

## A Gathering of Latino Intellegencia: HBLI Scholars' Meeting

### Introduction

The HBLI Scholars was formed with the idea of bringing together experts within the academy and without to think about and discuss issues related to Hispanic education. Towards this end, the first HBLI Scholars' forum was held on May 22 and 23 at Arizona State University. Seventeen scholars attended the forum, which consisted of four dialogue sessions, each dealing with an important issue regarding Hispanic education. One or two scholars were asked to speak at the beginning of each dialogue to help frame and identify critical and important ideas pertaining to the issue. What is presented here are the framing statements for the four dialogues.

### Accessing Higher Education Beyond Community College and HSI's

*This dialogue looked at Latino access to higher education. After 40 years of affirmative action, Latinos are still underrepresented in higher education institutions, and it is getting worse since the number of high school graduates is increasing but college-going rates are not. What can be done to increase access?*

Professor **Roberto Haro**, Director of Research at the Cesar E. Chavez Institute for Public Policy at San Francisco State University, gave an overview of the educational challenges facing California. In the next 15 years, the number of K-12 students in California will double, and 276,000 teachers will need to be hired to meet the demand. Not enough Advanced Placement classes or standardized test preparation are offered in schools Hispanics attend, and Latino dropout rates are amongst the highest in the nation. If Latino students are not well educated in K-12, they will have trouble getting a higher education.

Fewer Latinos gain access to higher education than any other ethnic group. Without at least four Advanced Placement classes and strong standardized test scores, they will not be able to get into a four-year institution. Fifty-three



*Attendees of the HBLI scholar's meeting, including scholars and HBLI fellows from UCR and ASU (see our full list of HBLI scholars on the back page).*

percent of Latino students are at a two-year college, and less than 19 percent transfer to a four-year college, and many use up their financial aid at community college. Thus they must work full time while at a four-year college, decreasing their chances of graduating. Meanwhile, middle-class families have lobbied for greater aid for their children, leaving few resources for Latino students.

The increase in college-age students in the Western United States is putting limits on higher education. In the University of California system, highly qualified students are being turned away due to lack of space. UC would need to build two campuses on par with Berkeley and UCLA to meet the demand. Three of the California State University campuses in areas of high Latino concentration are turning away students. If CSU begins requiring standardized tests for admissions, this would be a hardship for Hispanic students. Similarly, two-year colleges are seeing a student increase that is outstripping their resources.

The end result is that Latinos will face limited space at colleges, higher entrance requirements, and diminishing fi-

nancial resources. It is therefore imperative to prepare Latino leaders who will develop new strategies to increase the educational attainment of Hispanics.

### K-12 Public Education: Bilingual Education—A Latino Vietnam War. Can We Win?

*This dialogue addressed bilingual education. Because bilingual education programs were born out of 1960s "civil disobedience and rights movement," they have been interpreted as a political endeavor rather than an instructional program. Thus, it is continuously attacked at the federal level for reauthorization and re-funding and at the state level, such as the Unz initiative. It is also challenged at the local school board level for program type, level of funding support, and how extensive it will be throughout the district. Given this genesis, is it possible for the bilingual education political war to be won, and if so, how?*

**Concepcion Valadez**, from UCLA, focused her talk (all in Spanish) on the

*See Intellegencia on page 3*

## NATIONAL ADVISORY PANEL

### Congressional Representatives

Mr. Joe Baca  
U.S. Representative, California  
Washington, D.C.

Mr. Rubén Hinojosa  
U.S. Representative, South Texas  
Washington, D.C.

Mr. Ed Pastor  
U.S. Representative, Phoenix, AZ  
Washington, D.C.

Ms. Loretta Sanchez  
U.S. Representative, Orange County, CA  
Washington, D.C.

### State Legislators

Mr. Joe Eddie Lopez  
Arizona State Representative  
Phoenix, AZ

Ms. Cynthia Nava  
New Mexico State Senator  
Santa Fe, NM

Ms. Irma Rangel  
Texas State Representative  
Austin, TX

Ms. Elvira Reyna  
Texas State Representative  
Austin, TX

Mr. Pete Rios  
Arizona State Senator  
Tempe, AZ

### Business Leaders

Mr. Sam Ballen  
Chairman and CEO, La Fonda  
Santa Fe, NM

Mr. Eddie Basha,  
CEO and President, Bashes, Inc.  
Chandler, AZ

Mr. Ramiro Guzman  
President, Guzman and Associates  
El Paso, TX

Mr. Lionel Sosa  
CEO, Garcia LKS  
San Antonio, TX

### Professional/Educational Organizations

Dr. Tomas Arciniega  
President, Bakersfield  
California State University

Dr. Paul Elsner  
Chancellor Emeritus  
Maricopa County Community College District  
Phoenix, AZ

Dr. Ricardo R. Fernandez  
President, Lehman College  
Bronx, NY

# Executive Director's Corner



*Leonard A. Valverde*

As with most organizations, over time the operation expands and adjusts. So it is with HBLI. Now ending our fourth year of activities, we have expanded our National Advisory Panel to include two additional Congressmen, state legislators, college presidents, and executive directors of national organizations, among others. In so doing, we have asked these individuals to inform us of what their efforts are that are consistent with HBLI's mission—the improvement of education for Hispanics. With this column, I want to share information about actions from two of our new NAP members.

The first is **Joe Eddie Lopez**, Arizona senator, who was a former school board member with the Phoenix Union High District and Arizona House of Representatives. His latest leadership effort has focused on providing more funds for bilingual education. In the way of his legislative agenda is the misguided effort called English for the Children. "This initiative was bought and paid for by an out-of-state millionaire and is in no way a grass roots volunteer effort." Senator Lopez is referring to Ron Unz, a multimillionaire from California who is helping finance the initiative in Arizona. The English for the Children initiative calls for the termination of bilingual education programs in Arizona schools. Instead, limited or non-English speaking children will be placed in English immersion programs for only one year!

The second is **Raul Yzaguirre**, president of the National Council de La Raza. NCLR is a Washington, D.C., based Hispanic advocacy group that serves to inform people about the status of employment, immigration, healthcare, housing, education, and federal policies. NCLR just released findings of a study they did regarding Hispanic employment during our most recent economic boom. The findings were of no surprise to those of us who have been concerned with, and are working towards, improving the condition of Latinos in the United States. The bottom line is that Latinos, as a work force, are disproportionately concentrated in low-wage jobs with few benefits, and their economic situation has improved only marginally during the country's unprecedented economic upswing. Married Hispanics with children continue to have higher poverty rates (21 percent) than comparable African American (9 percent) or Anglo families (6 percent). The nation's 31 million Latinos are often under-educated, a factor that portends little improvement in their economic plight. In 1997, only 55 percent of Hispanics 25 years and older had graduated from high school, and 7.4 percent had graduated from college.

The above are just two examples of what our National Advisory Panel members are doing to improve the adverse conditions facing Hispanics. We know that our other members are lending their time and thinking on other equally important matters. The struggle continues and in many ways the challenges are more complex than in the past. Yet, our current leaders are more sophisticated and equal to the task.

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Professor, Educational Leadership

Antonio Flores  
President, HACU  
San Antonio, TX

Mr. Albert Kauffman,  
MALDEF  
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Dr. David Longenecker  
Executive Director, WICHE  
Boulder, CO

Maria "Cuca" Robledo Montecel  
IDRA  
San Antonio, TX

Dr. Miguel Nevarez  
President, University of Texas Pan American  
Edinburgh, TX

Dr. Eduardo Padron  
President, Miami Dade Community College District  
Miami, FL

Dr. Armando Ruiz  
Trustee, Coast Community College District  
Mission Viejo, CA

Mr. Raul Yzaguirre  
President, National Council de la Raza  
Washington, D.C.

politics of language. Language is a lightning rod and plays an important role in the community. Society tells Latinos to forget their mother tongue, and often after the sixth grade Spanish speaking children prefer English. Thus there is a bleeding of the language from the Hispanic community. In South Texas, though, unlike California, people mix the languages, making it a South Texas language. That mix is a positive reflection of their bilingualism and not just a practical one.

Bilingual education is being adopted by Anglos who realize that speaking Spanish is important and has economic value. In Southern California, Anglos from two-way programs read and write better Spanish than their Latino teachers. Clearly there are not enough bilingual teachers, but it is dangerous to import teachers from Spain and Mexico. The teacher has to be someone who can help socialize students to be model American citizens. The ideologies foreign teachers bring with them are learned elsewhere, so importing teachers is not the answer. Latinos need to develop their own bilingual teachers if they want to win the war.

**Leonard Baca**, from the University of Colorado Bueno Center, discussed bilingual education and its historical context. Bilingual education began in a compensatory framework in which Hispanics were seen as lacking and in need of remediation. Historically, the research has been negative, and the intellectual community has seen bilingualism as deficient. Over the last 20 years, research has been supportive and there are more resources and materials than before. Bilingual programs, however, are more stridently held accountable than other programs, such as Chapter One, which don't have to prove that they are making a difference.

Today, the focus of the research has been on ESL and native language instruction, and the research supports native language instruction over ESL. While minority students are increasing, there is a shortage of bilingual teachers and minority teachers in general. Currently, 10 to 12 percent of teachers are Hispanic, and in a few years that will fall to 5 percent. The war can be won, but not in the next few years, given the negative context of bilingual education. A lot has to be done to win the battle, such as being more selective in the programs we support.

### **Donde Estamos? The Census: Implications and Consequences**

*This dialogue addressed issues surrounding the census, such as what data from the census will mean for policy directions and educational programs and practice. What are the social and long-range implications?*

**Baltazar Acevedo** is a Texas native, a graduate of the University of Texas, Austin, and the former president of a Houston Community College, who is now in private practice as a consultant. Much of his research is done as a consultant with community development organizations that take data, such as from the census, and try to influence philanthropy, such as the Ford Foundation and the Kellogg Foundation. Acevedo looked at data from the 1980 and 1990 census and realized that education is the nexus that connects a host of relationships between health, community development, housing, political participation, business development, economic development, technology, and so forth. The tendency has been to create public policy in silos and see it within the comfort zone of one's own practice. For example, educators talk about policy in the context of education. The fact that 65 percent of the children in Texas do not have health insurance is seen as a public health issue, not an educational one. When 45 percent of Hispanics reside in standard housing, what does that have to do with education? Education is the nexus through which all points, in terms of social indices, must come.

### **How Can Knowledge Influence Power Brokers**

*This dialogue examined how to influence policy makers. The perception is that law makers, both state and national, and rule makers, such as local governing boards, are lay persons who need and seek out information and understanding to help them draft and vote on legislation and policy. The reality is that, when it comes to important Hispanic issues, racism and economics play a negative role in trying to gain a positive resolution to the problems. If education is going to improve for Latinos, then power brokers will have to be approached and effectively convinced on how to best resolve the issues. How do we do this?*

**Dr. John Garcia**, a professor of Political Science at The University of Arizona who has worked extensively with the census, emphasized the connections

between academics and policy makers. Academics must ask of themselves why they want to impact or transform policy makers and examine their expectations. Academics need to know what public policy is and how they understand the process and its components, and they need to know how to forge their perspective, analysis, and insight into a connection with policy makers.

The connections academics make with policy makers must have a personal element, either direct or indirect, as through students or colleagues. Academics are also parents, neighbors, residents, and members of a variety of organizations. They may not lecture to the League of Women Voters, but they are active because of a variety of connections not derived from an academic setting or context.

**Barbara Robles**, professor at the LBJ School of Public Affairs, had a different take on what Dr. Garcia said. First, academics have to help shape, define, and own agendas of change at the local, state, and federal levels. They need to know what the legislators' agenda is and work within *their* time frame, not an academic one. Secondly, she expanded on the idea of a nexus that Acevedo spoke of, thinking of policy as a multidimensional array. Academics need to think in terms of commonality nodes when dealing with changing policy and to focus on problems, not solutions, outcomes, and consequences. The Hispanic population is diverse, and different elements within the population can learn from the successes of others to find out what works and what doesn't.

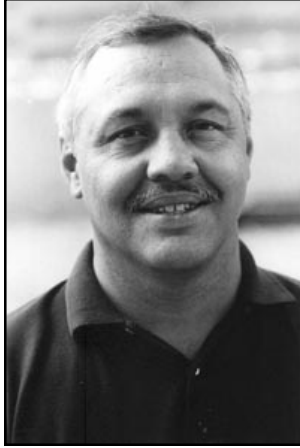
Thirdly, academics are public intellectuals who have a domain outside the academy. They are training leaders and revolutionizing the minds of students and opening them to different ideas and possibility of permanent change. Internships are important as a means for getting students training in the political process and influencing legislators with ideas they learned in the classroom. Robles' final concern was money. In the political process, budgetary and resource allocation is crucial, and this is where the Hispanic voice gets lost. No budget is apolitical because budgets are about compromise, so it is important to know the budgetary process and what can be compromised. Academics, who are well versed in the budgetary dynamics of the university, must share that information with the students.



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# HBLI Graduates

*HBLI has thirty fellows studying to earn a doctorate in educational leadership and policy studies at four universities: ASU, NMSU, UCR, and UTPA. Nine of the thirty fellows are scheduled to complete their doctoral requirements by August, 2000. Of these nine, six are at NMSU and three are at ASU. Featured below are the NMSU fellows who have*



## **LUIS "NACHO" QUINONES, PH.D.**

**Dissertation Title:** A Study of New Mexico Raza and Anglo school Board Members: The Influence of Ethnicity on Attitudes Regarding the Policy Issues of Representation, Bilingual Education, and Ethnic Studies

### **Abstract:**

The purpose of the study was to examine and compare the attitudes of Raza and Anglo school board members in New México to three policy areas important to the education of Raza and other minorities: proportional ethnic representation, bilingual education/biliteracy, and ethnic studies. A thirty-question survey was constructed based on a review of the literature and was mailed to all the 453 New México school board members serving the 89 public school districts in the state.

Four research hypotheses were developed: For New México school board members, Raza school board members have a higher significant mean than Anglo school board members regarding (1) attitudes about proportional ethnic representation among faculty and staff; (2) attitudes on the importance of superintendents being bilingual and sensitive to cultures; (3) attitudes about bilingual education/biliteracy; and (4) attitudes about the teaching of ethnic studies and culture.

The results showed that the means of Raza school board members were significantly higher than the means of Anglo school board members on all hypotheses. The results indicate that Raza school board members agree with each of the policy areas presented at a significantly higher level than Anglo school board members, although there is general agreement on the philosophies behind each of these areas. It's a paradox that Anglos generally agree with the philosophies behind the stated issues to promote student achievement, but are reluctant to implement these in the classroom.

Policy recommendations include promoting proportional ethnic representation among faculty and administration in New México's public schools, bilingual learning for all in order to instill every New México student with fluency in two languages, and developing and implementing ethnic programs that are inclusive of all of New México's cultures in order to promote student achievement and understanding among diverse groups. Aggressive training for school boards, administrators, and teachers was also recommended, as well as further research into educational inequity.



## **MICHELLE VALVERDE, PH.D.**

**Dissertation Title:** The Interaction of the New Mexico Public School State-Level Attendance and Student Count Policies in Relationship to Funding: The Impact on Hispanic Students

### **Abstract:**

The public school state-level attendance policy is intricately related to the state-level student count policy. The problem targeted by the study is how these two policies interacted with each other in New Mexico in 1997-98. The mean percent of administrative 10 day drops were examined to determine 1) the impact on Hispanics versus Whites, males versus females, and Hispanic males versus White males; and 2) the pattern of 10 day drops from the 1st day of school through the 160th day.

Quantitative secondary data was collected from 67 secondary schools from a stratified sample of 152 schools throughout New Mexico. A paired T-Test was utilized to compare the mean percent of administrative 10 day drops between Hispanic and White students, male and female students, and Hispanic male and White male students. The findings indicated that Hispanics and Hispanic males were significantly over represented among those administratively dropped for 10 absences. Males were not significantly over represented compared to females. In addition to these findings, a significant upward linear trend in administrative 10 day drops across the school year was detected through the use of a trend analysis.

Although policy recommendations are made that target the state and district arenas in New Mexico, they are also applicable nation wide. Future research is recommended that looks more closely at the impact of the interaction of the state-level attendance and student count policies in New Mexico and throughout the country.

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# for Summer 2000

*finished, four out of the five fellows who are graduating this summer [the other fellow is at ASU]. The HBLI Coordinating Council and the other members of the HBLI familia congratulate these fellows and look forward to their leadership and careers in improving the education of Hispanics.*



## **BONAVITA QUINTO, PH.D.**

**Dissertation Title:** Self-Perceptions of Minority and Anglo Female Community College Administrators on the United States-Mexico Border: A Comparison of Factors that Contribute to Their Career Progression

### **Abstract:**

The study addressed the current condition of minority and Anglo female community college administrators in the United States-Mexico border-states of California, Arizona, New Mexico, and Texas. In addition, the study investigated factors perceived by these females as possible contributors to their career progression in educational administration in community colleges. In examining the data concerning minority and Anglo female community college administrators, the study identified five major factors, perceived by the participants as contributing to their career progression: networking, mentorship, leadership style, formal educational level, and affirmative action. Participants were asked if they have a professional mentor, a support network, a formal doctoral education, a participatory or nonparticipatory leadership style, and to what extent affirmative action has benefited them.

Providing data about the factors that contribute to the career progression of minority and Anglo females in community college administration may suggest avenues for preparing and training these groups. The study has implications for social policy formulation that is more inclusive of women and ethnic minorities.

A survey developed by the researcher was administered to 125 female community college administrators from selected districts in California, Arizona, New Mexico, and Texas. Of these respondents, 82 were returned for an overall response rate of 66 percent.

The finalized study presented recommendations for community college to enhance and increase the participation of minority and Anglo females in community college administration. Recommendations for further research were identified that would provide more data regarding minority and Anglo female community college administrators and factors contributing to their career progression.



## **JANELLE TAYLOR GARCIA, PH.D.**

**Dissertation Title:** Hispanic and Anglo Female Public School Administrators in New Mexico: A Study of Political Involvement, Networking, and Mentoring

### **Abstract:**

The purpose of the study was to examine and compare the beliefs of Hispanic and Anglo female public school administrators in New Mexico. The differences of beliefs were studied relative to three factors: political involvement, networking, and mentoring, and their assistance with upward career mobility in the state of New Mexico. The three factors were determined through a review of literature.

The survey instrument was developed based on the review of the literature. After a review by a panel of experts and pilot participants, the survey was mailed to all female public school administrators in New Mexico who were identified through the 1999-2000 New Mexico Public School Personnel Directory (N = 479).

The study employed descriptive and inferential statistics. Three research hypotheses were developed: (1) New Mexico Hispanic female public school administrators believe political involvement assists in upward career mobility more than Anglo female public school administrators; (2) New Mexico Hispanic female public school administrators utilize professional networks for upward career mobility more than Anglo female public school administrators; (3) New Mexico Hispanic female public school administrators utilize mentor relationships for upward career mobility more than Anglo female public school administrators.

The survey results were analyzed using chi-square and t-tests. The study presented recommendations for public school districts to increase the participation of Hispanic and minority females in educational administration. Recommendations for further research were identified that would increase data on Hispanics and females in public school administration.

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# Summer 2000 Internships of Second-Year HBLI Fellows

*As part of the new curriculum developed for the HBLI Fellows, an internship experience is required, consisting of four to five weeks of hands-on experience guided by a field practitioner. The internship is scheduled during the end of the second year of study, typically in the summer. By sequencing the internship at this time, the fellows can apply their formal study to the field and have greater power of observation and ability to analyze situations.*

Eight HBLI second-year fellows will be interning this summer, four from ASU and four from NMSU. One ASU fellow, **Ernestine Garcia**, has already completed her internship. She did her field work with Arizona Senator Joe Eddie Lopez, who is involved with education and finance committees in the Senate. For six weeks she attended Senate and House committee meetings and observed the proceedings of both the House and the Senate to learn how they work and to understand the role the legislature plays in K-16 education and finance.

## ASU Fellows

**Gloria Jo Armendáriz** is interning with the Intercultural Development Research Association (IDRA) this summer. She will work in the Division of Community and Public Engagement, which oversees IDRA's projects to increase successful school-family-community partnerships. She will assist with preparing materials and the final agenda for a meeting with the 18 Kellogg ENLACE (Engaging Latino Communities for Education) grantees. She will also work with IDRA's parent training center, RECONNECT, and assist in identifying and preparing bilingual parent materials for technical assistance and workshops, along with continuing an online search of parent-friendly sites on the Internet. Lastly, she will work with the Policy Leadership Institute researching charter schools and developing a summary of the current literature and policy on charter schools within Texas and across the nation.

**Vicki Leal** will intern at the Western Interstate Commission for Higher Education (WICHE), a consortium of 15 states dedicated to improving education in the Western United States. Over 40 years old, WICHE has several departments collaborating with other organizations on a wide range of issues impacting and influencing educational policy. Specifically, Vicki will work with the Senior Program Director, Student Exchange and State Relations, and be responsible for providing support to the Ford Project on Teacher Education. She

will conduct research and draft sections on several issues and topics related to teacher education, such as teacher retention strategies, alternative certification, and the recruitment and retention of minority teachers. She will be responsible for providing summaries regarding these issues as well as reviews of promising and innovative strategies that address the aforementioned issues.

**Miranda L. Lopez** will intern in September at the Maricopa County Community College District (MCCCD) with HBLI Coordinating Council member Dr. Raul Cardenas. Her goal is to gain a district-level perspective of the various functional areas and operations of a multi-campus district. She will meet with selected district vice-chancellors and college presidents and visit several of the MCCCD campuses. A secondary goal is to gain a greater understanding of how the district serves its growing Hispanic population, particularly through recruitment, retention, and student services programs. She will also explore the issue of community college transfer and how students make the transition to Arizona State University.

**Sylvia Peregrino** is interning with the National Council for Community and Education Partnerships (NCCEP) in Washington, D.C., for eight weeks. During her internship she will be completing a literature review of current research and writing on the use of collaboration and partnerships in education. Sylvia chose NCCEP because of their mission and the work they are doing with the ENLACE and GEAR UP programs. Her work will provide an academic foundation for NCCEP staff who serve as the cluster evaluators for the ENLACE initiative.

## NMSU Fellows

**Ed Arellano** will be researching change and the future of higher education in Latin America and Africa for the "Futures Project: Policy for Higher Education in a Changing World" housed at Brown University in Providence, Rhode Island. He will complete a report by the end of his six-week internship. This in-

ternship was recommended by one of his professors and member of his dissertation committee, Dr. Mario Martinez. Ed chose this site because of its focus on the future policies of higher education including globalization, which is related to his dissertation topic—leadership effectiveness in U.S. and Mexican higher education collaboration.

**Dolores Gross Delgado** is interning at The National Center for Public Policy and Higher Education in San Jose, California. The National Center is headquartered in San Jose, with offices in Washington, D.C. Governor James Hunt of North Carolina, a leading national advocate for K-12 educational reform and creating linkages between higher education and K-12, chairs the center's board. While in San Jose, Dolores will work with the National Center staff on on-going studies and policy position papers. One such project examines the regressive impact of the federal higher education tuition tax credits on low-income and minority students.

**Rachel Ortiz** is interning with Mike Flores, the Director of the Institute for Research, Planning, and Development at Palo Alto Community College. She is working on a resource development manual for the college that can be used as an aid for grant writing. She is also surveying the staff so she can assemble a database listing community partnerships with the university, which will be another grant resource. Lastly, she will develop another database on continuing education students. This will give some idea of the extent of continuing education on the campus and it will aid in getting funding from government sources for continuing education.

**Mariela Rodriguez** will be interning for Dr. Cecilia Oakeley, Executive Director of the Research and Evaluation department for Dallas Public Schools. She will work as a consultant assisting Evaluation, Accountability, and Information Systems in analyzing and compiling data for response to the agreement with the U.S. Department of Education, Office of Civil Rights (OCR).

# Antojitos . . . .

[Editor's note: the following was abstracted from a report submitted by UCR fellows Elizabeth Gutierrez and Marilyn Martinez-Flores.]

Six HBLI Fellows from UC Riverside, **Luis Cruz, Elizabeth Gutierrez, Marilyn Martinez-Flores, Zulma Mendez, Mark Salinas, and Samantha Scribner**, attended a Sacramento Legislative Briefing and Tour on June 6, 2000, with **Robert Nava**, Assistant Vice Chancellor, UCR, and **Dr. Flora I. Ortiz**, Professor, School of Education, UCR. The briefing began with a meeting with Assemblyman Rod Pacheco, who provided an overview of hearings and issues to be discussed in Sacramento during the day.

The first stop was the University of California State Governmental Relations Office, which is charged with securing funding for the University of California and protecting its interests. Ten to 15 percent of state legislation affects the UC system, which includes an airport at UC Davis, five medical research institutions, UCSD naval operations, national research laboratories in New Mexico and California, and nine campuses with a tenth campus planned for Merced. Five to six thousand bills are introduced, amended, combined through compromise, and altered in committees each year. The Governmental Relations Office staff reviews each bill to determine how and if it will affect the University of California. When a bill is identified as affecting UC, staff members research and track it to determine potential benefits or harm to UC.

The next meeting was with Roger McKensen, Republican budget consultant, who discussed the California budget process. He reviewed the annual budget calendar, ending on June 30 each fiscal year. Budget negotiations take place in conference committee with Democrat and Republican staffs working behind the scenes to hammer out compromises and strengthen mutual interests. The Legislative Analyst Office (LAO), a nonpartisan office, provides information and direction to party staff and representatives.

Jeff Frost, K-12 lobbyist, discussed the carrot-and-stick approach to meeting K-12 standards. One of the major problems in K-12 education is the current means of assessment—the STAR9 test, which is flawed in measurement and interpretation. The measurement uses a state level base of measurement, not a national standard, and it equates progress with mastery without subject criteria. There are no gradations of measurement between mastery and failure because there is no definition of mastery.

Frost then discussed equity implications of the availability of AP classes in California high schools. All members of the freshman classes at Berkeley and UCLA had 4.0+ GPA's, which underscores the need for all high schools to offer AP courses. An ACLU lawsuit in Los Angeles addresses the basic notion of public education as a right, including condition of facilities. Problems that continue to be, in some respects, insurmountable are the supply of teachers and the availability of AP courses to all students. Frost stressed the need for inspired and aggressive “incrementalists” to address these issues, as the politics of the state will not support radical change.

The next stop on the HBLI itinerary was the office of Lt. Governor Cruz Bustamante where they met with Lorena Gonzalez, policy consultant for the Lt. Governor. She discussed the importance of finding the “moderate middle” and maintaining it for a statewide constituency. Often this is a difficult position for the traditional Latino leader to understand. We have tended to take advocacy positions at the state level. The changing composition of the California Latino population and the political imperatives of responding to the greater good for the state are important interests for the nation's highest ranking Latino state government official to balance.

Elizabeth Gutierrez and Mark Salinas met separately with the Joint Committee to Develop a Master Plan for K-16 Education. The committee has six groups of consultants working on the various aspects of the Master Plan. One of their missions is to build education databases where there is no statewide information and develop a framework to address “educational adequacy” as a means of redress, using broad definitions to guide the plan. There is no clear body of knowledge, particularly with regard to the correlation of policy to practice to achievement. The high priority areas of research are school administrators (skill set, knowledge, leadership), local control and student achievement, and financial aid. They are working jointly with the legislature, private foundations, and the University of California for resources and support. The Master Plan is concerned with high-stakes testing, private sector issues in education, degrees versus credentials, and articulation of M.A. and Ph.D. programs. Viewed as a K-16 planning process, the new role of K-12 schools in the Master Plan is an opportunity to regain control at the legislative level.

The last meeting of the day was held with Assemblyman John Longville (D) who is active in transportation and education issues. He discussed the prudence of legislating education reforms at the district level, not the state level, to determine a reform's effectiveness. Working out details at the district level is a useful strategy to avoid funding statewide implementation of questionable practices. Unrestricted funding is preferred to categorical funding for flexibility. His recommendation included local compliance review rather than statewide compliance reviews.

**Sam Ballen**, HBLI NAP member, has been active in charitable endeavours in Santa Fe, including their Buckaroo Ball, the Lensic Performing Arts Center, and expanding the Santa Fe Prep School. He will also be attending the IAIA and SWAIA Grand Auctions.

## HBLI SCHOLARS PROGRAM

**Baltazar Acevedo Jr.**  
Houston, Texas

**Leonard Baca**  
University of Colorado

**Gilberto Cardenas**  
Notre Dame University

**Dr. Jorge Chapa**  
Indiana University

**A. Reynaldo Contreras**  
San Francisco State University

**Richard Cornejo**  
San Diego State University

**John Garcia**  
The University of Arizona

**Roberto Haro**  
San Francisco State University

**Tatcho Mindiola, Jr.**  
University of Houston

**Gary Orfield**  
Harvard University

**Barbara J. Robles**  
University of Texas at Austin

**Maria "Cuca" Robledo Montecel**  
Intercultural Development Research  
Association (IDRA)

**Waldemar Rojas**  
Dallas Independent School District

**Jay Scribner**  
University of Texas at Austin

**Concepcion Valadez**  
University of California,  
Los Angeles

**Carlos Vélez-Ibáñez**  
University of California, Riverside

**Ronald T. Vera**  
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