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President's Message



Fernando M. Treviño

It has been a very enlightening experience during my first year as President of the NSBA Hispanic Caucus. After participating in a few NSBA board meetings, and experiencing the quality of the NSBA Board members and staff, I am very confident that the future of our public schools is extremely bright. The level of passion and sincere care for all kids is apparent in the efforts and quality of work. My sincere thanks to fellow NSBA Board member, Jim Vanderlin, for taking time from his busy schedule to mentor my efforts as an NSBA board member.

I have attended several conferences since April 2002, to better understand the needs and necessary strategies to advance educational opportunities for our Hispanic students. Attending several of these conferences was our fearless and gallant NSBA President, Mossi White. I can proudly say we have a great leader with sincere dedication and zeal for all kids.

I am equally proud to say that the same passion, zeal, and dedication for children exists in my fellow Hispanic Caucus board members. This year, we have agreed to continue to challenge ourselves and develop strategies and direction to increase our effectiveness in representing our Hispanic children. This commitment was demonstrated when the Caucus made significant operational changes to the bylaws. The changes were passed by the Hispanic Caucus general membership at the NSBA Annual Conference that was held in New Orleans, La., in April 2002. A summary of the changes is listed below. Since April 2002, the Hispanic Caucus Board has held two board meetings to plan and implement our strategies. I'd like to thank the Hispanic Caucus team for their passion and commitment as we work hard to improve educational opportunities for Hispanic children.

I would like to extend a special thanks to everyone who contributed to this newsletter, specifically, my local school (School City of East Chicago) for sharing our success story regarding our bilingual program. It is positive proof that bilingual programs work and it's a testament to their value.

I look forward to continuing our charge to champion our children's educational opportunities and I'm confident with the quality of people and hearts of the NSBA Board and staff, and Hispanic Caucus team we will make great improvements.

The Hispanic Caucus becomes a Hispanic Council (HC)

Last year's review of the Caucus legal status within the NSBA determined there had to be changes to the Caucus bylaws in order for contributors to be able to deduct any donations made to the Caucuses. The Caucuses had to decide to either operate under NSBA's 501(c)(3) or go independent and set up their own 501(c)(3). After the Hispanic Caucus Board reviewed the pros and cons, it was recommended to the Caucus General Membership to operate under the NSBA umbrella and change the Caucus to a Council; this recommendation was passed by the Hispanic Caucus General Membership at the NSBA Annual Conference in New Orleans this year and was then made official when the NSBA Board of Directors unanimously passed the recommendation at the NSBA Board of Directors meeting held in June 2002. This change will allow the HC to continue to use the valuable services provided by NSBA.

Summary of bylaw changes:

Caucus Terms in Office Changed

The terms for all Caucus officers changed from one-year to two-year terms. This is consistent with other NSBA Caucuses and will allow more continuity and operational efficiency for future growth.

Effectiveness through Meetings

The Hispanic Caucus Board of Directors is now required to meet four times per year. This will allow us to maintain focus of our goals, evaluate new issues, and continue to make changes to operate more effectively.

The four meetings include:

- at the NSBA Annual Conference,
- two conference calls, and
- one face-to-face meeting – location and time to be determined by the Caucus President.

The Hispanic Caucus President was also given travel flexibility to attend conferences and meetings to fulfill the Caucus mission and goals.

Goals Set

The Hispanic Caucus Board of Directors has met several times since the NSBA Annual Conference. Part of our efforts have been to establish and revisit our strategies and goals for the year. Some of the goals we set include:

- raise \$20,000 for the scholarship program;
- increase membership by 20%; and
- address two main Hispanic issues:
 1. bilingual education
 2. school districts with emerging Hispanic communities.

OTHER NEWS TO REPORT

Hispanic Caucus Program Manager Requested

After better understanding the major task of effectively representing and improving Hispanic children's educational opportunities in our country, it is my opinion that the only way to accomplish this objective is to hire a dedicated Hispanic Caucus "program manager" with an office at the NSBA's headquarters. I presented a letter dated September 18, 2002, to the NSBA Board of Directors describing the rationale. The letter includes a summary of duties for the program manager. Some of the duties proposed included developing and communicating best practices for Hispanic communities and bilingual education; advocacy for Hispanic educational issues; aligning with the No Child Left Behind Act, etc. One funding source possibility discussed was to partner with corporations interested in the initiative. NSBA evaluated our request at their December 2002 meeting in Alexandria, VA. The Board believes the goals of the project are quite admirable. However, at a time when local school districts and state school boards associations are facing budget cuts, it is not cost effective to undertake. External funding for this special emphasis project would be welcomed by NSBA just as NSBA receives funding for other programs such as School Health and the After-School Programs Initiatives.

Hispanic Caucus Receives Generous Donations to Scholarship Program

One of the values of our partnership with NALEO is the networking opportunity with companies that are interested in improving Hispanic educational opportunities as part of their community efforts. Verbally and in writing, I have pitched several projects and fundraising opportunities to several companies. Through these efforts, Washington Mutual Bank graciously contributed \$10,000, Philip Morris \$5,000, and ARAMARK ServiceMaster has agreed to match their previous years' donation of \$5,000. This brings our annual total to \$20,000, meeting our lofty goal we set for ourselves.

On behalf of the Hispanic Caucus of Hispanic School Board Members and the Hispanic students we represent, we extend our sincere thanks to our sponsors for being community leaders and contributing resources to advance Hispanic education efforts and opportunities.

NALEO Partnership

The Hispanic Caucus agreed to partner with the National Association for Latino Elected and Appointed Officials (NALEO) to leverage our efforts to improve educational opportunities for Hispanics children throughout the country. NALEO created two board seats for the Hispanic Caucus within their Board of Directors— one for the president and one for the president-elect. This is a giant step forward as we look to form partnerships and affiliations with national well-established organizations.

Dr. Andrade To Speak at Joint Caucuses Luncheon in San Francisco, California

Dr. Juan Andrade, Jr., president of the U.S. Hispanic Leadership Institute, will address the membership at the Joint Caucus Luncheon at the NSBA Annual Conference in San Francisco, California. Dr. Andrade is a recipient of the Presidential Citizens Medal presented by President Clinton for "the performance of exemplary deed of service for the nation." He has a B.A. from Howard Payne University, M. Ed. from Antioch College, Ed.S. and Doctorate from Northern Illinois University, and a post-doctorate M. A. from Loyola University Chicago, his fifth degree. He is a weekly columnist for the Chicago Sun-Times. He was a political commentator for six years for ABC-7 in Chicago, and he participated in democratization of Mexico, Guatemala, Nicaragua, Panama, Columbia, Paraguay, Bolivia, Guyana, Suriname, and Haiti.

EDUCATION & THE COMMUNITY

Portrait of a Successful Bilingual Program in the Midwest

By: Ari Burgos, Ray Flores, Maria Dalhoumi, School City of East Chicago, Indiana

The School City of East Chicago's (SCEC) bilingual program began in 1970 as a pilot program for kindergarteners at Lincoln Elementary. Today, the bilingual program services students in grades K-12 at five elementary schools, two junior high schools, and the high school.

The program's success is directly attributed to its unique design. The program's primary focus is teaching English to non-English or limited English proficient speakers. To help facilitate learning, the bilingual teachers provide instruction in Spanish when necessary. The bilingual teachers also help maintain, promote and enrich the student's native language and culture through integration of language arts, social studies, and other subjects offered in the curriculum. The program is a maintenance program with a dual or mixed language approach where the teacher attempts to provide an equal balance of instruction between two languages by shifting from one language to the other. The ultimate goal is to produce bilingual, bicultural, bi-literate students. Because of the student's Hispanic heritage and validation of the Spanish language, a positive and trusting learning environment is fostered.

The TESOL program (Teaching English to Students of Other Languages) is an intensive English only program that works in concert with the bilingual program. Language minority students who are in the bilingual program participate in TESOL on a pullout basis. Students exit the TESOL program when they achieve English proficiency status on the LAS (Language Assessment Scales) test. They continue indefinitely in the bilingual program to further enrich their Spanish proficiency. TESOL serves as a catalyst for the speedy acquisition of the English language.

The quality of teachers teaching in the bilingual program cannot be overemphasized. The SCEC's bilingual teachers are state licensed. Many hold endorsements in bilingual-bicultural education and/or English as a second language (ESL) thus bringing to the classroom a diversity of effective instructional strategies and techniques.

The bilingual program at the junior high schools includes a maintenance and enrichment program. The students learn more about their language and culture. Students are instructed in Spanish and English in the subject areas of grammar, reading, writing, oral presentations, and outside school projects. About half the students are also participants in the junior high school honors' program. These students have also had the opportunity to travel and use both languages to school sponsored trips to Mexico and Washington D.C. The students have expressed sincere enjoyment for the program. In high school, bilingual students take advanced Spanish classes and focus on Spanish literature and writing essays. It's common for our bilingual students place out of Spanish courses in college.

The SCEC's bilingual program's success is supported by test data. Students who have been in the program since kindergarten perform equally well or surpass monolingual students as measured on standardized tests. During the last five years, there were two valedictorians and three salutatorians from the bilingual program.

The continued and steadfast commitment for the SCEC's bilingual program by its teachers, administrators, parents, and community is a major contributing factor to the program's success. The SCEC's bilingual program is a gem waiting to be discovered. It is what all bilingual programs should strive to be.

EDUCATOR'S CORNER

School Districts with Emerging Hispanic Communities Take the Initiative: An Observation

By

Dr. John Flores, Ph.D.

Superintendent

School City of East Chicago, East Chicago, Indiana

As superintendent of the School City of East Chicago, East Chicago, Indiana, whose Hispanic students comprise almost 60% of the enrollment, it is rewarding and refreshing to see progressive efforts by school districts to improve learning among Hispanic students. It is worth noting when a district, such as Maine Township District 207 located in Desplaines and Park Ridge, Illinois, with a small, yet increasing, percentage of Hispanic students, launches the effort to organize a national conference. The conference is titled "High Achievement for Latino Learners: The Tools to Make It Happen", and was held October 24-26, 2002, at the Stephens Convention Center in Rosemont (Chicago), Illinois. The conference is specifically targeted to effect positive systemic change in their schools to support Hispanic students.

Maine Township is a Blue Ribbon district, with three outstanding high schools. The Maine educators are constantly searching for ways to establish the "Margin for Improvement." This latest effort is comprehensive and will at the minimum expose educators to the following presentations: Understanding of the Culture Poverty, What the Future Looks Like for Latinas, Successful Achievement for Hispanics, Assessment and What One Sees to Improve Learning, Change in the Schoolhouse to Support Hispanic Learners, and Effective Reading Strategies for Hispanics.

Maine Township has always been on the cutting edge and has been inviting to children of all colors. It is not unusual to hear over 50 different languages spoken in the halls of Maine West and Maine East High Schools. Their efforts definitely model the way. They have put together a conference that examines learning, leadership, cultural sensitivity, instruction, data driven decision-making and the diverse needs of Hispanic students.

This is the second year Maine Township has looked to examine the "Best Practices" and "Research-Based" programs that will close the achievement gap between Hispanic students and Caucasian students. It is truly a display of caring and sensitivity by the administration, teachers, and community of Maine. They know diversity and "expect it and respect it." Their philosophy to continuously improve, to establish world-class standards and to promote the acceptance of cultural differences deserves national recognition.

Hispanic students are hard working and proud persons who cherish family. Their determination to succeed is amplified when they are surrounded by educators who illustrate caring attitudes, who are inviting, grant acceptance, who set high expectations for them, prepare them well with a quality education and construct the pathways to facilitate success for them. Maine Township School District 207 displays and implements all of the aforementioned and more. Congratulations for your sensitivity and efforts to lead the way.

Commendations are in order for Dr. Steve Snider, superintendent, the coordination and planning committee and all others whose dedication to the conference has opened many eyes in the educational world. East Chicago is proud to be part of their family and in that honor to carry their educational excellence to our schools, where my interaction at Maine has made a difference for all students. It is with optimism that I believe that Maine Township's leadership and philosophy, "To Improve Learning," will be shared and emulated throughout the entire country.

For more information on the conference, call toll free 1-800-531-0082, or go to www.twblearn.com or e-mail for information at info@twblearn.com.

LEGAL PERSPECTIVE

NCLB (No Child Left Behind): Focus on English Language Learners

By Julie Underwood, Associate Executive Director and General Counsel, NSBA

In large part, many of the NCLB requirements build on the principles of inclusion that are already in other federal laws. States who are already meeting the letter and spirit of those laws are already a long way down the road to complying with NCLB. But for those who have failed to keep pace, the accountability system may provide glaring evidence of their past failures.

Title VI of the Civil Rights Act of 1964 (1964) and the Equal Educational Opportunities Act of 1974 (EEO) prohibit discrimination based on race, ethnicity, and limited English proficiency. They have been used to require that public school systems offer effective education programs for English language learners, in language instruction and core academic subjects. These statutes do not require any particular type of educational program, but the program must be designed to achieve its goals and be evaluated regularly. States who already use testing programs must ensure that English language learners are included in the assessment, have been provided a reasonable opportunity to learn the material being tested, and be provided appropriate accommodations.

Working from the premise that: "*Students who aren't counted don't count*", NCLB requires that 95% of all students participate in the mandated academic assessments.

NCLB goes one step further than requiring inclusion. More than broadly recognizing that inclusion of all students is important, NCLB requires states to develop clear, measurable standards against which the inclusion requirement can be assessed and student achievement measured. States must establish standards and assessments in language arts, math, and science. School districts, and states must demonstrate "adequate yearly progress" in raising student achievement based on these mandated assessments. In demonstrating adequate yearly progress, states, districts, and individual schools must meet improvement goals for all students and for all major subgroups of students, including English language learners.

NCLB requires that 95% of English language learners (and 95% of all students) be included in the mandated assessments. In addition, beginning in the 2002- 2003 school year, states must ensure that every district implement annual assessments measuring the English proficiency of English language learners and demonstrate, among other things, "annual increases in the number or percentage of children making progress in learning English."

Bottom line for individual schools, districts, and states – if the performance of English language learners (in addition to improvement for all other subgroups and the total population of students) does not improve, then the given school, district or state faces various NCLB enforcement consequences. These consequences include giving parents the opportunity to transfer students to a school that has made progress, and if the school continues to fail it will be required to restructure.

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LEGAL PERSPECTIVE

Some Frequently Asked Questions in reference to NCLB:

1. Can school districts continue to provide bilingual education to students?

Yes. School districts may select any method they deem best for teaching English language learners, and this may include bilingual education. However, districts are no longer required to spend a specified amount of money on bilingual education, and existing programs must emphasize the teaching of English to students.

2. What information must school districts provide to families of English language learners?

School districts must inform the families of English language learners of:

- a. the reasons why their child has been placed in a language instruction education program
- b. their right to have their child removed from the program and placed in a regular classroom program
- c. their right to choose from among the instructional programs offered, if more than one is available.

In addition, if the English language learners in a school fail to make progress on the state's English proficiency objectives and accountability provisions, the families of those students must be notified.

Districts must provide the required information in a uniform format that is comprehensible to families, and, to the extent possible, in a language that can be understood by the families, including Spanish.

3. What NCLB testing and accountability requirements apply to English language learners and the districts in which they are enrolled?

Children who have attended school in the United States for at least three consecutive years and who participate in a language instruction program must be tested in English for reading and language arts. Test waivers may be granted on a case-by-case basis for students who demonstrate unusual and unique circumstances.

States are required to develop annual measurable achievement objectives to monitor the progress of students in attaining English proficiency and will be held accountable for achieving these objectives. If a district fails to meet these objectives for four years, a state must require the district to modify its curriculum, program, or method of instruction. The state must also determine whether the district should continue to receive funding for its language instruction program and whether employees in the language instruction program should be replaced.

CAUCUS PARTNERSHIP

NSBA Hispanic Caucus Joins Efforts with NALEO's NELI Program

By

J. Francisco Hidalgo

Hispanic school board members across the country have enjoyed the networking benefits of the Hispanic Caucus of NSBA for several years. The Caucus recently collaborated with the National Association of Latino Elected and Appointed Officials (NALEO) Educational Fund to create a new program for this growing national constituency. In February 2002, the NALEO Education Fund received funding from State Farm Insurance Companies and the Ford Foundation to establish the National Education Leadership Initiative (NELI).

NELI's mission is to close the educational achievement gap for Hispanic students. It is designed to provide leadership development and networking services to Hispanic school board members through a series of Institutes throughout the country. Institute themes include governance, literacy, teacher quality, and inter-jurisdictional policy advocacy. Institute participants will continue to benefit from the information resources and organizational networking provided by NELI.

Directing the Initiative is Dr. J. Francisco Hidalgo, former Dean of the College of Education for Texas A&M University-Kingsville, and at San Jose State University in California. While Dean, he also served as president of the Association of Teacher Educators. NELI's Assistant Director, Edith Castillo, MSW, strengthens the Initiative with her expertise in the contextual issues that maintain the achievement gap, her experience with communication and with NALEO Education Fund programs as former director of the NALEO Education Fund's Leadership Program.

Guiding NELI is a national advisory committee co-chaired by Fernando Treviño, President of the NSBA Hispanic Caucus. Legislators, the National Education Association, the National Latino Superintendents Association, Latino Community College Trustees, the 2010 Alliance and other groups are also represented on the committee.

Among the organizations providing information and training resources are the White House Initiative on Educational Excellence for Hispanic Americans, the National Board for Professional Teaching Standards, and the National Education Association. State-level partnerships with Hispanic school board associations offer coordinated efforts to strengthen the leadership development services that will assist Hispanic school board members fulfill the rising expectations of their constituencies.

VOICES FROM LA FRONTERA

Study of School Districts Along the United States/Mexico Border

By

Fernando Treviño

with special thanks to

Panfilo Contreras, Executive Director, Arizona School Boards Association for his contribution to this article.

In mid-2001, the school boards associations of Arizona, California, New Mexico, and Texas jointly commissioned WestEd to study those school districts located within 100 miles of the United States/Mexico border, an area commonly referred to as La Frontera. The intent was to gain a deeper understanding of the nature of these districts so policymakers and other decision makers can develop responsive assistance efforts.

WestEd reviewed relevant research, interviewed superintendents, and surveyed school board presidents and superintendents from the 283 districts located within 100 miles of the US/Mexico border. The 206 districts that responded collectively serve 1.1 million children.

La Frontera is a diverse and historically impoverished region with a growing population made up primarily of Latinos and whites. One unifying theme among its school districts is concern about inadequate funding relegated to virtually all aspects of education (e.g., school facilities, teacher recruitment and retention, the provision of social services).

According to a study by the US/Mexico Border Counties Coalition, the 24 counties directly adjacent to the border, taken as a group, rank among the poorest 10 percent of US counties in per capita income (under \$14,000).

During the 1990s, the population nationwide increased by 10 percent. Yet during the same period, the population in the 24 border counties of Arizona, California, New Mexico, and Texas—which account for a significant portion of La Frontera—grew by 22 percent. This growth was driven primarily by high birth rates among the Latino population and by continued immigration.

La Frontera is primarily bicultural and bilingual. Of those districts located more than 40 miles from the border, 75 percent report English as the primary language in their communities, with only five percent identifying Spanish as the primary language. In comparison, only 20 percent of districts located within 10 miles of the border report English as the primary language; these communities are either predominantly Spanish-speaking (40%) or equally Spanish—and English-speaking (40%). The degree to which English is or is not spoken within a community has implications for English language learners (ELLs).

A majority of districts in the region face a shortage of qualified teachers. Many La Frontera districts (56%) find it difficult to recruit and retain enough qualified teachers. The shortage is most acute near the border: 71 percent of the districts within 10 miles of Mexico report teacher shortages compared to 47 percent of those located more than 40 miles from the border.

In recruiting teachers, “classroom management skills” is the attribute district leaders most commonly look for. District leaders most often identify the “rural nature of the community” as a challenge in recruiting quality teachers. Additional challenges to teacher recruitment and retention include noncompetitive salaries and

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housing shortages. In response, districts are providing bonuses and stipends, exploring alternative certification methods, and taking a "grow-your-own" approach, for example, offering incentives to students to return to the district as teachers.

A majority of La Frontera districts are also dealing with significant ebbs and flows in student enrollment and attendance, making it difficult for them to predict revenue stream and plan budgets, predict staffing needs, and maintain continuity in curriculum and instruction. As reasons for attendance/enrollment fluctuations, leaders cite local employment factors that affect family mobility and a perceived emphasis in local families on work and family over school. Students who live in Mexico but come to school in the US—day-crossers—pose a unique challenge for leaders whose districts are right on the border, requiring them to choose whether to enforce residency rules or be guided by their sense of obligation to educate all children in their binational communities.

In response to the needs of their students and families, and often in partnership with local agencies, La Frontera districts typically facilitate the delivery of a wide range of extracurricular services. Such services include general health and dental care, life and study skills, and classes for parents on the American educational system.

Drawing from the voices of district leaders and from research, several policy implications become clear. First, districts offering social services need additional support themselves. Second, methods for easing the border's teacher shortage need to be identified, as do creative ways to increase student attendance. Finally, an analysis of state and federal policies is needed to identify conflicts among existing regulations and to explore potential resolutions. This analysis should pay special attention to the No Child Left Behind Act of 2001, in order to fully understand both the opportunities and challenges it presents for La Frontera districts.

There is a four-state steering committee addressing these issues. Their current plans include working with congressional delegations of the four states and the Congressional Hispanic Caucus during the NSBA's FRN meeting in February 2003. For more information on the report details, go to www.WestEd.org.

2002-2003 SCHOLARSHIP WINNERS



Mariaelena Mendez (El Paso, Texas)

In the future, with God's help, I would like to practice various sciences while helping those around me.

Ericka Mendoza (Los Angeles, California)



First of all, I would like to thank the whole committee for choosing me out of many qualified applicants. This scholarship of \$500 will be very valuable once I begin college and begin to purchase my textbooks for college.

This fall, I will attend the University of California, Los Angeles, where I will major in English and most possibly in history too. I know I want to teach high school English during my first few years out of college, while focusing on my writing career as I try to establish myself. I find teaching not only fulfilling, but also it coincides with my part-time writing career. For now, this is all I can see myself doing. But I do know I want an exciting and unusual career, something that will allow me to express myself.

Javier Ortiz (Santa Fe, New Mexico)



Please accept my sincere thanks for selecting me as one of your scholarship recipients. The award of \$500 is greatly appreciated. I began my freshman year at the University of New Mexico in Albuquerque on August 19th. I am having a great time. I plan to major in music. This year, I auditioned and was selected for the University's concert performance choir. We begin our fall performances October 20th in Keller Hall, one of UNM's major performance venues.

I believe this will open many major doors in my chosen field. I plan to keep auditioning for UNM productions and performance groups.

Again, thank you for this wonderful scholarship.

Lorena Palaez (Bridgeton, New Jersey)

Information was not available at time of printing.

Photo Not Available

Alexis Y. Vargas (Hammond, Indiana)



I will be attending the University of Notre Dame. I am enrolled in the College of Arts and Letters, the largest of the four undergraduate programs at Notre Dame. I plan on studying medicine. I still don't know which medical specialty I will pursue. At Notre Dame, I plan to join a few clubs and play of couple of intramural sports.

2003 NSBA HISPANIC CAUCUS SCHEDULE OF EVENTS
San Francisco, California
April 5-8, 2003

Saturday, April 5

7:30 - 8:45 a.m. National Caucus of Hispanic School Board Members Board of Directors Meeting:
Fernando Treviño, President, presiding

Location: San Francisco Marriott, Sierra D

9:00 - 10:30 a.m. National Caucus of Hispanic School Board Members General Session: Fernando
Treviño, President, presiding

Location: San Francisco Marriott, Golden Gate C

1:30 - 2:45 p.m. Promising Site Leadership Practices for Schools with African American & Latino
Students, Presenters: Dr. Rex Fortune, Superintendent, Center Unified School District, Antelope, CA and
Dr. Rosemary Papalewis, Professor of Educational Administration and Policy Studies, California State
University, Sacramento, CA

Location: Moscone Convention Center, Room 308

1:30 - 4:30 p.m. A Deeper Look At...Mastering the Media Before They Master You
(Sponsored by the National Caucus of Hispanic School Board Members)

Presenter: Robert Alaniz, Managing Director of Public Affairs, Hill & Knowlton, Inc

Location: Moscone Convention Center, Room 302

9:00 p.m. - Midnight Joint Caucuses Reception

Location: San Francisco Marriott, Golden Gate A

Sunday, April 6

2:30 - 5:00 p.m. National Caucus of Hispanic School Board Members Business Meeting: Fernando
Treviño, President, presiding

Location: San Francisco Marriott, Golden Gate C

5:00 - 5:30 p.m. National Caucus of Hispanic School Board Members Board of Directors Meeting:
Fernando Treviño, President, presiding

Location: San Francisco Marriott, Sierra D

6:00 - 8:30 p.m. Human Relations Dinner (Ticketed Event)

Speaker: Ray Suarez, Journalist, "The News Hour with Jim Lehrer"

Location: San Francisco Marriott, Salon 9

8:30 - 10:30 p.m. National Caucus of Hispanic School Board Members Reception

Location: San Francisco Marriott, Salons 3 & 4

Monday, April 7

12:30 - 2:00 p.m. Joint Luncheon of National Caucuses of Hispanic and American Indian/Alaska
Native School Board Members (Ticketed Event)

Speaker: Dr. Juan Andrade, Jr., President & Executive Director, United States Hispanic Leadership
Institute, Chicago, IL

Location: San Francisco Marriott, Golden Gate A



**National Caucus
Of Hispanic
School Board Members**

NSBA Caucus Liaison Office
P.O. Box 1807
Merrifield, VA 22116-8007
703.838.6157
fax 703.548.5516
www.nsba.org/caucus

Membership Form

Instructions: Please print all information requested and mail or fax application to NHC headquarters at the NSBA Caucus Liaison Office listed above.

Personal Information

Date _____

Preferred Mailing Address: School District/Business Residence

First Name _____ MI _____ Last Name _____

Residence Address: _____

Street _____

City _____ State/Province _____ Zip/Postal Code _____

Residence Phone: () _____ Residence Fax: () _____

School District/Business Name _____

School District/
Business Address: _____
Street _____

City _____ State/Province _____ Zip/Postal Code _____

School District/
Business Phone: () _____ School District/
Business Fax: () _____

E-mail Address _____

Annual Dues Options

Dues for new or renewing membership may be applied towards the current Caucus fiscal year or the Caucus fiscal year beginning on July 1.

- Regular Membership (entitled to vote) \$50.00
- Associate Membership (not entitled to vote) \$35.00
- Institutional Membership (open to any business, not entitled to vote) \$700.00

Method of Payment

- Check Enclosed (made payable in U.S. funds to NHC)
- Invoice my School District/Business (applications cannot be processed until due payment is received)
Purchase Order # _____
- Credit Card We gladly accept: VISA MasterCard American Express

Cardholder Name (please print) _____ Credit Card Number _____ Exp. Date _____

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The fiscal year of the NHC is July 1 to June 30.