

HBLI's *Adelante* newsletter is published periodically throughout the year, Dr. Barbara Firoozye, editor (barbara.firoozye@asu.edu). For more information, please go to our Web site www.hbli.org.

A D E L A N T E

CONGRESSIONAL CAUCUS

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As Latino advocates and educators, we know that the strengths of Latino culture and family are major assets in ensuring high student academic achievement. Their lack of information often leads parents to make educational choices for their students that are not educationally optimal.³ The summit participants stressed the need for larger and more effective outreach efforts on behalf of schools and institutions of higher learning to close the information gaps facing Latino parents. To that end, summit participants recommended that the CHC should support policies and legislation that

- Increase the number of bilingual personnel at school and district sites.
- Increase the quality of outreach to Latino parents.
- Increase the knowledge of Latino parents regarding the requirements and processes involved in the U.S. educational system.
- Encourage clear communication with Latino parents and be sensitive to their language needs as

well as their culture and socioeconomic condition.⁴

Advocate for the adoption of the S1545, the DREAM Act

Given the large number of Latino students who demonstrate great academic promise and have worked diligently to complete high school yet lack legal U.S. residence, summit participants voiced strong support for the adoption of legislation in both the U.S. Senate and the House of Representatives and encouraged CHC members to advocate for approval of the act in both the U.S. House and Senate.

Actively support legislation and initiatives that significantly increase funding for programs serving Latino students and families specifically

Summit panelists and contributors were in agreement that currently all programs that serve Latino students are critically underfunded. Additionally, programs such as bilingual education, Head Start, and dropout prevention programs, which are critical for Latino student success, have suffered marked appropriation reductions. Data and educational research all suggest that resources do make a difference and are critical in

providing equitable opportunities for Latino students. Summit participants exhorted members of the CHC to

- Advocate for increased appropriations for education programs across all sectors.
- Lobby for appropriations for Migrant Ed programs, HEP, and Bilingual Education, which have suffered appropriation reductions.
- Develop a long-term strategy relying on census numbers and projections in order to ensure that all students in need of programs are covered. Hold programs like NCLB accountable.
- Ensure that schools and institutions of higher learning are not forced to compromise the quality of their offerings as a result of financial constraints.

Advocate for programs and legislation to improve college affordability

Given the importance of Latino students attending and completing college or obtaining professional training beyond high school, summit participants encourage members of the CHC to

- Advocate for the financial and institutional support of commu-

nity colleges that serve large Hispanic populations.

- Look for and diffuse information regarding alternate sources of funding for student financial aid and assistance for Hispanic Serving Institutions at all levels and across all federal departments, for example, Department of Defense, Department of Labor, etc.
- Support the adoption of HR 3039, the Expanding Opportunities Act.
- Oppose the adoption of a unifying definition of Hispanic serving institutions.
- Advocate for the elimination of requirements that call for information regarding family income in student financial aid processes.

1 "Closing Achievement Gaps," citing National Center for Education Statistics, Common Core Data, 2000-01.

2 Greene, Jay. "High School Graduation Rates in the United States." Report prepared for the Black Alliance for Educational Options at the Center for Civic Innovation at the Manhattan Institute, November 2001.

3 "Closing Achievement Gaps," 2003.

4 Policy recommendations taken from National Hispanic Caucus of State Legislators Policy recommendations in "Closing Achievement Gaps."

Antojitos

NEWS AND NOTES

NEWS ABOUT HBLI FELLOWS

Elizabeth R. Gutiérrez, HBLI fellow at the University of California, Riverside, Graduate School of Education, completed her doctoral studies in Institutional Leadership and Policy Studies and was awarded a Ph.D. in June 2003. Dr. Gutiérrez's dissertation research resulted in a policy study entitled, "The California High School Exit Exam as Policy and Practice." A resident of Santa Fe, New Mexico, she works with school districts and community colleges as a consultant in educational planning, program evaluation, and policy research. Dr. Gutiérrez was recently elected to the governing board of Santa Fe Community College. Contact information: lgutie@attglobal.net; 505-982-2678.



Sylvia Peregrino, HBLI fellow at Arizona State University, completed her dissertation, "At the Borderlands: Experiences of Successful First

Generation Chicana College Students," in July 2003 and subsequently accepted a joint appointment in University Studies and Teacher Education at the University of Texas, El Paso. She was also selected as the evaluator for the U.S.-Mexico Border Philanthropy Partnership Project, a successful bi-national collaboration of foundations committed to improving the quality of life of low-income communities along the border.



Marilyn Martínez-Flores, HBLI fellow at the University of California, Riverside, Graduate School of Education, completed her dissertation, "The Intersection of Policy and Practice: Linking Teacher's Meaning to Actions," and is currently working at Riverside Community College as director of GEAR UP.



HBLI SCHOLARS UPDATE

Henry T. Ingle, communications professor at University of Texas-El Paso, received the 2003 Jack Barden award for professional excellence and support of minority-serving institutions in information technology. The award, given by the EDUCAUSE AN-MSI Consortium, recognizes an individual who has made significant contributions toward making effective and productive use of new information technologies. The Washington, D.C.-based EDUCAUSE is the lead-

ing professional association in the field of information technology in higher education.

UTEP is a founding member of the consortium and Ingle has served as the campus AN-MSI representative since 1999. Ingle has been affiliated with UTEP since 1994 and is among a small group of Hispanics in a high-level university leadership role in information technology in the United States.



NATIONAL ADVISORY PANEL UPDATE

Miguel A. Nevárez, the first Hispanic president of the University of Texas-Pan American and the longest seated Hispanic of any four-year university or college, has announced he will be stepping down as president by August 2004 after thirty years of service to UTPA as professor in the education department, associate dean of men, vice president for Student and University Affairs, and president. During his career, Nevárez has been recognized



by several Texas governors and U.S. presidents for his contributions to education. In 2000, he was featured in *The Hispanic Outlook in Higher Education* where he was credited with creating a Hispanic middle-class in South Texas. Nevárez has repeatedly been named to *Hispanic Business Magazine's* "100 Most Influential Hispanics in America." Most recently, he was named to *Hispanic Engineer and Information Technology Magazine's* list of "50 Most Influential Hispanics in Business Technology."

