexico Legislature in 2000.

Secretary Garcia holds New Mexico certifications in five areas: elementary education, special education (K-12), educational administration, school psychologist and speech/communications. She received Ed.D., M.A. and B.A. degrees from the University of New Mexico. She is a native New Mexican and the mother of two public school graduates.

Marcela Garcini

Born in Mexico, Marcela Garcini was fortunate enough to be raised in a supportive family environment, believing in the value of opportunity. Mrs. Garcini graduated from the University of Mexico Valley. She holds a Bachelor of Arts Degree in Communication Science. For several years she served her community by working for the government in Mexico City. She moved to the United States in 1995.

Marcela promoted parental involvement in education within her local community. She served as the President of Maestros de la Comunidad (Teachers of the Community), an organization developed for immigrant parents who have children in public schools. She participates actively in other local organizations such as The Hispanic Youth Foundation, a non-profit organization who supports charitable projects benefiting Hispanic Youth. In November 2003 Marcela accepted the opportunity to direct Project CREO, a specific initiative of Hispanic CREO, whose mission was to inform parents about their rights under No Child Left Behind. Project CREO was designed to reach Latino families and children most in need. In 2004 Marcela became the National Director of Parental Outreach. Marcela lives in Dallas, Texas with her husband and two sons, Carlitos and Arturo.

Dr. Hector Garza

Hector Garza is the founding president of the National Council for Community and Education Partnerships (NCCEP). In this capacity he formulates policies, conducts work related to government affairs and advocacy, as well as participates in fundraising.

Previously, Dr. Garza served as a senior consultant on K-16 initiatives to the Ford Foundation, providing training and technical assistance to the 16 cities participating in the Foundation's Urban Partnership project. He has served on the project's assessment team and helped design, field test, and implement assessment strategies, research designs, and evaluation instruments used in both the Urban Partnership Project and the Rural Community College

Initiative. Dr. Garza has also served as Vice President for Access and Equity Programs at the American Council on Education (ACE), providing leadership and technical assistance to member college and university presidents in the areas of student/faculty recruitment and retention, campus diversity, affirmative action in college admissions, minority affairs, and higher education management.

He also served as Associate Graduate Dean for Academic Program Development and Review at Eastern Michigan University. Dr. Garza earned his baccalaureate, master's, and doctoral degrees from The University of Michigan at Ann Arbor.

Norma S. Garza

In September 2005, Norma S. Garza, began serving as a presidential appointee to the US Department of Education, as senior advisor to Secretary of Education, Margaret Spellings, in the area of early childhood education.

Before her appointment, Ms. Garza served as the coordinator for the United Way of Southern Cameron County-Success By 6 Initiative, which focused on preparing children to succeed when they enter school through community system reform. She received an undergraduate business degree from Southern Methodist University in Dallas, Texas and has practiced as a certified public accountant for 18 years. In 1996, Norma co-founded the Brownsville Reads Task Force (www.brownsville-reads.org), a non-profit organization of community members and educators who have joined together to promote research-based reading instruction in the public and private schools of Brownsville, Texas with the overall goal of creating a more literate community. The task force was modeled after former Texas Governor George W. Bush's Texas Reading Initiative.

At Saint Joseph Academy in Brownsville, Texas, Ms. Garza helped inaugurate a learning center for students who struggled with their academic work. Norma recently served as a member of the White House Educational Excellence for Hispanic Americans Commission and the National Reading Panel (NRP). In Texas she was a member of the Governor's Focus on Reading Task Force, Governor's Special Education Committee and Academics Goals 2000 Texas Panel. Ms. Garza has received several awards and recognitions for her advocacy work in literacy. Norma Garza is from Brownsville, Texas.

Danielle M. Gonzales

Danielle Gonzales, Deputy State program Director for Pre-K Now, works on state program issues as well as Latino-outreach efforts. Prior to joining the organization, she worked at Reading Is Fundamental (RIF), where she served as a liaison between the national office and several large, multi-site literacy programs, training program coordinators and developing programs and providing technical assistance for reading motivation, family literacy, literacy efforts in correctional facilities, and family/community involvement in education. While at RIF, Ms. Gonzales also worked on a Latino-outreach effort to provide culturally and linguistically appropriate literacy resources for Hispanic children and their families.

Previously, she taught fourth grade in Brownsville, Texas; researched the condition of Latinos in the U.S. educational system for the White House Initiative on Educational Excellence for Hispanic Americans at the U.S. Department of Education; and worked on several political campaigns in her home state of New Mexico. Ms. Gonzales received her B.A. in political science and Spanish language and literature from the George Washington University and her M.Ed. from the University of Notre Dame. She is a recipient of the Harry S. Truman Fellowship for Leadership and Public Service for her work to educate Latino high school students about the college-application process and her efforts to improve Hispanic educational achievement and attainment.

Dave Gonzales

Dave Gonzales is Senior Vice President of the Great Western Zone for State Farm Insurance, consisting of six states, Arizona, Colorado, Nevada, New Mexico, Utah and Wyoming. A native of Colorado, Dave received his bachelor's and master's degrees from the University of Northern Colorado in Greeley. He earned the insurance industry's Chartered Property Casualty Underwriter (CPCU) designation in 1987. He was a teacher in the Weld, CO school district, where he taught high school math and second and third grades before joining State Farm as a trainee in 1980. He rose through the ranks at State Farm and has had a variety of operations management jobs, including personnel manager, division manager, deputy regional vice president and regional vice president.

Dave has served on many community and higher learning institution boards. He is currently very involved with Arizona State University, serving on the Dean's Council for the W.P.Carey School of Business and the College of Education Advisory Board. He is an alumnus of Southern California Leadership and formally served on the Tempe Chamber of Commerce and the State Farm General Insurance Company board. Dave is also a leader in various national groups, including the U.S. Hispanic Leadership Institute Advisory Board.

Beto Gonzalez

Beto Gonzalez is currently serving as Acting Assistant Secretary for the Office of Vocational and Adult Education (OVAE), to ensure that all Americans have the knowledge and technical skills necessary to succeed in postsecondary education, the workforce and life. Through the Preparing America's Future initiative's comprehensive policies, programs and activities, OVAE is helping reform America's high schools, supporting America's community colleges and expanding America's adult education programs. These efforts will transform the federal role, sparking state and local reform efforts.

Mexican-American and a native of Bakersfield, Calif., Gonzalez served as dean of students and student services at Bakersfield College and as a lecturer and instructor at the Graduate School of Education of Fresno Pacific University. Most recently, he worked as a special assistant in the Office of Public Affairs at the U.S. Department of Labor. From 1991 to 1995, Gonzalez taught English literature, ESL and Spanish at Wasco High School in Wasco, Calif., and at Centennial High School, a nationally recognized school in Bakersfield, Calif.

Born into a migrant family of farm workers, Gonzalez's early life was spent migrating each year from California to Nebraska, following the seasonal crops. During these years, effective education programs and caring principals, teachers and coaches played a vital role in his academic development. Overcoming the challenges of his early years inspired Gonzalez to pursue a career in public service as an educator.

Gonzalez has a bachelor's degree in English and Spanish and a master's degree in educational administration from California State University at Bakersfield. He has also done doctoral coursework in educational leadership at the University of California at Los Angeles.

Stephanie Guillen

Stephanie Guillen is Assistant to the Director of the Office of English Language Acquisition, at the U.S. Department of Education. This office handles matters related to Title III of the *No Child Left Behind Act* and limited English proficient (LEP) students. OELA is also responsible for administering Title VII of the *Improving America's Schools Act*, which supports high-quality instructional programs for linguistically and culturally diverse students. In addition to Title III and Title VII, their office supports foreign language programs for elementary, and secondary school students and high-quality professional development programs for language teachers in these fields. Before joining the U.S. Department of Education, Stephanie worked with Brigham Young University in Hawaii as a marketing research analyst and managed a marketing team, where she also earned her bachelor's degree with high honors in International Business

Dr. Steven R. Helfgot

Steven R. Helfgot is Vice Chancellor for Student and Community Affairs for the Maricopa Community College District in Tempe, Arizona. A community college educator with more than thirty years of experience, he previously held positions at Cerritos College in California and at Oakton Community College in the Chicago suburbs. In his current position he oversees the areas of student affairs, facilities, planning and development, public relations/marketing, foundation resource and grant development, and government relations and external affairs.

Helfgot has an A.B. degree in Political Science from Washington University in St. Louis, an M.A. in Counselor Education from Northwestern University and an Ed. Degree, also in Counselor Education, from Northern Illinois University. He has written a number of journal articles and book chapters and has served as editor of three books, and is active in a number of professional and civic organizations.

Charles R. Hokanson, Jr.

Mr. Hokanson serves as a principal advisor to the Assistant Secretary for Elementary and Secondary Education on the formulation, development, and execution of federal policy affecting the delivery of public education in grades pre-K through 12. In addition to coordinating special initiatives on high school reform, math and science education, early childhood education, teacher professional development, and educational excellence for Hispanic Americans, he focuses on the implementation of the No Child Left Behind Act of 2001 (NCLB), including public school choice and supplemental educational services, academic instruction and teacher quality, and migrant and rural education, among other areas.

Mr. Hokanson has also served as Chief of Staff and Senior Counsel to the General Counsel at the U.S. Department of Education. Prior to joining the Bush Administration, Mr. Hokanson served on the professional staff of the U.S. House of Representatives Committee on Education and the Workforce, where he was one of the Chairman's key negotiators during the House-Senate conference of NCLB. He also counseled the Chairman on the reauthorization of the Individuals with Disabilities Education Act, as well as civil rights issues, early childhood education programs, and other areas of Federal education law.

Mr. Hokanson graduated *Phi Beta Kappa* from Stanford University, where he earned bachelor and master of arts degrees. He received his Master in Public Policy degree from Harvard University's John F. Kennedy School of Government and his law degree from Harvard Law School, where he served as Editor-in-Chief of the *Harvard Journal of Law & Public Policy*.

Christopher P. Jones

Christopher Jones serves as the chief operating officer for the Hispanic Scholarship Fund (HSF), the nation's leading organization supporting Hispanic higher education, where he oversees all fund raising, programming, communications and regional operations. During its 30-year history, HSF has awarded more than 74,000 scholarships, totaling more than \$170 million, to deserving students studying at more than 1,700 universities and colleges throughout the United States, Puerto Rico and the U.S. Virgin Islands.

Prior to joining the organization, he served as president of Corporate Philanthropic Strategies, a consulting firm based in the San Francisco Bay Area specializing in helping nonprofit organizations garner greater value from corporate and foundation partnerships. For the five years prior to this, Jones served as senior program officer for Microsoft's Community Affairs group, overseeing the company's youth and education philanthropy.

Before his work at Microsoft, Jones served as assistant vice president for corporate and foundation relations at the University of Washington, as deputy director for UCLA's Corporate, Foundation and Research Relations group, and as director of development for the College of Engineering at UC Santa Barbara. Jones also spent 13 years as an engineer, program manager, and marketer for FMC Corporation, a multinational chemical and machinery manufacturer.

Jones is a former board member of the Hispanic Scholarship Fund, and received his bachelor's degree in civil engineering from Lafayette College.

Wilfredo T. Laboy

Wilfredo Laboy, a product of the New York City Public Schools, is the Superintendent of Schools in Lawrence, Massachusetts. Upon his arrival in Lawrence, Mr. Laboy declared a Year of Literacy, focusing the entire school system toward one universal goal---improving the teaching and learning of reading and writing in grades Pre K-12. In a very short time, he successfully reorganized the entire school system and aligned all resources at Central Office to support standards-based work in all schools. He is the architect of the district's Restructured English Immersion Program in grades K- 8. A recipient of numerous awards and recognition, he has been featured on ABC World News Tonight with Peter Jennings on the No Child Left Behind and Failing Schools and Choice in America, and in 2005, was selected as the President of the Association of Latino Administrators and Superintendent (ALAS), a national organization that represents Latino administrators, superintendents, and Hispanics Serving School Districts (HSSDs).

Mr. Laboy has engaged and implemented comprehensive school reform throughout the entire school system. His multi-faceted experiences spanning more than three decades in urban education--as central office administrator, district assistant superintendent, assistant principal in charge and child advocate--have inspired Mr. Laboy with the vision and purpose for building successful schools in under-performing educational systems.

He earned his Bachelor of Arts (BA) from Adelphi University, Master of Arts (MA) from Western Michigan University College of Education and Master of Education (M.Ed.) from Bank Street Graduate College of Education. Currently, he is a doctoral candidate in a National Educators Leadership Program (EDL).

Melissa Lazarín

Melissa Lazarín is Senior Policy Analyst for Education Reform at the National Council of La Raza (NCLR). At NCLR, she monitors federal legislation affecting Latino students, particularly legislation related to K-12 English language learners and Latinos, community-based education, and access to higher education. She works closely with community-based organizations, national advocacy organizations, and congressional offices to enhance federal education opportunities for Latinos. In 2002-2004, she represented NCLR as co-chair of the Hispanic Education Coalition (HEC), an *ad hoc* coalition of national organizations dedicated to improving educational opportunities for the over 40 million Latinos living in the United States and Puerto Rico.

Prior to joining NCLR, Ms. Lazarín worked as a policy analyst with Social Policy Research Associates (SPR) in Oakland, California, where she evaluated Job Corps, school-to-work, and workforce development programs, and participated in research examining race and ethnic relations in high schools.

Ms. Lazarín was born and raised in El Paso, Texas. She holds a Bachelor's Degree in Psychology from Stanford University and a Master's degree from the Lyndon B. Johnson School of Public Affairs.

Dr. Samuel Acevedo Lopez

Dr. Samuel Acevedo Lopez serves as Senior Education Program Specialist at the U.S. Department of Education, Office of English Language Acquisition. He is the team leader for the State Formula Grants Division Monitoring Team and Document Review Team. He has over 25 years of public school teaching experience; working mainly with LEP and migrant students as well as with parents in New York City and Florida.

Dr. Analee N. Maestas

Dr. Analee N. Maestas, is the Executive Vice-President for Educational Support & Executive Director for the National Hispanic Child & Family Development Institute at Youth Development, Inc., which includes; parent involvement; parent engagement activities & training; 21st Century & TANF after-school programs in Albuquerque; the GED Testing Center; and Supplemental Educational Support Services (free-tutoring) as provided under No Child Left Behind.

Dr. Maestas has been an educator for over 30 years as a classroom, reading and special education teacher, school and district administrator, and university professor. Her areas of expertise include educational administration, early childhood, bilingual, reading, and special education.

Dr. Maestas is also the Founder of "La Promesa Early Learning Center" designed to provide educational services to children 6 weeks of age to 3rd grade. The commitment of "La Promesa or The Promise" ensures grade level proficiency by 3rd grade.

Raymond G. Mellado

Ray Mellado, born and raised in Los Angeles, California where he attended Cathedral High School, East Los Angeles College and Whittier College, is the founder, Chairman of the Board & CEO of the Hispanic Engineer National Achievement Awards Corporation. (HENAAC).

In 2000, HENAAC introduced the College Bowl, an innovative, competitive two-day workshop for college students preparing to enter engineering careers. In 2001, HENAAC launched *Viva Technology*, a year-round K-12 educational program designed to introduce pre-college students to the exciting careers in science, engineering and technology. In 2005, *Viva Technology* will touch over 35,000 students, parents and teachers. Mellado was the founding publisher of TECHNICA™ and Rego™ Magazines.

Mellado entered the private sector after a distinguished 21-year marketing/sales career with the Xerox Corporation. In 1977, while a notable member of the Xerox marketing team, Mellado was a founding member of the Hispanic Association for Professional Advancement (HAPA), one of the first Hispanic Employee Associations in Corporate America.

Currently, Mellado serves on the Executive Advisory Council for the College of Engineering, Computer Science and Technology at California State University Los Angeles (CSULA), the National Academy of Engineering's Action Forum on Diversity, a group chartered to work with the Academy to increase the number of women and underrepresented minorities in engineering as well as US Navy's Diversity Senior Advisory Group (DSAG reporting to the Chief of Naval Operations (CNO)). He also serves on the Board of the Foundation for the Advancement of Science Education (FASE), producers of award-winning educational products that have earned three Peabody Awards.

Hazel Mingo

Hazel Mingo's career spans 33-years of administration and management with the federal government. She has held the position of Personnel Director for the U.S. Arms Control and Disarmament and the U.S. Department of Education, EEO and Assistant Personnel Director for the U.S. Federal Maritime Commission, Acting Director of the White House Initiative on Historically Black Colleges and Universities, and Director of the Northwest Quadrant Case Management Division, which required oversight of approximately 1400 colleges and universities.

She is currently the Team Leader for the Awareness and Outreach Division in the Federal Student Aid program office. She develops partnerships with organizations to facilitate dissemination of information about college access and financial aid to pursue postsecondary education. Hazel is committed to fostering a culture that encourages individuals to explore their options with respect to education after high school. Ms. Mingo has a M.S. degree from Johns Hopkins University and a B.A. degree from Lincoln University in Pennsylvania.

Alicia Narvaez

Ms. Narvaez is Creator/Director of Virtual Pre-K, a bilingual parent involvement initiative based out of the Chicago Public Schools' Office of Early Childhood Education. Ms. Narvaez is responsible for ongoing program development as well as promoting and monitoring its implementation in Chicago and with national partners in Texas, California, Colorado and Nevada. An educator with 14+ years experience in educational television and media production, Ms. Narvaez's credits include work for the Discovery Channel, National Geographic Television, CBS News, Nova, and the BBC. Ms. Narvaez holds a bachelors degree from Columbia University and earned her masters degree in public administration from Baruch College as a National Urban Fellow.

Trevor Packer

Trevor Packer has served as the Executive Director of the Advanced Placement Program since 2003, following five years managing the AP Program's operations. In his current role, Trevor is responsible for the AP Program's ongoing development, and has enacted plans to increase services for small, rural schools, double the number of AP courses in world languages and cultures, and align AP curricula and assessments with "best practices" at colleges and universities. A former lecturer and instructor in composition and literature at Brigham Young University and John Jay College, Trevor has authored a manual on composition pedagogy, published on Willa Cather and abolitionist Sojourner Truth, and is currently working on a book examining Virginia Woolf's relationship to the Pre-Raphaelites.

Blanca Rodriguez

Blanca Rodriguez is the Director of the Grants Policy and Oversight Staff in the Office of the Chief Financial Officer. She currently provides leadership for the development of grants policy and oversees the implementation of policy for discretionary grants at the U.S. Department of Education. Prior to working with the Chief Financial Officer, Ms. Rodriguez was with the Federal Financial Aid Programs, Office of Educational Research and Improvement, and the Federal TRIO Programs. Ms. Rodriguez has a B.A in elementary education from the University of the Incarnate Word, San Antonio, TX. Her M.A. is from the University of New Mexico, and has completed additional graduate work towards a doctoral program at the University of Illinois, at Champaign-Urbana. Ms. Rodriguez has taught at the elementary, undergraduate, and graduate levels.

Karen C. Sanchez-Griego

Karen Sanchez-Griego is the director of ENLACE “ENgaging Latino Communities for Education” Albuquerque and the Lead Director of ENLACE New Mexico. She is a former middle and high school teacher within the Albuquerque Public Schools. Sanchez-Griego has served as a high school activities director, summer school principal, assistant and acting principal of an Inner city middle school and an assistant principal of curriculum and instruction at the high school, and was instrumental in the development of one of the first Small Learning Community programs in New Mexico.

She received a BA in Political Science and a BA in Secondary Education with teaching endorsements in English, History, and Special Education from the University of New Mexico and the College of Santa Fe. She completed a master’s in Educational Leadership from the University of New Mexico and is working towards her Ph.D. She is a member of the Hispanic Round Table, Las Mujeres as well as many other organizations and sits on the National ENLACE Policy Committee. She is a native New Mexican and has been active in educational reform for several years. She is a native New Mexican and has been active in educational reform for several years. She has two children 16 and 13 years old. She has been married for 18 years. Her husband is a high school principal and has been in education for over 20 years.

Dr. Eliseo “Cheo” Torres

Eliseo Torres, known to everyone as “Cheo,” has served as Vice President for Student Affairs at the University of New Mexico since January 2, 1996. Before he came to the University of New Mexico, Dr. Torres served as Vice President for External Affairs at Texas A&M University-Kingsville, where he also taught in the Bilingual Doctoral Program, and where he worked in various other roles through the years. Cheo also served as Texas A&M University-Kingsville’s Interim President, Vice President for Student Affairs and Special Services, Director of the Center for Continuing Education, and as Assistant to the President. For two years preceding his appointment to the Texas A&M University-Kingsville staff, he was with the State Department of Education-Texas Education Agency in Austin.

Cheo received his doctorate in Education from Texas A&M University in Kingsville in 1980. His academic interests include studying and writing about Mexican-American traditions and cultures, on which he regularly offers courses and lectures. For twenty years before coming to the University of New Mexico, he traveled periodically throughout Mexico and to the Mexican/Guatemalan jungle and ruins with an anthropologist colleague. Cheo lives in Albuquerque with his wife, Nieves, and has a son, Kiko, and a daughter, Sandra.

Virginia M. Trujillo

Ms. Trujillo, Vice President for Education, Training, Workforce Development and Governmental Affairs for Youth Development, Inc., has over 30 years experience in education leadership activities ranging from starting a preschool on a high school campus, the Director of the Equal Opportunity Office for the Albuquerque Public Schools, the Director of the Academy for Education Leadership to being appointed by Governor Richardson to Chair his Education Transition Team and as his Education Policy Advisor. She has extensive experience in governmental affairs at the local, state and federal levels and has been an advocate for at-risk children all of her career, working with communities to provide resources for the education of those children. She served as a State Board of Education member for 12 years and served as president her last 4 years on the board, served on the Interstate Migrant Education Council for 8 years and as its chair for 2 years. She also served as Vice chair on the Governance Board for the Albuquerque Technical Vocation Institute & Community College for 4 years.

She created her own business, Trujillo Ethelbah & Lawrence, LLC, which advocated for school districts, provided strategic planning strategies using the Baldrige Process and assisted in school reforms, and curriculum development. Virginia was selected by the NM Business Journal for 2 years in a row, as one of the top 20 Lobbyists in New Mexico.

David Valladolid

David Valladolid is the President & CEO of the Parent Institute for Quality Education. Prior to this position, Valladolid has held the positions of Policy Administrator for the United Domestic Worker of America; Legislative Consultant for Speaker Willie Brown of the California State Assembly; Chief of Staff for Assemblyman Peter Chacon; Senior Deputy Labor Commissioner of the Department of Industrial Relations for the State of California, and Civil Rights Consultant for the Department of Fair Employment & Housing.

His appointments include: Commissioner of the San Diego Human Relations Commission; Co-Founder & Chair of the Leadership Training Institute of the Chicano Federation; and Member of Governor Davis' Reading and Literature Project Advisory Board.

Valladolid is very active in the community and serves on various boards, including the National Executive Board of the United Domestic Workers of America, Co-Chair of the Chicano Federation of San Diego County, Board of Directors, and Vice Chair of the Samahan Clinic, Board of Directors.

Mr. Valladolid, a graduate of San Diego State University, is a seventh generation California and Vietnam Combat Veteran, where he was wounded twice, and a recipient of the Purple Heart.

Dr. Quintin Vargas

Dr. Vargas, Vice President for Operations at Ser-Jobs for Progress, has been involved in issues of social justice and education for thirty years. As a young educator he helped write the curriculum for the first bilingual program in the U.S. He later coordinated a federally funded program that enabled school districts in Texas to desegregate and adopt racially sensitive curricula. As an academic, Dr. Vargas not only prepared educational leaders in issues of "community involvement," "bilingualism," and questions related to "race and ethnicity," but he has personally written and administered numerous state and federally funded grants. These projects have advanced the education of the underserved and underrepresented minorities.

In his role of administrator (including the positions of dean and provost in various universities), he has dedicated his career to the preparation of a diverse leadership in the workforce, one that is professionally competent and educated in the best Western tradition. Dr. Vargas completed his baccalaureate preparation at the University of Texas and received his doctorate from the University of Michigan. He also received post-doctoral training at Harvard University. Among his various administrative positions, Dr. Vargas most recently served as Dean and Associate Vice President for Academic Affairs at DePaul University in Chicago. His articles have appeared in the *Journal of Research and Development in Education*, the *National Commission on Testing and Public Policy*, and the *Journal of Thought*.

José A. Velázquez

José A. Velázquez is the Director of the Hispanic Family Learning Institute at the National Center for Family Literacy (NCFL). As a member of NCFL's management team, Mr. Velázquez provides insightful guidance to address issues related to Hispanic family learning and the needs of English Language Learners. Ten years of classroom experience as a teacher of English Language Learners in grades K – 12 coupled with two years as a high school principal provide Mr. Velázquez with a solid foundation based on public school experiences. Additionally, José has worked with Regional Educational Laboratories and Regional Comprehensive Centers where most of his work focused on the delivery of training and technical assistance to Title I schools struggling to serve recent immigrants and their families.

PARTNERSHIP FOR HISPANIC FAMILY LEARNING

Background

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. In order to reach Hispanic families 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.

To this end, the White House Initiative along with the U.S. Department of Education (Department), held a conference in Washington, DC on June 16-17, 2005, entitled, *Pathways to Hispanic Family Learning*. U.S. Secretary of Education, Margaret Spellings, U.S. Treasurer Anna E. Cabral, and 200 Hispanic leaders from across the country representing small, medium, and large organizations all participated in this event.

The conference highlighted private and public efforts to meet the educational needs of Hispanic children and youth. A variety of stakeholders convened over two days to share their experience and knowledge in reaching Hispanic parents, families, and entire communities with useful education information, resources, and tools.

Partnership

Pathways to Hispanic Family Learning set the stage for how the White House Initiative would proceed next—the creation of a national network of public and private organizations that reach Hispanic families across the country with useful education information. In the hands of parents and families, information is a powerful tool that will permit them to make informed decisions about their children's education. In the process, they will become powerful allies in helping close the academic achievement gap for Hispanic Americans.

The Partnership for Hispanic Family Learning (Partnership) is comprised of all key sectors – corporate, community, faith-based, and government – in a collaborative effort centered on the Hispanic family to improve the educational attainment of Hispanic Americans.

The educational areas that comprise the public/private partnership's work include: early childhood development, early reading, youth literacy; parent and family involvement; academic preparation, high school graduation; college enrollment/affordability, persistence, and completion; and adult and workplace literacy.

Goals

There are over 9 million Hispanic family households in the United States, of which nearly 6 million have children under the age of 18 – that is, school-aged children. However, there continues to be a knowledge gap among these families about the options and opportunities that education reform affords them and their children. Therefore, an important role of the Partnership for Hispanic Family Learning is to exert every effort to place the wealth of new and existing educational information in the hands of Hispanic parents, families, and entire communities. The Partnership will engage Hispanic families as full partners in an effort to close that knowledge gap. Therefore, a goal of the White House Initiative is to reach six million families over a period of two years.

But the White House Initiative and the Department of Education alone cannot reach all of this nation's Hispanic families and children that reside in hundreds of communities across the country. Therefore, the White House Initiative is enlisting a range of organizations – public and private, small, medium and large – to be part of the national network that forms the Partnership for Hispanic Family Learning.

Partners are drawn from:

- Hispanic parent and family involvement groups
- Community, non-profit, and faith-based organizations
- Hispanic-serving schools and school districts
- Corporate sector, government, and the Hispanic business community
- Researchers
- Local, state, and regional Hispanic organizations.

Thus, the second goal of the White House Initiative is to enlist up to 500 organizations in the Partnership for Hispanic Family Learning over a period of two years. To-date, over 150 public and private organizations have agreed to join the partnership.

Distribution of Information

The Partnership for Hispanic Family Learning is committed to improving the academic achievement of Hispanic children and youth and will provide partner organizations access to valuable education information ranging from the parental/family involvement activities under No Child Left Behind (NCLB) to specific bilingual publications on various elements of education reform.

The information that is disseminated through the network of organizations includes:

- The Hispanic Family Learning toolkit
- Bilingual publications
- NCLB updates and in-depth practical information for families
- Grants and funding opportunities
- Promising practices among partner organizations
- News on upcoming events
- Clips related to Hispanic education and family learning
- A monthly newsletter highlighting key elements of the Partnership, Department of Education Program offices, and key federal departments or agencies

How do organizations become part of the Partnership for Hispanic Family Learning?

The White House Initiative welcomes all organizations (non-profit, community and faith-based, corporate, and government) that wish to be counted among those that are helping form this national network. Organizations that want to become involved in this effort are invited to contact the White House Initiative (202) 401-1411 or go online to access the following link: www.YesICan.gov/getinvolved/organization.html.

By becoming part of the Partnership for Hispanic Family Learning, organizations can play an important role in helping place useful educational information in the hands of Hispanic parents and families, and in the process, help improve the educational attainment of Hispanic children and youth.

PARTNERSHIP FOR HISPANIC FAMILY LEARNING

PARTNER ORGANIZATIONS (TO-DATE)

- A**
Acción Social Comunitaria, St. Louis, MO
Administration for Children and Families, Head Start Bureau, Washington, DC
Alianzas, Kansas City, MO
Alliance for Children and Families, Washington, DC
Alliant International University, San Diego, CA
Altavista Faith-Based Initiative Corporation, Carrollton, TX
America's Tutors by Talking Page, Newport Beach, CA
APREMAT/USA, Napa, CA
Archdiocese of Washington, Washington, DC
Association of Latino Administrators and Superintendents (ALAS), Lawrence, MA
Aurora Public Schools, Aurora, CO
AVANCE – San Antonio, San Antonio, TX
AVANCE—Rio Grande Valley, McAllen, TX
- B**
BASA—Logros Institute: Center for Latino Achievement & Advancement, Edgewater, NJ
Beaver Ridge Elementary School, Gwinnett County Public Schools, Norcross, GA
Bert Corona Leadership Institute, Washington, DC
Birth to Three and Parenting Now!, Eugene, OR
Boys & Girls Club of Greater Houston, Inc., Houston, TX
Bridgeport School District, Bridgeport, WA
- C**
Cable in the Classroom, Washington, DC
California Association for Bilingual Education – Project I.N.S.P.I.R.E., Covina, CA
Camino Real Early Childhood Intervention, Lytle, TX
Casa Guanajuato, Moline, IL
Catholic Charities, Salina, KS
Center for Children & Families, Education Development Center, Newton, MA
Center for the Education & Study of Diverse Populations (CESDP), Espanola, NM
Centro Comunitario Nueva Esperanza (New Hope Community Center), Hialeah, FL
Centro Latino de Salud, Educación y Cultura, Columbia, MO
Cesar Chavez Public Charter School for Public Policy, Washington, DC
Chicanos Por La Causa, Inc., Phoenix, AZ
City and County of Denver, Denver, CO
Clear Channel, Rockville, MD
Coalition for Hispanic Family Services, Brooklyn, NY
College Board, Sacramento, CA
College of Santa Fe, Santa Fe, NM
College Summit, Washington, DC
Colorado State Library, Office of Community Outreach, Denver, CO
Colorado Statewide Parent Coalition, Westminster, CO
Community Action, Inc. of Hays, Caldwell and Blanco Cos., San Marcos, TX
Cuban American National Council, Miami, FL
- D**
DC ParentSmart, Washington, DC
Denver Public Schools, Denver, CO
Department of the Interior/Bureau of Land Management, HSSI Program Office, Washington, DC
Dorcas Place Adult & Family Learning Center, Providence, RI
- E**
EDUCAMEXUS, Tucson, AZ
Educational Policy Institute, Virginia Beach, VA
Edunet24, Erlanger, KY
El Centro Inc., Kansas City, KS
El Valor, Chicago, IL
Elia Enterprises, Las Vegas, NV
Engaging Latino Communities In Education (ENLACE) New Mexico, Albuquerque, NM
EOPA/Toledo Head Start, Toledo, OH
Escuela de Guadalupe, Denver, CO
- F**
1492 Media Inc, San Juan Capistrano, CA
Fathers Active in Communities & Education (FACE), New Braunfels, TX
Florida Department of Education, Office of Equity and Access, Tallahassee, FL
Florida International University, Office of Diversity & International Programs, Miami, FL
Fresno Covenant Foundation, Fresno, CA
- G**
GEM'S GEMS Books for Kids, El Paso, TX
Generación Floreciente, Salt Lake City, UT
Georgetown Public Policy Institute, Washington, DC
Georgia State Board of Education/Latino Commission, Norcross, GA
Girl Scouts of the USA, New York, NY
- H**
Harvest America Corporation, Garden City, KS
Hispanic & Latin American Research Program, The University of Texas at Tyler, Tyler, TX
Hispanic College Fund, Washington, DC
Hispanic Council for Reform and Educational Options (CREO), Washington, DC
Hispanic Engineers National Achievement Awards Conference (HENAAC), Los Angeles, CA
Hispanic Family Initiative, Houston, TX
Hispanic Housing & Education Corp., Houston, TX
Hispanic Information & Telecommunications Network, Inc., New York, NY
Hispanic Scholarship Fund, San Francisco, CA
Hispanic Youth Foundation, Fairfax, VA
Home Education Livelihood Program, Inc. (HELP—New Mexico), Albuquerque, NM
- I**
Institute for Latino Studies, University of Notre Dame, Notre Dame, IN
Intercultural Development Research Association (IDRA), San Antonio, TX
Interstate Migrant Education Council (IMEC), Washington, DC
Inter-University Program for Latino Research, Washington, DC
Iowa Division of Latino Affairs, Des Moines, IA
- J**
JA Worldwide, Colorado Springs, CO
- L**
La Casa Latina, Sioux City, IA
Latin American Association, Atlanta, GA
Latin American Community Center, Wilmington, DE
Latin American Youth Center, Washington, DC
Latino Art Beat, Chicago, IL

Partner Organizations To-date (Continued)

Latino Education Institute at Worcester State College, Worcester, MA
Latino Initiatives for the Next Century-TELACU Education Foundation, Chicago, IL
Latino Leadership Alliance of Bucks County, Bristol, PA
Latino Scholastic Achievement Corp., Whittier, CA
Learning Dollars Bank, Fairfax, VA
Learning Leaders, New York, NY
Los Kitos Entertainment, LLC, Santa Ana, CA
Lyford C.I.S.D., Lyford, TX

M

Mayor's Office for Education and Children, Denver, CO
Mexican Institute of Greater Houston, Houston, TX
Miami Dade County School Board, Miami, FL
Midwest Educational Resources Development Fund, Inc., West Des Moines, IA
Multicultural Community Service at the Josephine Butler Parks Center, Washington, DC

N

NASA, Space Life Sciences, Houston, TX
National Adult Education Consortium, Washington, DC
National Association of Hispanic Publications Foundation, Washington, DC
National Center for Family Literacy, Louisville, KY
National Center for Latino Child and Family Research, Laytonsville, MD
National Coalition for Literacy, Washington, DC
National Council for Community and Education Partnerships (NCCEP), Washington, DC
National Hispanic Business Association, Austin, TX
National Hispanic Coalition of Federal Aviation Employees, Washington, DC
National Hispanic Medical Association, Washington, DC
National Latino Children's Institute, San Antonio, TX
National Migrant and Seasonal Head Start Association, Washington, DC
National PTA, Washington, DC
Neighborhood Centers Inc., The BRIDGE II-PIRC, Houston, TX
NE Mexican American Commission, Lincoln, NE
Nevada Youth Alliance, Las Vegas, NV
Northwest Georgia RESA, Rome, GA

O

Organización Latina Para Una Mejor Educación, Stamford, CT

P

Parent Information Resource Center, Lexington, SC
Parent Institute for Quality Education (PIQE), San Diego, CA
Parent to Parent of Miami, Inc., Miami, FL
Parker Associates International, Wayne, NJ
Pima College Adult Education, Family Literacy Program, Tucson, AZ
Please Touch Museum, Philadelphia, PA
Pre-K Now, Washington, DC
Project GRAD USA, Houston, TX
Project INSPIRE, California Association for Bilingual Education, Corvina, CA
Puerta al Futuro, Fairleigh Dickinson University, Hackensack, NJ

R

Retention Education, LLC, Newport Beach, CA
Rotary International, North Philadelphia Chapter, Philadelphia, PA

S

Sacred Heart School, Washington, DC
Saint Anthony School of Milwaukee, Milwaukee, WI
San Miguel Middle School, Washington, DC
Scholastic Inc., New York, NY
SER Corporation, Bonner Springs, KS
Services for Multicultural Students, Weber State University, Ogden, UT
Seven Corners Children's Center, Falls Church, VA
Smithsonian Center for Latino Initiatives, Washington, DC
Society for the Advancement of Chicano/Latinos and Native Americans in Science (SACNAS), Santa Cruz, CA
Socorro Public Schools, Socorro, NM
Southwest Educational Development Laboratory, Austin, TX
State Farm, Bloomington, IL
SUCCESS4U Consulting, New York, NY

T

Teachers of English to Speakers of other languages (TESOL), Alexandria, VA
Telemundo Chicago – NBC, Office of Community Relations, Chicago, IL
Texas Migrant Council, Inc., Laredo, TX
The College Board, San Jose, CA
The College Board, Washington, DC
The Georgia Project, Dalton, GA
The Learning Source for Adults and Families, Lakewood, CO
The McGraw-Hill Companies, McGraw-Hill Education, New York, N

U

United Methodist Mexican-American Ministries, Liberal, KS
United States Hispanic Chamber of Commerce, Washington, DC
United States Naval Academy, Annapolis, MS
University of Houston Victoria, Office of Special Projects, Student Services & Regional Outreach, Victoria, TX

V

Virtual Pre-K & Kindergarten, Chicago, IL

W

Waterloo Latin American Club, Waterloo, IA
Western Michigan University, Kalamazoo, MI
Wichita State University, Wichita, KS
WRC Media (Weekly Reader), Stamford, CT

Y

Youth Development, Inc., Albuquerque, NM

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SAMPLE LIST OF AVAILABLE PUBLICATIONS*

- A Guide for Reading: How Parents Can Help Their Children be Ready to Read and Ready to Learn (S/E)
- 10 Reasons to Become a Teacher (E)
- No Child Left Behind: What Parents Should Know (E)
- Que Ningún Niño Se quede Atrás: Lo Que Los Padres Necesitan Saber (S)
- Cómo Ayudar a su Hijo a Ser un Buen Lector (S)
- Helping Your Child Become a Reader (E)
- Homework Tips for Parents (S/E)
- Helping Your Child Learn Mathematics (E)
- Cómo Ayudar a su Hijo Aprender las Matemáticas (S)
- Helping Your Child Learn Science (E)
- Cómo Ayudar a su hijo Aprender las Ciencias (S)
- Questions Parents Ask About Schools (S/E)
- Reading Tips for Parents (S/E)
- Extra Help for Student Success (E)
- A Child Becomes a Reader – Birth Through Pre-School (E)
- A Child Becomes a Reader – Kindergarten Through Grade 3 (E)
- Put Reading First (E)
- Pon la Lectura Primero (S)

- * (S) – Spanish
(E) – English
(S/E) – Spanish and English in same publication

