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**Folder Title:**  
Hispanic Community 1991

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September 25, 1991

Dear ^F2^,

I appreciate your taking the time to meet with me in Los Angeles. I think we all touched on some very important issues that need to be aggressively pursued.

There are tremendous opportunities ahead for us. I look forward to working with you as we build a solid framework that will ensure the long lasting participation of all who share the goals of our Party.

Sincerely,

John H. Sununu  
Chief of Staff

^F1^

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*I altered the  
> letters so they  
wouldn't receive  
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## THE WHITE HOUSE

WASHINGTON

September 18, 1991

MEMORANDUM FOR GOVERNOR SUNUNU

THROUGH: DAVID DEMAREST

FROM: SHIREE SANCHEZ

SUBJECT: Hispanic political meeting  
September 19th / 5:00p.m.  
Benedict Room / Four Seasons Hotel

Suggested topics for discussion:

- Issues impacting California Hispanic community  
ie: census, free trade, education
- GOP outreach / Hispanic vote
- Building grassroots support
- Need for political unity (Hispanic GOP political community fractured)
- Inclusion : expanding the Hispanic network (new blood)
- Future objectives / re: campaign
- Outreach to Democrats who support the President

cc: Ron Kaufman  
Andy Card

LIST OF PARTICIPANTS

1. Ron Cedillos  
Major Wilson fundraiser
2. Connie Mensky  
Hispanic community activist
3. Allen Rodriguez  
Young Republican
4. Tom Fuentes  
Chairman, Orange County Republican Party
5. Bob Miranda  
Prominent businessman, Orange County
6. Sal Vasquez  
Community Affairs, Office of Governor Wilson
7. Tirso del Junco  
State Vice Chair - California Republican Party
8. Bill Vera  
Wilson supporter
9. Richard Amador  
Wilson supporter "Barreo"
10. Gilbert Cardenas  
Prominent businessman, GOP activist
11. Gil Saavedra  
Cuban American, GOP activist
12. Carlos Barcelo  
GOP leader, San Diego
13. Doreen Dominguez  
Young Republican
14. Anthony Guerra  
Young Republican, prominent family business
15. Efren Herrera  
Former Dallas Cowboy football player
16. Kathy Calderon  
GOP activist former Deukm staffer
17. Richard Romero  
Wilson supporter & fundraiser

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to JHS  
right

**MARKET DEVELOPMENT INC.**

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**CONTACT: TONY LOVITT - (619) 232-5628**

**FOR IMMEDIATE RELEASE:****HISPANICS' SUPPORT FOR BUSH REMAINS STRONG**

(SAN DIEGO - - Aug. 19, 1991) \* \* \* U.S. Hispanics' approval of George Bush's performance as president has remained high in the seven months since the outbreak of the Gulf War, according to the latest MDI Hispanic Poll, conducted in six major U.S. Hispanic markets (Los Angeles, New York, Miami, San Antonio, Houston, San Francisco) by Market Development, Inc. of San Diego, a firm specializing in cross-cultural research.

Sixty-nine percent of the more than 750 self-identified Hispanics whose opinions were sampled responded affirmatively when asked: "Do you approve of the way George Bush is handling his job as president?" The percentage of those approving of Bush was 67 percent when the same question was asked in January, immediately after the start of the Gulf War. A Gallup Poll conducted July 18-21 indicated 70-percent approval of Bush among the U.S. population as a whole. In MDI's poll, only 19 percent disapproved of Bush's performance, compared to 21 percent of the population at large in the Gallup Poll.

"These results are remarkable given that Democrats outnumber Republicans by a substantial margin among Hispanics," said Dr. Roger S. Sennott, general manager of MDI. "This may reflect the president's effort to build closer ties with Mexico and the administration's pressure on the Soviet Union to reduce aid for Cuba. Or, it may just mean that Hispanics who prefer the Democratic Party are less committed to it than their non-Hispanic counterparts. In any case, the results should be encouraging to Republican strategists in key states such as Florida, Texas, and California."

Support for the president among Hispanics was strongest in Miami with nearly nine out of every ten respondents (87%) expressing approval. Even in New York, however, where Democrats outnumber Republicans among those polled by a two-to-one margin, a majority of Hispanics (62%) approved of the president's performance. Results from the four cities that were also polled by MDI ranged from a 74-percent approval rating in Houston to 68 percent in Los Angeles, with San Francisco (70%) and San Antonio (69%) in between.

The MDI Hispanic Poll was conducted by telephone, July 8-21. Interviews were conducted in Spanish or English (depending on the language ability of the respondent) by trained and experienced bilingual interviewers. The results are weighted by market to more accurately reflect the U.S. Hispanic population as a whole. The maximum margin of error for all total sample proportions is plus or minus 3.6 percent.

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THE WHITE HOUSE  
Office of the Press Secretary

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For Immediate Release

September 24, 1990

FACT SHEET

EXECUTIVE ORDER ON EDUCATIONAL EXCELLENCE FOR HISPANIC AMERICANS:

The President today issued a new Executive Order on Educational Excellence for Hispanic Americans. In issuing the Executive Order, the President acted upon a recommendation from his Domestic Policy Council Task Force on Hispanic Education, chaired by Secretary Cavazos. The DPC Task Force reported to the President after holding a series of public forums on the issue of Hispanic education in San Antonio, Boston, Miami, Chicago, and Los Angeles. The DPC Task Force examined ways to improve efforts to serve children most in need in the educational system, including at-risk Hispanic children and all other children that face similar challenges.

Highlights of the Executive Order include:

- o The President's Advisory Commission on Educational Excellence for Hispanic Americans. The Order establishes an Advisory Commission in the Department of Education. Members of the Commission will be appointed by the President. The Commission will advise the Secretary of Education on how to improve Federal efforts to promote quality education for Hispanic Americans, giving particular emphasis to: enhancing parental involvement; promoting early childhood education; removing barriers to success in education and work; and helping students to achieve their potential at all educational levels.
- o Federal commitment to education for Hispanic Americans. The Order directs Cabinet agencies to be actively involved in helping advance educational opportunities for Hispanic Americans, including working with individuals and educational, business, and community groups serving Hispanic Americans. Federal Departments and agencies will collect appropriate data on participation rates of Hispanics in Federal education programs. The Secretary of Education will periodically issue a report on the progress achieved by Hispanics toward the national education goals.

- o White House Initiative. The White House Initiative on Educational Excellence for Hispanic Americans, housed in the Department of Education, will be created to provide support for the Commission.
- o Emphasis on private sector leadership. The Office of National Service will highlight and encourage the efforts of volunteers and the private sector to improve the quality of education for Hispanics.

**OTHER FEDERAL INITIATIVES TO PROMOTE EXCELLENCE IN HISPANIC EDUCATION:**

In addition to issuing the Executive Order, the President endorsed several Federal initiatives to increase parental involvement, improve language skills among the very young, and enhance opportunities in adult education:

- o The Secretary of Education will work with Governors from key States enrolling large numbers of students in migrant education programs to create and endorse a compact that develops criteria for a high school diploma for migrant students.
- o Federal education programs will strengthen the involvement of parents and community groups, emphasizing the responsibility of families and parents to be teachers of their children and advocates for their children's education.
- o Federal education programs will intensify efforts to increase language development among preschool children. Head Start will provide general guidance to program grantees to make early language efforts a priority.
- o The Department of Education will seek to increase the emphasis on early education programs under the Bilingual Education Act to achieve English proficiency prior to school for young children with limited English proficiency, including immigrant children.
- o Federal Departments administering public assistance programs will initiate special activities to assist low-income families in planning early for the later schooling of their children, such as providing information on grant, loan, and other student assistance programs.
- o The Department of Education will promote demonstration programs of alternative certification of bilingual teachers.

- o The Department of Education will encourage State and local education agencies to emphasize individualized instruction and dropout prevention, particularly to provide for the continuous progress of students in school and to make every effort to teach at-risk students in regular classroom situations.

**UNITED STATES  
DEPARTMENT OF EDUCATION**



# NEWS

**FOR RELEASE  
September 16, 1991**

**Contact: Jim Bradshaw  
(202) 401-2310**

## **FLOREZ TO HEAD HISPANIC EDUCATION INITIATIVE**

U.S. Education Secretary Lamar Alexander today announced the appointment of John Florez as executive director of the White House Initiative on Educational Excellence for Hispanic Americans.

Since 1989, Florez has been deputy assistant secretary for employment and training at the U.S. Labor Department.

"The President's AMERICA 2000 education strategy is an opportunity to improve education throughout America," Alexander said. "Nowhere is the need any more urgent than in the nation's Hispanic community. John, through his talent and experience, will be an important resource for Hispanic parents and teachers, community leaders and business people."

In his new role, Florez will help establish and coordinate the activities of the President's Advisory Commission on Educational Excellence for Hispanic Americans. He will also be the designated federal representative to the commission. Members of the commission are expected to be announced soon.

The initiative and commission were established by President Bush on Sept. 24, 1990.

**-MORE-**

While at the Labor Department, Florez helped direct the Employment and Training Administration, the agency charged with oversight of the Job Training Partnership Act, the Unemployment Insurance Service, the U.S. Employment Service, and the Job Corps.

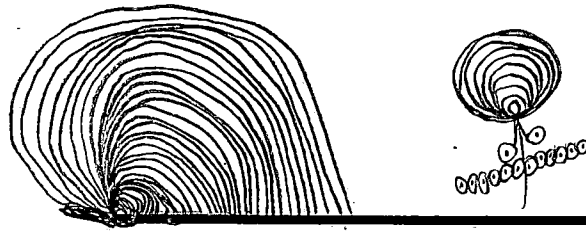
Previous positions included commissioner of the Utah State Industrial Commission (1987-89) and director, University of Utah Office of Equal Opportunity (1982-87). He was also assistant director for field operations for the National Urban Coalition (1969-74). He has been an assistant to Margaret Heckler, former secretary of health and human services, and U.S. Sen. Orrin Hatch, R-Utah.

Florez has served on numerous boards and commissions, including as national chair of the American G.I. Forum Civil Rights Committee and on the executive board of National Hispanic Families Against Drug Abuse.

He received a bachelor's degree in anthropology (1958) and a master's of social work (1960), both from the University of Utah.

He is married and lives in Arlington, Va.

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To those who want to see real improvement  
in American education, I say: There will be  
no Renaissance without a Revolution.

— George Bush —

**WHITE HOUSE INITIATIVE:  
EDUCATIONAL EXCELLENCE FOR HISPANICS<sup>1</sup>.**

September 16, 1991

1.  
Executive Order 12729: Educational Excellence for Hispanic Americans

**THE WHITE HOUSE INITIATIVE:  
EDUCATIONAL EXCELLENCE FOR HISPANIC AMERICANS  
MISSION, ISSUES AND STRATEGY**

**MISSION**

TO STRENGTHEN AMERICA'S CAPACITY TO PROVIDE QUALITY EDUCATION TO HISPANIC AMERICANS CONSISTENT WITH THE AMERICA 2000 GOALS.

**CRITICAL ISSUES**

The Workforce Crisis -- America is facing a workforce crisis. Education and demographics are basic to its resolution. The American workforce is:

- Growing more slowly;
- Aging (average age 36; 40 by the year 2000);
- Requiring more education for jobs while the less skilled jobs are shrinking;
- In need of workers who are more educated.

If we are to revitalize our workforce, we must invest in a rich new source of workers -- Hispanics:

The Untapped Workforce: Hispanics -- Hispanics are the youngest and fastest growing minority. By the year 2000, Hispanics will:

- Constitute 33% of the net growth of the workforce;
- Comprise 10% of the total U. S. workforce;
- Be younger, (36) while the total workforce will be older.

The Hispanic Crisis -- At a time when Hispanics are the fastest growing and youngest minority group, their school completion rate is lower than any other minority in America.

While certain segments of the Hispanic population are progressing, the current trend shows that a growing number have less education, earn lower wages and show a higher increase in poverty than Blacks or whites:

- Dropout: Hispanic youth have a higher school dropout rate -- 40+%, as compared to 18% for Blacks and 14% for whites;
- School Readiness: Hispanics are less likely to participate in preschool programs and more likely to repeat grade levels than their white cohorts;

- Student Achievement: Hispanics consistently score below whites in all measures of academic achievement;
- Post Secondary: Hispanics have the lowest participation rates. In 1989, 28.7% were Hispanic compared to 30.8% for Black and 38.8% for whites.
- Adult Workers: Hispanic male workers have less education than Black or white males: (1980) 10.2 Hispanic, 11.7 Black, 12.9 white.
- Wages: In 1990 Hispanic men earned less in weekly wages (\$322) than Blacks (\$360) or whites (\$497). The same occurred for Hispanic women (\$280) as compared to Blacks (\$308), and whites (\$355).
- Dead End Jobs: Hispanics occupy and stay in the lowest paying jobs which are more susceptible to economic downturns, are temporary and have few benefits.
- Farmworkers: There are approximately 3-4 million farmworkers of which 80% are Hispanic whose income, in many instances, is below the poverty level.
- Immigration: There are approximately 3.5 million people in the Immigration, Reform and Control Act (IRCA) pool waiting to become citizens; 90% are Hispanic of which 80% are Mexican. Approximately 1.2 million are farmworkers.
- Children in Poverty: Between 1979 and 1989, the number of poor Hispanic children grew faster than any other ethnic group – 1/2 of the new children in poverty are Hispanic. One out of three Hispanic children lives in poverty.

**AMERICA'S CHOICE** We can either invest in the education and training of Hispanics and increase productivity of our workforce today or relegate them to tomorrow's poverty pool.

## THE SOLUTION: DEMOGRAPHICS & EDUCATION

The Hispanic population should be seen as a rich, untapped resource in raising the productivity of our nation's workforce. The Hispanic community has strong values which can enrich our nation's workforce and bring new life and stability to our communities:

- a strong work ethic
- strong family ties
- commitment to community

-- values needed to make "AMERICA 2000 COMMUNITIES" a reality.

## STRATEGY

Our challenge is to carry out a strategy which will provide the educational opportunities to the Hispanic community so it can develop its fullest potential consistent with The National Educational Goals.

The strategy for the White House Initiative on Hispanic Education will be an integral part of the AMERICA 2000 STRATEGY:

### TRACK I.

Accountability -- Establish performance standards for federal programs which will assist the Secretary in reporting progress in fulfilling the intent of the Executive Order.

### TRACK II.

Innovation -- Establish innovative programs in areas where there is a high concentration of Hispanics with low income and focus on:

- Enhancing parental involvement
- Promoting early childhood education
- Removing barriers to success in education and work, particularly limited proficiency in the English language
- Helping students to achieve their potential at all educational levels

### TRACK III.

Life-long Learning -- Support innovative approaches in the public and private sector which will provide for continuous education and skill upgrading for Hispanics.

### TRACK IV.

Community Empowerment -- Develop the diverse leadership in communities which will champion the "America 2000 Communities" movement.

Basic Assumptions -- The strategy rests on the assumptions that:

- Hispanic Education: A workforce Investment -- The Hispanic population should be viewed as one of our most valuable untapped resources in raising the productivity of the American workforce.
- Education is key in improving economic opportunities for Hispanics.
- Institutional Renewal is America 2000 -- There is a need to renew our institutions so they are flexible and responsive to the rapid change our society is experiencing and accountable to their respective communities.
- Family and Community -- Education should be viewed as both a family problem which requires a family solution as well as a community problem which requires a community solution.

Commitments to family and community are two important values in the Hispanic sub-cultures which should be mobilized.

- Empowerment -- The empowerment of people begins with having expectations in their ability to be masters of their destiny. It starts by doing things "with people, not for them." If we are to be successful in renewing our educational institutions, we must involve the Hispanic community from the beginning in the planning and the implementation of our educational strategy.

#### PRESIDENT'S ADVISORY COMMISSION

The President's Advisory Commission on Educational Excellence for Hispanic Americans will be established to advise and support the Secretary of Education in carrying out the mandate of the Executive Order on Educational Excellence for Hispanic Americans.