



United States Department of the Interior

OFFICE OF THE SECRETARY
Washington, D.C. 20240

DEC 18 2002

Ms. Leslie Sanchez
Executive Director
White House Initiative on Educational
Excellence for Hispanic Americans
Suite 5E110
400 Maryland Avenue, SW
Washington, DC 20202

Dear Ms. Sanchez:

We are pleased to provide the Department of the Interior's response to the White House Initiative on Educational Excellence for Hispanic Americans request for data, as required under the provisions of Presidential Executive Order 13230.

If you have questions regarding the information provided in the report, please contact Mark Oliver, Director, Office of Educational Partnerships at (202) 208-6403.

Sincerely,

J. Michael Trujillo
Deputy Assistant Secretary for Human
Resources and Workforce Diversity

Enclosure

**White House Initiative
on Educational Excellence for Hispanic Americans
Fulfilling Federal reporting requirements of Executive Order 13230**

1. Efforts to increase the participation of Hispanic Americans, Hispanic-serving school districts, Hispanic-serving institutions, and other educational institutions for Hispanic Americans in Federal education programs and services.

a) What specific programs, projects, or initiatives did your Department undertake in fiscal year 2002 to increase the level of participation of Hispanic Americans, Hispanic-serving school districts, Hispanic-serving institutions, and other educational institutions for Hispanic Americans (entities) in Federal education programs and services? (Please be brief and concise. For each program, project, or initiative listed, please indicate whether it is a new or continued effort, the amount of your Department's budget that was devoted to implementing it, the number of participating entities, the number of participating Hispanic Americans, the amounts in which these were different from the previous fiscal year, and the totals you expect for the next fiscal year.)	New effort		Continued effort		\$ allocated (in millions)	\$ change from prior FY (+/- in millions)	\$ you plan to allocate next FY (in millions)	# of participating entities	# change from prior FY (+/-)	# of participating entities you plan to reach next FY	# participating Hispanics	# change from prior FY (+/-)	# of participating Hispanics you plan to reach next FY
	Yes	No	Yes	No									
See attached narratives submitted by the bureaus. The narratives are too lengthy to fit on this form. The totals shown are the combine totals from the bureaus/offices.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>									
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Totals					\$1,732,868.00	\$641,887.00	\$922,737.00	286	64	168	4,127	255	5,558

b) Regarding your Department's budget, please indicate what percent was allocated for the programs, projects, and initiatives described above. Also, indicate what percent of your Department's budget was allocated for education. Of this amount, what percent was devoted to Hispanic education programs and services? Finally, of your Department's discretionary funds, what percent was devoted to education? Indicate what percent of this amount was devoted to Hispanic education programs and services.

% of budget to programs listed	% of budget to education	% of education budget to Hispanics	% of discretionary funds to education	% of education discretionary funds to Hispanics
39%	2.77%	8%	0	0

c) What specific steps did your Department take to ensure these programs, projects, and initiatives were institutionalized and made part of its on-going efforts to increase the participation of Hispanic Americans, Hispanic-serving school districts, Hispanic-serving institutions, and other educational institutions for Hispanic Americans in Federal education programs and services?

See Attached narratives from bureaus.

**U. S. DEPARTMENT OF THE INTERIOR
WHITE HOUSE INITIATIVE ON
EDUCATION EXCELLENCE FOR HISPANIC AMERICANS - 2002**

Fulfilling Federal reporting requirements of Executive Order 13230

II The measurable impact resulting from these efforts and levels of participation.

- a) To what extent have (or will) the programs, projects or initiatives undertaken by your Department help students to close the educational achievement gap for Hispanic Americans and ensure attainment of the goals established by the President's No Child Left Behind Act?

BUREAU OF RECLAMATION (BOR)

The BOR increased its total number of Hispanic student appointees to 48 in fiscal year 2002 from 30 in fiscal year 2001. The lack of economic assistance is the number one barrier to Hispanic educational achievement for the age group 18-22 according to a GAO report.

U.S. FISH AND WILDLIFE SERVICE (FWS)

The FWS actively participates in the Department of the Interior's Diversity Intern Program and has provided internships to students from the Hispanic Serving Institutions. The Diversity Intern Program assists in providing career education, work experience and exposure to students in the field of fish and wildlife biology and natural resources management. Through this program the FWS develops the professional skills of Hispanics and other groups of students/graduates interested in increasing their competitive potential of career opportunities offered by the FWS.

The Hispanic academic community is targeted to recruit Hispanic students for the Student Career Experience and the Student Temporary Experience Programs. The Student Career Experience Program offers career related employment which enriches the students' academic experience by offering them training and work experience in their career field. The FWS has successfully utilized this program to address under-representation issues, particularly for Hispanic in the GS-400 biological series.

MINERALS MANAGEMENT SERVICE (MMS)

Each activity provides direct contact with students/individuals. Education achievement gaps are lessened with student's success.

U.S. GEOLOGICAL SURVEY (USGS)

The Sustainable Energy and Environmental Conference offers student scholarships to approximately 150 Hispanic students so they can participate in the workshops and career fair.

The sponsorship of the student to the National IMAGE Conference impacted a Master's Degree student and offered him opportunities he might not have had otherwise.

The research opportunities for the University of Puerto Rico offer several students once of a lifetime chances with premier scientists.

- b) To what extent have (or will) the programs, projects, or initiatives undertaken by your Department help Hispanic parents, educator, and communities successfully prepare children to graduate from high school and attend post secondary institutions?

BUREAU OF RECLAMATION (BOR)

Educational partnerships established by BOR serve as the prototype for Federal Agencies for enhancing the capability of HSIs and K-12 cluster schools to attract students to the sciences.

The BOR educational partnerships assisted two HSIs. New Mexico Highlands University established an undergraduate degree program in natural resources and the establishment of a Water Resources Management Specialization (WRMS) in the Masters in Public Administration program at California State University, San Bernardino. Both programs offer scholarships to deserving students.

U.S. Fish and Wildlife Service (FWS)

The FWS participates in student employment and partnership activities throughout the nation to provide Hispanics with a greater appreciation of the field of fish and wildlife biology and natural resources management. Through these partnership activities the FWS promotes the stay in school concept and provides an opportunity for Hispanics to expand their awareness of career options available in the area of natural resources. The staff in several Regions provide tutoring sessions at elementary schools to Hispanics and other minority students through the school year on subjects as natural resources and fish and wildlife biology. Field trips to National Wildlife Refuges are organized as part of the educational activities and students are invited to the "Take Your Children to Work Day" to attend FWS activities.

MINERALS MANAGEMENT SERVICE (MMS)

The Adelante Mujer Latina Conference exposes parents to ways to successfully prepare students for graduation.

- c) Highlight models of success that helped improve achievement among Hispanic students

through coordinated efforts among parents, community leaders, business leaders, educators and public officials.

BUREAU OF RECLAMATION (BOR)

One of BOR's regions facilitated the development of a Roundtable Committee comprised of Hispanic community organizations to address educational issues of Hispanic students within the nation's sixth largest school district which includes K-12.

One of BOR's regions is actively involved in a holistic approach to retention and educational achievement. This includes supporting and participating in a Latino Youth Leadership Conference, the Latin Chamber of Commerce and an active Hispanic Employment Council involved in a wide range of educational activities.

U.S. FISH AND WILDLIFE SERVICE (FWS)

The FWS is also an active participant in Hispanic conferences, such as the Hispanic Association of Colleges and Universities (HACU), IMAGE, Hispanic Leadership Agenda, the National Association of Hispanic Federal Executives and other local Hispanic community outreach activities. The FWS continues to actively support the National Hispanic Environmental Council Conference which is the only national event of its kind and is designed to educate the Hispanic community in general about environmental and natural resources issues. This conference provides Hispanic environmental professionals and students with the latest on a wide range of cutting edge environmental topics and developments. The initiative promotes Hispanic interest in the many careers, business, education and technology opportunities with the FWS, and is a significant source of recruitment.

The FWS maintains an excellent relationship with New Mexico State University, an Hispanic Serving Institution (HSI) and recruits there regularly for Student Career Experience Program (SCEP) students. The FWS has SCEP agreements with a number of HSIs.

The Pacific Region represented the FWS at the Multi-Cultural Career Expo, held at Southwest Texas State University, as Associate Member School of HACU. Several hundred resumes were obtained from students and distributed to Regional Managers for consideration for vacant positions.

The Pacific Region has developed a computer list server of all HACU member schools, which is in use Service-wide to provide information about employment with the FWS, as well as job vacancy information, particularly fire job vacancies, is provided to all HACU schools on a routine and regular basis.

The FWS participated with the Department in the National IMAGE Hispanic Training Conference. A course was presented on the SCEP. Also, informational handouts were provided for distribution at the Department's booth.

The Pacific Region developed a video on the SCEP, which has also been translated into Spanish.

The Spanish language version is scheduled to be provided to all HSIs, as well as numerous Hispanic advocacy organizations in FY 2003.

The Pacific Region participated in the IMAGE, Region X, Annual Hispanic Training Conference, and provided information to attendees about FWS employment opportunities.

OFFICE OF SURFACE MINING (OSM)

The Office of Surface Mining's Denver Financial Management Center (DFMC) has established relationships with several Hispanic Serving Institutions (HSIs) in order to recruit students for the Student Career Experience Program (SCEP) and Student Temporary Employment Program (STEP). The DFMC has hired and converted three Hispanic SCEP students. The SCEP program has been a great benefit to OSM in hiring Hispanic students. In addition to outreach with Hispanic organizations, OSM advertises in Hispanic magazines and publications and provides information about jobs to churches and communities where large numbers of Hispanics attend.

Although no Hispanics have utilized the student loan program, OSM believes this will be a useful tool in recruiting and retaining Hispanic employees.

The OSM is using an automated applicant system (Quick Hire) that has attracted more Hispanics than the traditional vacancy announcement method of filling a position.

The OSM is striving to be an employer of choice. In order to meet that goal, OSM must undergo a culture change. An extensive training program has begun that includes both diversity in the broad sense and diversity in terms of a workforce that includes minorities, women and persons with disabilities. The training includes working with and hiring persons with limited English proficiency. Additionally, the training emphasizes the need for worker friendly environments where everyone feels appreciated.

Each OSM senior executive, manager and supervisor has the following performance standard:

“Shows sensitivity to and, in appropriate cases, demonstrates progress towards improving the gender, ethnic, racial, and disability composition of the organization's workforce and provides subordinates developmental opportunities to help them participate in the Department's goal of improving workforce diversity. Takes action to create a climate in which any form of harassment and illegal discrimination is not tolerated and, where appropriate, resolves workplace disputes at the earliest stage in an equitable and timely manner.”

d) Finally, please describe any public/private partnerships your Department has or will

undertake as part of your efforts to meet educational needs of Hispanic Americans.

BUREAU OF RECLAMATION (BOR)

A region within BOR is facilitating the development of a consortium of Federal Agencies for the purpose of developing an educational partnership with a HSI serving a remote population of under-served Hispanics.

FISH AND WILDLIFE SERVICE (FWS)

The FWS will continue the established partnerships with organizations as stated in c) above.

MINERALS MANAGEMENT SERVICE (MMS)

Partnerships will continue. In addition, MMS will continue to participate in activities to raise awareness of educational gaps of Hispanics.

OFFICE OF SURFACE MINING (OSM)

The OSM has created, over a period of time, priceless partnerships with Hispanic organizations. Some of those partnerships include the Hispanic Association of Colleges and Universities (HACU), the Society of Hispanic Professional Engineers (SHPE), and the Hispanic Sustainable Environmental Energy Conference. These partnerships provide recruitment opportunities with large numbers of students in disciplines that OSM has occupations in. The partnerships provide mailing lists and opportunities to work with a variety of students from the Hispanic community. Additionally, these relationships serve as a bridge for building trust with the students and organizations. One civil engineer was hired as a result of the Society of Professionally Engineers Conference and Quick Hire, OSM's new automated online application system. This year, one of the summer hires was through the HACU organization.

U.S. GEOLOGICAL SURVEY (USGS)

The USGS is in the third year of a Memorandum of Understanding (MOU) with the University of Puerto Rico.

The USGS is working on a MOU with the National Environmental Council to document USGS support of the Council and its activities. Both of these MOUs offer educational opportunities for Hispanic students.