

Peor es Nada (It's Better than Nothing): University of California's Four Percent Plan

By: Sylvia Peregrino, HBLI Fellow, Arizona State University

Editor's Note: The U.S. Commission on Civil Rights voted 6-2 (first week in April) to approve a ten page statement which is a harsh critique of policies in California, Texas, and Florida that replaced affirmative action with admission to public universities for the top graduates in every high school in the state. The statement indicates that programs' success in bringing minorities to campuses relies on the segregation of high schools, and that they do nothing to diversify graduate and professional schools. The state plans "may succeed as an effective public relations strategy... but they are no substitute for strong race-conscious affirmative action in higher education."

Introduction

California and Texas have served as natural experiments in demonstrating what happens to university admissions when affirmative action policies are eliminated. In 1995 affirmative action was banned in Texas after Attorney General Morales interpreted the 5th Circuit Court's *Hopwood v Texas* decision as eliminating affirmative action not only at the University of Texas Law School but as banning all affirmative action programs including: admissions, hiring, and financial aid (Richardson, 1997). African American and Latino/a legislators in Texas responded with the ten percent plan (Healy, 1997), which grants Texas high school graduates in the top ten percent of their graduating class automatic admission into Texas public universities. California is following an apparently similar route with the adoption of the four percent plan in 1999 (Healy, 1999). However, upon careful examination, one can interpret California's four percent plan as a symbolic policy, which will do little to improve the representation of

Latinos, Blacks, or Native American students in the University of California (UC) system.

UC System Governance Structure

According to the Regents of University of California web site, the regents "have full powers of organization and governance." Former Governor Pete Wilson appointed Ward Connerly, a staunch advocate of eliminating "racial preferences." Wilson's appointment was a strategic move. Connerly's skin color and own humble origins provided a powerful symbol in the crusade against affirmative action. Connerly became the Regent's Clarence Thomas, the black face of a conservative agenda.

Historical Context

Wilson issued executive order W124-95 "to end preferential treatment and to promote individual opportunity based on merit" on June 1, 1995. On July 20, 1995, the California Regents adopted SP1—Policy Ensuring Equal Treatment-Admissions—a new policy that ended affirmative action at the UC system.

The regents adopted this policy on a 14-10 vote, with one abstention (Regent's Briefing, 1995). The adopted policy states: "the University of California shall not use race, religion, sex, color, ethnicity, or national origin as criteria for admission to the university or to any program of study." This was a departure from the 1988 policy which stated: "Mindful of its mission as a public institution, the University of California ... seeks to enroll, on each of its campuses student body that, beyond meeting the University's eligibility requirements,



Sylvia Peregrino
HBLI Fellow at ASU

demonstrates high academic achievement or exceptional personal talent, and that encompasses the broad diversity of cultural, racial, geographic, and socio-economic backgrounds characteristic of California" (UC Office of the President, 1996).

The regents justified the adoption of SP1 "because individual members of all California's diverse races have the intelligence and capacity to succeed at the University of California, this policy will achieve a UC population that reflects this state's diversity through preparation and empowerment of all students in this state to succeed rather than through a system of artificial preferences" (UC Office of the President, 1996).

Following the momentum of Wilson's executive order and SP1, the deceptively termed "California Civil Rights Initiative," or Proposition 209, was championed by UC Regent and Chairman Connerly. Connerly raised \$600,000 to promote the initiative (Zelnick, 1996). Fifty-five percent of

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Executive Director's Corner



Leonard A. Valverde

Be counted. It is extremely important that all Latinos in the U.S. participate in the Census 2000. Not just U.S. Hispanic citizens, but those that are without proper papers. We need to inform undocumented persons that the Census Bureau has agreed not to provide any information about individuals to the INS. As we all know, the census count is important because so much is dependent upon the numbers. For example, representation in Congress is determined by state and county population counts. Federal representatives make decisions on annual federal appropriations that determine housing, transportation, health and education budgets and programs. All these areas are vital services that our communities can benefit from. Equally important, Congressional representatives debate and pass on policy matters that have direct impact on us, such as education and immigration.

Over time there are events that are strategically significant. The Census 2000 is one of these. By each of us making a small effort to help our communities get counted, we can make a sizeable contribution. So please talk with as many persons and groups as possible to promote participation in the count. We have known for some time that our communities have traditionally been undercounted. As the 21st Century begins, these undercounts are getting greater and at a time when the numbers are gaining more importance. So we need to make an effort to close the gap between the growing numbers and getting an accurate count.

HBLI is stressing the importance of getting communities leaders involved in promoting the Census 2000 by speaking to school board members, HBLI fellows, National Advisory Panel members, and HBLI scholars as well as to the greater HBLI network that receives our newsletter. Besides getting a population count, general census descriptive data will provide public servants, educators, and researchers a better understanding of who America is and the situation of various subgroups. With such information, researchers can argue forcefully for better programs, policy makers can mount a relevant policy agenda and public employees can implement better practices.

So don't just be counted, do what you can to get others to be counted, especially those who typically don't get counted.

Adelante,

Leonard A. Valverde

Professor, Educational Leadership and Policy Studies

HBLI 2000 School Board Workshop in San Marcos, Texas

HBLI sponsored its fifth workshop for school and community college board members. Thirteen school board members from Arizona, California, Colorado, New Mexico, and Texas were selected to participate in the three-day workshop held in San Marcos, Texas, March 30, 31, and April 1, at the Southwest Texas State University's Aquarena Center.

Participants represented urban, suburban, and rural communities of varying size and scope, ranging from a police chief to small business owners, a teacher, and an administrative assistant. But all came to the workshop looking for assistance in addressing the needs of their Hispanic students, and many expressed that the information presented would be shared among their colleagues. Participant Bill De La Cruz, a board member from the Boulder Valley School District in Colorado, will not only use his new knowledge on his board but he will also share it with the Colorado Coalition of Hispanic School Board Members where he is president.

Speakers shared information on the board's role, establishing and nurturing good relationships with staff, the legal and financial responsibilities of board members, working with the community, and political lobbying for your educational institution. As one participant wrote, "The information challenges me as a board member to learn more about our role and reemphasize the good that we can do." Another commented, "I was pleased to see so many Hispanic men and women involved in education, working hard to make systemic change. It gave me hope and faith that we, as "La Raza," truly have the ability to give a solid education and future to our Hispanic children. The challenge will be to work together in a concerted effort to model and change the way the current system operates for all children."

HBLI Fellows from the Univer-



Dr. Valverde hands out a certificate to a school board member who has successfully completed the workshop.

sity of California, Riverside, and the University of Texas, Pan American, also participated and contributed to the workshop with their thoughtful questions and comments. Coordinating

Council member and Southwest Texas State University Acting Dean Jaime Chahin provided the entertaining student mariachi band that delighted participants at the opening dinner.



HBLI workshop personnel, along with fellows from UCR and UTPA, pose with school board members in San Marcos, Texas.

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voters approved the measure in November 1996 (Burdman, 1999a). Proposition 209 ended preferential treatment to women and racial and ethnic minorities in hiring, contracting, or education statewide.

The UC System

The California Master Plan divides postsecondary education into a three-tier system consisting of community colleges, the California State System, and the prestigious University of California Systems. The UC system only considers the top 12.5 percent of the state's graduates. The following UC Undergraduate Admission Guidelines were adopted in the spring of 1997 (Guidelines, 1996). These criteria were applied to the 1998 entering classes.

Fifty to seventy-five percent of the class could be selected on the basis of GPA, SAT/ACT Scores, courses beyond UC requirements, honors/AP courses, quality of senior program, quality relative to educational opportunities, outstanding performance in one or more

areas, special projects, and improvement in last two years. Fifty to twenty-five percent of the class could be admitted based on the previous nine factors and special talents (language, athletics, leadership), special projects/extracurricular activities, life experiences (low income, first generation college student, disability, refugee, veteran), and location of secondary school and residence. The UC Regents give the campuses a twenty-five percent discretion on how to admit students: strictly on an academic basis or with consideration of other factors.

Lawsuit

Civil rights groups have recently brought a lawsuit against UC Berkeley. They claim the new system places too much weight on the SAT and pointed out over half of campus freshmen come from only five percent of California high schools (Burdman, 1999c). The class action lawsuit accuses Berkeley of "relying too heavily on SAT scores and whether applicants have taken honors and Advanced

Placement classes" (Blair, 1999). Over half of California public schools offered no advanced placement courses during 1997-98 (Blair, 1999).

UC in Post-Affirmative Action Era

It is difficult to predict the extent of the impact eliminating affirmative action. However, one can examine the preliminary data to infer some of these outcomes. Table 1 (below, left) illustrates the number of students who applied, were admitted, and actually enrolled in the UC system. The table presents data along ethnic and racial lines and shows that applications from Native Americans, Blacks, and Latinos have decreased while the number of applications for Asians and White students have increased between 1995 and 1997. The number of Whites and Asians who actually enroll has increased during this period, while the number of Latino and Native American students has decreased. This might be a reflection of student's perceptions of their chances of getting admitted without affirmative action policies. It might also reflect that certain groups of students do not feel welcome at the UC System.

The aggregated data for the UC system obscures some of the effects of student admissions without affirmative action on specific campuses. The results of the affirmative action ban were most apparent at UC Berkeley, the state's flagship institution. The university reported that its entering class was the least diverse "in more than 17 years" (Burdman, 1999c). Table 2 (right, top) shows students admitted and students who actually enrolled.

Students who might have been denied admission to Berkeley may have chosen to go to the less prestigious UC institutions, which have shown an increased enrollment of students of color (Burdman, 1999b). Note the percentage change in enrollment between 1997 and 1998 for Blacks (51% decline), Latinos (43% decline), Native Americans (39% decline), and the rise in unreported students (189% increase).

Table 1. Applications and admissions and enrollment to the UC System—Selected Years

Group	1995	1996	1997
Asians Applied	13,344	14,320	14,806
Asians Accepted	11,135	11,951	12,450
Asians Enrolled	7,359	7,866	8,110
Blacks Applied	2,292	2,305	2,141
Blacks Accepted	1,683	1,628	1,556
Blacks Enrolled	945	888	917
Latinos Applied	7,332	7,191	6,933
Latinos Accepted	6,050	5,744	5,740
Latinos Enrolled	3,432	3,209	3,131
Native Americans Applied	459	414	358
Native Americans Accepted	392	360	309
Native Americans Enrolled	248	237	183
Whites Applied	20,461	22,081	23,054
Whites Accepted	17,325	18,362	18,900
Whites Enrolled	9,192	9,953	10,567

Source: California Postsecondary Education Commission. (1998). Higher Education Performance Indicators Report, CPEC Table IV-c2.

Table 2. Entering Fall Class Admission and Enrollment by Race/Ethnicity—UC Berkeley

Race/Ethnicity	*Admitted Fall '97	*Enrolled Fall '97	Admitted Fall '98	Enrolled Fall '98	**Admitted Fall '99	% Change Enrollment '97-'98
White	2725	1,018	2674	1,090	3018	+7%
Black	562	257	191	126	276	-51%
Latino/a	1266	472	600	269	741	-43%
Asian	2925	1,468	2998	1,562	3196	+6%
American Indian	69	23	27	14	39	-39%
Other	186	76	101	48	(w/white)	-37%
Unreported	0	187	0	540	0	+189%
Total	7733	3,501	6642	3,649	7270	+4%

Source: Hamburg, L. (1998). "Cal turns away record number 28% of applicants get in big drop in ethnic minorities." *San Francisco Chronicle*.

*Burdman, P. (1998). "Top minorities may shun UC Berkeley many admitted under race-blind policy could go elsewhere." *San Francisco Chronicle*.

**Burdman, P. (1999). "Minority admissions are up at UC race-blind policy's effect most notable at Berkeley campus." *San Francisco Chronicle*.

Policy Alternatives

With the demise of affirmative action, there were three major proposals under consideration: 1) State Senator's Hughes Top Twelve and a half percent from each High School Plan, 2) Top Six Percent Plan, and 3) Governor Davis' Top Four Percent Plan.

Top 12.5% from Every High School

State Senator Hughes proposed a constitutional amendment to change the current UC System eligibility from the top twelve and a half percent statewide to the top twelve and a half percent from each high school (Burdman, 1998e). The top twelve and a half percent follows the spirit of the Texas

ten percent plan where students are also admitted on the basis of their high school rank, irrespective of grades, course work, or standardized test scores. The UC Office of the President did a simulation on what the impact of these policies would mean to the UC System. The report estimated that under the current system the eligibility rates would change as illustrated in Table 3 (below, right).

Because of the extent of school segregation, this plan would nearly double the pool of eligible Black and Latino students. Black student eligibility rates would jump from 3.3% to 6.6%, and Latino student eligibility rates would also increase from 3.8%

Table 3. Comparison of the Impact on Racial/Ethnic Eligibility Rates

Group	Status Quo	Top 12.5% by HS
	Top 12.5% Statewide	
Asian	30%	28.5%
White	14.5%	12.3%
Black	3.3%	6.6%
Latino	3.8%	7.2%

Source: UC Office of the President. (1998). Redefining UC's eligibility pool to include a percentage of students from each high school: Summary of Simulation Results. UC: Student Academic Services.

to 7.2%. The plan was criticized because it would shut "out many students from San Francisco's Lowell High and traditional feeder schools" (Burdman, 1999a). The UC President's office report states: "in view of the potential issues raised by the top 12.5% by school-proposal attention has turned to other proposals to achieve the same general goal—broadening UC's eligibility pool to include students who have excelled at each high school—but in a manner that does not compromise or diminish existing academic standards for preparation and admission to the university" (UC Office of the President, 1998).

Top Six Percent Option

No one claimed direct authorship for the top six percent plan. The top six percent plan would increase the number of students by 15,348 (UC Office of the President, 1998). The UC President's report states eligible Black and Latino students would increase by 20%. The increases under the six percent plan are not as substantial as in the top twelve and a half percent by high school plan.

Top Four Percent Option

This option was proposed by Governor Davis in his inaugural address to "ensure diversity and fair play" (AP, 1999). The top four percent plan would increase the eligibility pool by an estimated 3,600 including: 2,023 Whites, 161 Black, 408 Asian and 716 Latino students (Burdman, 1999d). The plan would have little effect on substantially increasing the numbers of Black or Latino students. However, the plan would not displace any current UC eligible students and these students would have higher Academic Index scores than current top twelve and a half percent statewide students.

If you would like to have the full version of this paper, including the works cited, please contact Sylvia Peregrino through our webpage at hbli.org.

Introducing UTPA First-Year Doctoral Fellows



Maria Cristina Cavazos

Hometown: Monterrey,
Nuevo Leon, Mexico

Education: B.A. in Psychology, Bilingual Teacher Certification, M.A. Counseling and Guidance, Mid-Management Certification, M.A. Supervision, all from the University of Texas, Pan American

Work Experience: Maria worked as a supervisor a mental health and mental retardation at the Tropical Texas Center for Mental Health. She also worked as a bilingual elementary school teacher, a guidance counselor at the elementary and high school levels, and she spent some time in private practice as a licensed professional counselor.

Career Goals: To be an administrator in a public education system, perhaps K-12

Areas of Research Interest: She wants to explore Mexican-American women in superintendent positions, tracing how they succeed and outlining the characteristics of success. She is interested in superintendents on both sides of the border and wants to compare Mexican and American superintendents in similar positions.



Lisa Irby

Hometown: Indianapolis,
Indiana

Education: B.A. in Spanish and Linguistics from Indiana University, Bloomington; M.A. in Counseling and Guidance, Pan American University

Work Experience: For the past eleven years, Lisa had worked as a teacher with Gifted and Talented students in Mercedes, Texas. Prior to becoming a school teacher, she worked with the family members, primarily children, in a drug and alcohol abuse program called Bienestar, located in Brownsville, Texas. Her other work experience focused on her creative side wherein she was a graphic artist for the recreational sports department at Indiana University in Bloomington, Indiana.

Career Goals: Lisa's career goals are quite ambitious and they branch in two directions. On the one hand, she desires to open her own school which would establish itself as a full participating partner with the community. She is intrigued by the idea of communities, businesses, and schools partnering to provide better educational opportunities for all children. The school's connection with the community would be of utmost importance, and student learning would be linked conceptually and activity wise to real life situations. On the other hand, she would like to be an educational consultant and /or presenter who works with various entities in the education and business industries. Her belief is that educational endeavors must be purposefully tied to the world of economics and business.

Areas of Research Interest: I have been researching the role of parental involvement and the impact that a parents presence makes in the educational process. Another related area of interest focuses on the controversial topic of school choice via vouchers.



Diane Ramirez

Hometown: San Benito, Texas

Education: B.A. in Elementary Education, University of Texas, Brownsville; M.A. in ESL, University of Texas, Brownsville

Work Experience: Diane's worked at the Los Fresnos School District in Los Fresnos, Texas for eleven years. She started off as a bilingual second grade teacher serving the bilingual population as well as the recent immigrants. From there, she worked in the gifted and talented program serving bilingual and monolingual English-speaking children in grades K-5. Her last assignment was at the fifth grade level where she served a mixed population and serviced the bilingual children with ESL classes. She also provided training in Helping with Homework, Reading at Home, and Creativity and Your Child, to parents in both English and Spanish.

Career Goals: To have a hand in the advancement of Hispanic youth, whether it as a principal, bilingual director, or whatever the case may be.

Areas of Research Interest: One area of interest is the recent immigrant, particularly the differences in language, culture, and literacy and the policies that these children meet up with. The second is the school districts where Hispanic/bilingual children are successful, especially the role of the leadership styles of administrators who strongly believed that all children could learn.



Alfredo Salinas

Hometown: La Palmita, Nuevo Leon, Mexico

Education: B.S. in Biology, Teaching Certification, and M.A. in School Administration, all from University of Texas, Pan American.

Work Experience: After a brief stint as an engineer in a gold mine in South Carolina, Alfredo has spent ten years as an eight grade science and math teacher at La Joya Independent School District in La Joya, Texas. He also worked eight summers in high school as a math teacher, and he has written four curriculums.

Career Goals: To affect policy by working in a policy organization or through the legislature.

Areas of Research Interest: Barriers to Hispanic success in education.



Glendelia Zavala

Hometown: Mercedes, Texas

Education: B.S. in Finance, University of Houston; Texas Teaching Certificate, Pan American University; M.A. Educational Administration and Mid-Management Teaching Certificate, University of Texas, Pan American

Work Experience: Glendelia is a former sixth grade reading and math teacher in the Mercedes Independent School District. She also served as a Board Member for the Mercedes Boys and Girls Club for six years. Before that, she worked for the Texas Department of Human Services as a contract manager developing bilingual training curricula. She also trained staff and volunteers and monitored employment training programs provided by the Texas Employment Commission.

Career Goals: To work at the University or as an administrator in a local school district.

Areas of Research Interest: New Teacher Induction Programs and Teacher Retention and Attrition.



HBLI Establishes Scholars Component

HBLI is pleased to present its Scholars Program. The organization of a group of experts, both researchers and practitioners, grew out of the *Platica* series of distinguished speakers. That is at each of the four campuses where doctoral fellows are studying to become effective change agents in significant leadership roles after graduation, persons who are scholars or expert practitioners are invited to share their knowledge with the fellows. While the *Platica* series has been beneficial to the fellows, it was believed that it would more useful to the HBLI consortium to organize such persons for the following purposes. (1) Scholars would be convened once a year to have a rich dialogue on current issues of import that effect Hispanic Education. The discussion would be recorded via video tape and shared by executive summary of printed proceedings. (2) Doctoral fellows would have access to this meeting and thus could establish a one to one conversation with certain scholars. (3) Scholars could write a policy paper for HBLI distribution. (4) Scholars could serve on dissertation committees of HBLI doctoral fellows. (5) Scholars could become mentors for fellows.

Members of HBLI Scholars Program:

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Jorge Chapa
Director, Hispanic Research Institute,
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A. Reynaldo Contreras
Professor of Education,
San Francisco State University

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San Diego State University

John Garcia
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Studies, University of Houston

Gary Orfield
Professor of Education,
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Professor, LBJ School of Public Affairs,
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Dallas Independent School District

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Department of Educational Adminis-
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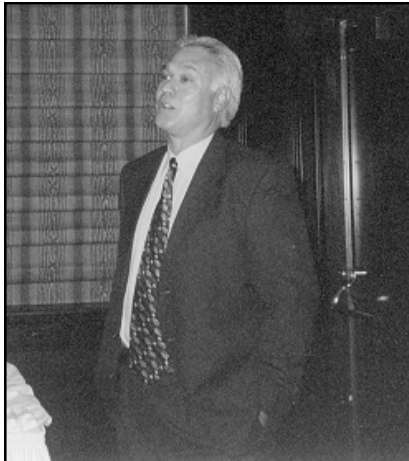
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Professor of Anthropology,
University of California, Riverside

Ronald T. Vera
Attorney at Law,
Claremont, California

Platicas Feature Distinguished Speakers

The *Platica* Speaker Series has been an integral part of HBLI since its inception three years ago. The *Platicas* invite well known academics and practitioners



Dr. John Garcia talking about the Census 2000 to ASU fellows.

to the universities to share their experiences and to discuss issues related to Hispanic education and HBLI's mission.

Three *Platica* speakers have been featured this semester. Dr. **John Garcia**, Professor of Political Science at The University of Arizona, came to Arizona State University campus on January 28 to speak about this year's census. A member and past Chair of the U.S. Bureau of the Census 2000 Advisory Committee on Hispanic Populations, Dr. Garcia addressed issues pertinent to Hispanics and the Census. Along with encouraging all Hispanics to respond to the census, he outlined demographic shifts showing the growth of Hispanic populations and some of the impacts that will have in the changing landscape of the United States.

Bárbara Renaud-González, a noted columnist for the *San Antonio Express-*



Bárbara Renaud-González shares her story and the destino of Latinos.

News and NPR commentator, visited ASU on February 25. A powerful

See Platica on page 11

New National Advisory Panel Members

As time passes, the status of people changes. So it is with the HBLI National Advisory Panel members. Of the original 14, some have retired from service and others have left their elected posts, i.e., state legislature or elected office of a national organization. Thus it becomes necessary to fill these positions on the NAP. Also, as HBLI develops, more is expected from the consortium members. Hence it becomes necessary to expand the membership and to change the make up of the NAP; we have gained two Congressmen, and added presidents of IHEs and businessmen. The purpose of the NAP is to provide guidance to the Coordinating Council and the Executive Director as to the direction of HBLI, to promote HBLI to a wide audience, and to assist in identifying and raising operating funds. We are pleased to present the newest members. With the addition of these 10, there are now 24 NAP members all told.

New NAP members not pictured:

<p>Mr. Joe Eddie Lopez Arizona State Representative Phoenix, AZ</p>	<p>Dr. David Longenecker Executive Director, WICHE Boulder, CO</p>	<p>Mr. Joe Baca United States Representative, California</p>
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Dr. Paul Elsner
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PROFESSIONAL ORGANIZATIONS



Antonio Flores
President, HACU
San Antonio, TX



Maria "Cuca" Robledo Montecel
Executive Director, IDRA,
San Antonio, TX



Mr. Albert Kauffman
Regional Counsel, MALDEF
San Antonio, TX



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

HBLI Fourth Annual Meeting

Santa Fe, New Mexico

HBLI Fellows, staff, and National Advisory Panel members met in Santa Fe, New Mexico, December 2 through 4 for the organization's fourth annual meeting, "Policy Leadership: Multiple Voices in the Shaping of Policy." The historic La Fonda hotel on the Plaza served as the site for the three-day meeting.

Participants heard from scholars, education practitioners, and elected officials, each sharing their perspective on making, analyzing, managing, and researching educational policy. Raymond Sanchez, Speaker of the New Mexico House of Representatives, and James Taylor, State Representative from Albuquerque, shared their experiences in stewarding issues of importance to Hispanics through the New Mexico state legislative process. Polly Baca, Latina activist and former Regional Administrator for General Services and Colorado State Senator, inspired the attendees to believe in change and their individual

ability as leaders to affect change within educational, governmental, and political systems.

Dr. Eddie Hernandez, Chancellor of the Rancho Santiago Community College District, and Dr. Gil Sena, former school superintendent in New Mexico, both provided a perspective from the administrator who needs to implement policy established by others. Their challenges and strategies provided valuable "hands on" insights to the participants. Dr. Rey Contreras, Professor of Education at San Francisco State University, and Dr. Douglas Mitchell, Professor of Education at the University of California, Riverside, discussed what was being done to ensure that policy research was not misused or ignored and how it was translated into recommendations for policy decisions.

The Saturday session featured HBLI third-year fellows who presented on their doctoral dissertation in round table discussions. A high-



Dr. Valverde meets with the Mayor of Santa Fe.

light of the annual meeting was the Friday evening networking reception and dinner, which was attended by a number of educational leaders from the Santa Fe area. Dr. Thomas Chavez, Director of the Palace of the Governors, spoke about the rich inter-cultural dimensions of New Mexico history and how understanding the past will assist us in developing our future.



Some fellows and faculty who participated in the HBLI Annual Meeting.

From left to right: Zulma Mendez (UCR fellow), Elizabeth Gutierrez (UCR fellow), Marilyn Martinez-Flores (UCR fellow), Dr. Jaime Chahin, Dr. Raul Cardenas, Samantha Scribner (UCR fellow), Dr. Leonard Valverde, Luis Cruz (UCR fellow), Marie Orillon-Harker (UCR fellow), and Mark Salinas (UCR fellow).

Antojitos

Two NMSU fellows, **Bonavita Quinto** and **Luis “Nacho” Quiñones**, have successfully defended their dissertations. The title of Bonavita’s dissertation is “Self-Perceptions of Anglo and Minority Female Community College Administrators on the United States-Mexico Border: A Comparison of Factors that Contribute to Their Career Progression.” The title of Nacho’s dissertation is “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.”

Bonavita also received the New Mexico State University Alumni Association’s Spring 2000 Outstanding Graduate Award for the Graduate School. The award will be presented during the Alumni Association’s Pre-Commencement Buffet on Graduation Day, May 13, 2000, by Anthony Chavez, Alumni Association President, and William B. Conroy, NMSU President.

A number of HBLI fellows are on the program and will be attending the American Educational Research Association (AERA) Annual Meeting in New Orleans, April 24-28. Two second-year HBLI doctoral fellows, **Gloria Armendariz** at ASU and **Mariela**

Rodriguez at NMSU, have been selected to participate in the annually sponsored University Council of Educational Administration (UCEA) doctoral fellows seminar. The 21st annual National Graduate Student Research Seminar in Educational Administration and Policy will be held at the close of the AERA Annual Meeting on April 28-29. Our two HBLI fellows are part of only 37 selected from the top doctoral students in the United States and Canada.

In addition, ASU fellow **Carlos Nevarez** has been awarded a \$300 stipend to help with expenses associated with attending the Extended Workshop offered by the Standing Committee on the Role and Status of Minorities in Educational Research and Development (CRSMERD) during the AERA conference. The workshop is designed to help participants develop their academic writing skills to advance their opportunities for publication.

In other news, UTPA fellow **Glendelia Zavala** is currently serving as the External Evaluator of The South Texas Quality Teacher Recruitment, Retention, and Assistance Center at UTPA, which is funded by a \$ 1.3 million grant from the U.S. Department of Education over a period of three years.

Visitor to UC Riverside

Dr. Carlos Ornelas, a professor of Education and Communication from the Autonomous Metropolitan University of Mexico in Mexico City, spent two days at the University of California, Riverside, describing how Mexico is progressing in its educational reform efforts. He presented a colloquium to the School of Education where he showed how certain sectors of education have improved while others have not. Of particular interest was his analysis of how teachers’ unions, centralized forces, and political traditions act to affect educational reform. He also presented a colloquium to the HBLI Fellows in which he emphasized the issues most relevant to the U.S.-Mexico border. He also spent time preparing a research proposal involving the HBLI Fellows and professors from Universities in Mexico and the U.S.

Professor Ornelas received his Ph.D. from Stanford University and is the author of twelve books on Mexican Education. A former Fulbright Scholar at Harvard University, he has served as Advisor to the Mexican Secretary of Education. He is presently engaged in a comprehensive research project funded by the Ford Foundation. Dr. Ornela’s visit is the first step in a planned UC/Mexus Research project and conference that will involve HBLI Fellows.

Platica, continued from page 9

speaker, she told her story of growing up as a Mexican-American woman and tied this in with her notion of the *destino* of Latinos in the next century. Whereas before she saw her heritage as a detriment, she now sees it as an asset, and she feels that Hispanics, who move freely between two cultures, have a distinct advantage over others in the next century.

On January 20, **Patsy and Nadine Cordova**, recipients of the 1999 Defense of Academic Freedom Award, spoke at New Mexico State University about

their fight against the Vaughn, New Mexico public schools. In 1997 the two high school teachers were suspended for teaching about the Mexican-American—or Chicano—Farm Workers Movement and its leaders. Their suspension attracted national attention from civil rights, cultural, and teaching organizations, and has divided the small town of Vaughn, a rural community of less than 600 people that is more than eighty-five percent Hispanic. In 1998 Nadine and Patsy Cordova won a \$500,000 out-of-court settlement stemming from their firings.



Nadine and Patsy Cordova, with HBLI fellow Rachel Ortiz (center), at NMSU Platica reception.

Spring 2000 HBLI CALENDAR

January

- 20 NMSU Platica Speakers, Patsy and Nadine Cordova, Recipients of the 1999 Defense of Academic Freedom Award
- 28 ASU Platica Speaker, Dr. John Garcia, Professor of Political Science at The University of Arizona

February

- 25 ASU Platica Speaker, Bárbara Renaud González, Distinguished writer and columnist for the *San Antonio Express-News*

March

- 31 HBLI School Board Workshop in San Marcos, TX

April

- 24-28 American Education Research Association (AERA) Annual Meeting in New Orleans, LA

May

- 22-23 HBLI Scholars Meeting in Tempe, AZ

June

- 22-24 State Legislative Seminar in San Jose, CA [Tentative]







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