



*Twin Cities*  
*Kellogg Initiative for Excellence in Latino Education*  
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*Letter from the Co-Chairs*

**Dear Friends:**

***The cities of Leominster and Fitchburg have embarked on a journey to improve the lives of thousands of Latino students and their families. Our responsibility is historic. Not many communities sit at the same table to solve Latino issues that affect the quality of life of our communities. It is remarkable to see the level of leadership, commitment, and dedication of every member of the task force. Our Mayors, School Superintendents, Latino leaders, institutions of higher education, United Way, social agencies, Health Alliance, banks, Chamber of Commerce, police departments and many other stake holders have come together to develop this roadmap to a better future.***

***The Kellogg Initiative has assisted us in the development of a task force to identify strategic goals and develop specific objectives to improve our current educational structures. This set of changes will allow Latino students to take full advantage of educational opportunities to improve their quality of life and the future of many generations to come. It is the beginning of a wonderful journey to a brighter future.***

***This first step represents the will and the vision of our community leaders. The future and the success of this project are in our hands. We thank you for your dedication and leadership. We are confident that with all your invaluable contributions the success of this program will be secure.***

***Many more challenges will arise and the solutions will come from the unity and altruistic spirit of our members. Our project will result in the development of the finest educational program for Latino students possible. Nothing is more worthy of your wholehearted support.***

***Sergio Paez***  
***Latino Coalition TCWCLS***

***Daniel M. Asquino PhD***  
***President of MWCC***

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**Steering Committee of the Twin Cities Working Coalition for Latino Students**

|                 |                         |                           |
|-----------------|-------------------------|---------------------------|
| Mauri Aristegui | Community Liaison       | City of Fitchburg         |
| Francis Ceron   | Spanish Liaison         | MOC                       |
| Mariella Falla  | Community Member        | Leominster                |
| Mickey Guzman   | Social Worker           | Spanish American Center   |
| Neddy Lattimer  | Executive Director      | Spanish American Center   |
| Sergio Paez     | School Administrator    | Leominster Public Schools |
| Pablo Perez     | Staff Assistant         | Fitchburg Spanish Center  |
| Eladia Romero   | Congressional Aide      | John W. Olver's Office    |
| Migui Velez     | Spanish American Center | Leominster                |
| Janeth Kemp     | Attorney                | Leominster                |
| Angela Santiago | Bilingual Liaison       | Fitchburg School District |

**Kellogg Initiative Executive Committee**

|                       |  |
|-----------------------|--|
| Daniel M. Asquino PhD | President - Mount Wachusett Community College                      |
| Dr. Robert Antonucci  | President - Fitchburg State College                                |
| Marilyn Fratturelli   | Superintendent - Leominster Public Schools                         |
| Philip Grzewinski     | President - United Way of North Central                            |
| Tom Lamey             | Superintendent - Fitchburg Public Schools                          |
| Dean Mazzarella       | Mayor - Leominster   |
| Dan Mylott            | Mayor - Fitchburg  |
| David Mckeehan        | President North Central Massachusetts Chamber of Commerce          |
| Sergio Paez           | Director Office of Language Acquisition, Leominster Public Schools |
| Luis Perez            | Honorable Juvenile Court Judge, Worcester County Juvenile Court    |
| Linda Racine          | V. P. Human Resources & Marketing Fitchburg Savings Bank           |
| Johnathan Robbins     | President - Health Alliance  |
| Eladia Romero         | Congressional Aide to John W. Olver                                |

**Initiative Committee**

**CIVIC & GOVERNMENT INSTITUTIONS**

|                  |                      |                              |
|------------------|----------------------|------------------------------|
| Martin Aristegui | Neighborhood Liaison | City of Fitchburg            |
| Edward Cronin    | Chief of Police      | Fitchburg Police Department  |
| Peter Roddy      | Chief of Police      | Leominster Police Department |
| Willie Johnson   | Commissioner         | Human Rights Commission      |

**POLITICAL ENDORSERS**

|            |             |
|------------|-------------|
| John Olver | Congressman |
|------------|-------------|

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|                  |               |
|------------------|---------------|
| James McGovern   | Congressman   |
| Marty Meehan     | Congressman   |
| Robert Antonioni | State Senator |

**COMMUNITY BASED ORGANIZATIONS/COLLABORATIVES**

|                    |                             |                               |
|--------------------|-----------------------------|-------------------------------|
| Brian Calnan       | Program Coordinator         | Boys and Girls Club           |
| Elsie Cruz         | Parent Programs             | Spanish American Center       |
| Peter Garbus       | Executive Director          | North Central Charter         |
| Kristiana Gonzalez | Youth Coordinator           | Cleghorne Neighborhood Center |
| Patti Gregson      | Gear-up Director            | MWCC                          |
| Eric Hartwell      | Director                    | Cleghorne Neighborhood Center |
| Deborah Hubbard    | Director                    | Head Start                    |
| Lea Kirkpatrick    | Director Healthy Directions | Health Alliance               |
| Jose Mangual       | Coordinator                 | MOC                           |
| Richard Palmer     | Executive Director          | YMCA                          |
| Maggie Velez       | Youth Coordinator           | Spanish American Center       |

**LEOMINSTER SCHOOL DEPARTMENT**

|                   |                          |                           |
|-------------------|--------------------------|---------------------------|
| Tom Brown         | Assistant Principal      | Leominster High School    |
| Bill Hart         | Principal                | Leominster High School    |
| Susan Hitchcock   | Assistant Superintendent | Leominster Public Schools |
| Leo Don Lacharite | Principal                | Skyview Middle School     |
| Gina Wironen      | Integration Specialist   | Leominster Public Schools |

**FITCHBURG SCHOOL DEPARTMENT**

|                   |   |                           |
|-------------------|---|---------------------------|
| Craig Challifoux  | FHS Assistant Principal                 | Fitchburg Public Schools  |
| Tom Digeronimo    | Assistant Principal                     | Fitchburg Public Schools  |
| Rus Durling       | Assistant Director<br>Special Education | Fitchburg Public Schools  |
| Paula Giaquinto   | Assistant Superintendent                | Fitchburg Public Schools  |
| Angelita Santiago | Bilingual Liaison                       | Fitchburg School District |

**BUSINESS & WORKFORCE DEVELOPMENT**

|                  |                              |   |
|------------------|------------------------------|---|
| Norman Boudreau  | President                    | ICU Credit Union                        |
| Amy Casavina     | Director                     | Institute for Non-Profit<br>Development |
| Ramiro Cabrera   | Store Owner                  | RA Multiservices Inc.                   |
| Sonya M. Hedlund | Membership Manager           | North Central Chamber of<br>Commerce    |
| Sandra Maldonado | Loan Officer                 | Sherwood Mortgage                       |
| Dana Roberts     | Vice President - Real Estate | ICU Credit Union                        |

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|                   |                           |                                     |
|-------------------|---------------------------|-------------------------------------|
| Tim Sappington    | Executive Director        | Workforce Investment Board          |
| Michelle Snouffer | Case Manager              | Mass Job Training, Inc.             |
| Jeff Turgeon      | Community Liaison         | Shriver Job Corp                    |
| Jennifer Valinski | Youth Coordinator         | Career Center of North Central Mass |
| George Vargas     | Computer Specialist       | George Consulting                   |
| Mary Burke        | VP - Planning & Marketing | HealthAlliance                      |

**HIGHER EDUCATION INSTITUTIONS**

|                  |   |                         |
|------------------|---|-------------------------|
| Lee Cogswell     | Director - Leominster Campus              | MWCC                    |
| Candice Conner   | Site Coordinator                          | MWCC/Fitchburg Site     |
| Laura Duncan     | Director - Expanding Horizons             | Fitchburg State College |
| Lea Ann Erickson | Director - Community Relations            | MWCC                    |
| Elaine Francis   | Department - Special Education            | Fitchburg State College |
| Ann Garber       | Director - Marketing                      | MWCC                    |
| Carol McFarland  | Director - Upward Bound                   | Fitchburg State College |
| Denise O'Connell | Professor                                 | Fitchburg State College |
| Sharyn Rice      | VP - Community and Foundation Development | MWCC                    |
| Alvin Riley      | Director - Access                         | Fitchburg State College |

**HOUSING**

|                |             |                              |
|----------------|-------------|------------------------------|
| Yvonne Stevens | Coordinator | Riverside Village Apartments |
|----------------|-------------|------------------------------|

**CHURCHES**

|                      |          |                                  |
|----------------------|----------|----------------------------------|
| Susan Suchocki Brown | Reverend | First Church Universal Unitarian |
| Father Matos         | Priest   | St. Francis Church               |
| Rosa Cruz            | Parent   | St. Francis Church               |

**Rebecca Garcia**  
Kellogg Initiative Project Manager

**Rosaida Morales Rosario, Rosario & Associates, LLC**  
Strategic Planning Consultant



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**SIGNATURE PAGE**

We, the members of the Steering Committee of the *Twin Cities Working Coalition for Latino Students* and the Executive Committee of the *Twin Cities: Kellogg Initiative for Excellence in Latino Education* do commit to:

- adhere to the Mission of *Twin Cities: Kellogg Initiative for Excellence in Latino Education*;
- carry out our roles and responsibilities as collaborators and lead agencies;
- do our utmost to implement the strategic plan of *Twin Cities: Kellogg Initiative for Excellence in Latino Education*;

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Sergio Paez, Co-Chair  
Director, Language Acquisition  
Leominster Public Schools

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Daniel M. Asquino PhD, Co-Chair  
President  
Mount Wachusett Community College

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Mariela Falla  
Community Member

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Dr. Robert Antonucci  
President - Fitchburg State College

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Mickey Guzman  
Social Worker, Spanish American Center

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Marilyn Fratturelli  
Superintendent - Leominster Public Schools

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Neddy Lattimer  
Executive Director, Spanish American Center

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Philip Grzewinski  
President - United Way of North Central

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Pablo Perez  
Staff Assistant. Fitchburg Spanish Center

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Tom Lamey  
Superintendent - Fitchburg Public Schools



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Eladia Romero  
Congressional Aide, John W. Olver's Office

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Dean Mazzarella  
Mayor - Leominster

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Angela Santiago  
Bilingual Liaison, Fitchburg School District

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Dan Mylott  
Mayor - Fitchburg

---

Honorable Judge Luis Perez  
Juvenile Court  
Worcester County Juvenile Court

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David Mckeehan  
President  
North Central Massachusetts Chamber of  
Commerce

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Linda Racine  
Vice President Human Resources & Marketing  
Fitchburg Savings Bank

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Johnathan Robbins  
President - Health Alliance



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*Special Acknowledgements:*

**To the Worcester Working Coalition for Latino Students  
and CALEM (Communities Advancing Latino Education for Massachusetts) for their  
vision, technical guidance and support throughout this project**

**Judge Luis Perez for the time and expertise he has given to this community**

**W.K. Kellogg Foundation for giving the Leominster and Fitchburg cities a financial  
opportunity to address the educational issues of its Latino community**

**Congressman John Olver and Senator Antonioni for their commitment to this project**

**Dan Asquino, President of MWCC for housing the TCWCLS at its Leominster site and his  
support of all our efforts to improve the education of Latino students**

**North Central Chamber of Commerce for allowing us to utilize its space for our strategic  
planning meetings**

**Riverside Village Apartments for their aid in recruiting parents for focus groups and the  
use of their community space**

**Leominster Spanish American Center for allowing us to hold a youth focus group at their  
site**

**Fitchburg Senior Center & Fitchburg Police Department for their contributions on EL DIA  
DE LOS REYES**

**Fitchburg and Leominster Public School Department for their committed desire to  
improve the schools for Latino students**

**The Marketing Committee : Health Alliance employee Mary Burke, Fitchburg Saving  
Bank employee Linda Racine and MWCC employees Sharyn Rice, Ann Garber and Lee  
Ann Erickson for guidance and technical support**

**Edgar Ortiz, graduate of Shriver Job Corp who has been a model volunteer**

**I C U Credit Union for their contributions to our DEC 13<sup>th</sup> event**

**The time and commitment of the Kellogg Initiative Executive Committee and Initiative  
members who without their active participation and support this plan would not be  
possible**

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### **Changing Demographics: the Challenge of Latino Education**

Census Bureau projections released in March 2004 show that the US Hispanic population is expected to triple in the next fifty years to over 102 million, representing about 25% of the nation's population. Locally, in both of the Twin Cities of Fitchburg and Leominster the Latino population grew at a higher rate than did the population of non-Hispanic Whites. The total population of Fitchburg decreased by 5.1%, while Latinos increased by 47.9%. Latinos now represent 15% of the Fitchburg population. While the total population of Leominster increased by 8.3%, the Latinos increased by 43.8%. Latinos now represent 11% of the Leominster population.

The 2000 census data shows that in both Fitchburg and Leominster the largest Latino group is Puerto Rican, 71.8% and 62.6% respectively. Despite this fact the fastest growing population category was "Other Latinos", growing by 196.5% in Fitchburg and growing by 206.3% in Leominster. While Puerto Ricans are American citizens at birth "Other Latinos" are not. Increasingly, in both Fitchburg and Leominster the concerns of the Latino community are the concern of a fast growing, immigrant population oftentimes without legal residency in the United States.

Also important to understand is that the Latino population in both Fitchburg and Leominster remains relatively young. In 2000 according to the census data, 46.6% of Latinos in Fitchburg were younger than 20, while out of the Latino Population in Leominster in 2000, 43.1% of Latinos were younger than 20. This suggests that almost 50% of the fastest growing portion of the Twin Cities population is of school age. Therefore, it is easy to see both the importance of education now and the challenge that exists for the educational system.

### **Educational Attainment in Twin Cities: Fitchburg and Leominster**

While there are many similarities between Fitchburg and Leominster there are also some significant differences; Fitchburg has 10% more Latino students in the public school system. According to data published by Massachusetts Department of Education for 2001,

- 89% of Fitchburg's children attended the Fitchburg Public Schools and 85.4% of Leominster's children attended the Leominster Public Schools
- 29.7% of the public school enrollment in Fitchburg were Hispanic/Latino children; while Leominster's Latino public school population was 19.9%
- In addition, Fitchburg Public Schools has almost double the population of Limited English Proficiency students and students' eligible for free or reduced price lunch



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then Leominster Public Schools.

In addition, while the 2003 MCAS tests scores statewide showed improvement over 2002:

- In Fitchburg the percentages of children below the proficiency levels far outnumber (over 50%) the children at proficiency or advanced in all 10 grade levels and every subject tested except for Grade 3 Reading
- In Leominster, there were more students who achieved proficiency than were in academic danger in three grades/subjects: Grade 3-Reading, Grade 4-English Language Arts and Grade 7-English Language Arts. However, in the remaining seven grades/subjects more students were in academic danger (needs improvement or warning/failure) than were proficient.

According to the Pew Hispanic Center's report (Jan. 2002). *“Educational Attainment: Better than Meets the Eye, but Large Challenges Remain.”* data suggests that by age 9, Latino students are 2 grades behind the average level of achievement. This gap continues as Latino students reach high school, when they are more likely to perform poorly on standardized tests and are less likely to graduate than their white counterparts.

A key indicator of academic success is achievement in English Language skills. In Fitchburg, if you look at English Language abilities as measured by the MCAS English Language Arts test, Latino students start off in the early years already behind non-Latino students and fall progressively more behind as they move along in grade levels.

| <b>FITCHBURG MCAS ENGLISH LANGUAGE ARTS 2003</b> |  |   |
|--|--|---|
|  | <b>Latino Students at Warning or Needs Improvement</b> | <b>Non- Latino Students at Warning or Needs Improvement</b> |
| <b>3 Grade ELA</b>                               | <b>59%</b>   | <b>46%</b>  |
| <b>4 Grade ELA</b>                               | <b>68%</b>   | <b>67%</b>  |
| <b>7 Grade ELA</b>                               | <b>76%</b>   | <b>49%</b>  |
| <b>10 Grade ELA</b>                              | <b>88%</b>   | <b>50%</b>  |

According to the U.S. Department of Education in Massachusetts, 36% of Latinos graduated from high school in 2001, compared to 49% of African-Americans and 74% of white Americans. These figures place Massachusetts as the state with the lowest Latino schooling achievement in the country. These higher risk students experience additional obstacles to success contributed by their unique family characteristics and the elimination of bilingual education.



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Significant numbers of these higher risk students drop out of school and never enter college. As a recently published report from the Pew Hispanic Center "*Latinos in Higher Education: Many Enroll, Too Few Graduate.*" illustrates, those that do attend college face additional barriers to success. Nationwide, Latinos have high rates of enrollments in higher education but among the lowest for completing with a degree. The report also found that Puerto Ricans have the lowest college enrollment percentage (30%) of any 18-24 year old Hispanic origin group. Because of their high enrollment and low completion rates in higher education, support for the retention of Latino students while in college is a local and nationwide need and priority. The Pew Hispanic Center study concludes: "Latinos are now the most poorly educated major population group in the United States." This basic skills gap translates into fewer career opportunities and a resulting income gap. The country as a whole faces great economic and social uncertainty when this fastest-growing segment of the population does not attain a competitive edge.

Regardless of the differences that may exist, it is clear that for the Twin Cities of Fitchburg and Leominster, the future of the Latino community is the future of the Twin Cities. Achieving excellence in education for Latinos is in effect achieving excellence in education for all children in Fitchburg and Leominster.

### **Building a Powerful Coalition**

The Twin Cities Working Coalition for Latino Students (*TCWCLS*) was formed in 2001 under the leadership of several Latino professionals in the area. Latino representatives from local non-profit agencies such as MOC, Leominster Spanish American Center as well as the Fitchburg Spanish Council, and Latino educators from Fitchburg and Leominster joined forces to address the historic issues preventing Latino success. The *TCWCLS* quickly realized a proactive response was necessary in order to address these obstacles. Two diligent years, since the inception of this grass-roots initiative, have been dedicated to addressing some of the issues by approaching and educating various stakeholders in both cities to challenge the systemic barriers that currently exist.

Most recently, *TCWCLS* was able to expand their efforts through a one-year planning grant that commenced February of 2003. The Worcester Working Coalition for Latino Students secured \$100,000 as part of a a little more that a million dollar incentive given to this region by the Kellogg foundation. This \$100,000 grant was made possible because of the partnership between the communities of Worcester, Holyoke, Leominster, and Fitchburg and through the efforts of Communities Advancing Latino Education in Massachusetts (*CALEM*). The group is now comprised of over 30 local

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agencies, businesses, city officials, and other organizations that are committed to improving the education of Latino children and their parents.

Neddy Lattimer, Executive Director of the Leominster Spanish Center, and a long time advocate for Latino families describes her experience with this initiative:

***“Many years ago, the Center was doing most of this work alone. Now, we are no longer alone.”***

### **Mission, Visions, and Goals**

The planning process included four phases, each designed to lead to the next:

#### ***1. Organizing to Succeed***

This initiative has brought together two cities that have historically not worked together on these issues. Two school superintendents, mayors, and local higher educational institutions' Presidents sit on the thirteen member Kellogg Initiative Executive Committee which has met monthly. In addition, more than 50 Initiative members have attended biweekly meetings which have been held over the past year in order to establish five goals that will drive the work in the Leominster and Fitchburg.

These two groups came together in an initial meeting to confirm the mission of the initiative.

#### *Mission Statement*

*To develop a community-owned, comprehensive multi-year action plan that will:*

- 1. Improve the education of Latino children and their parents in Twin Cities;*
- 2. Develop a clear process for coordinating existing pre-K thru college, adult education programs and identifying best practices and gaps in services;*
- 3. Identify the roles and responsibilities of key stakeholders;*
- 4. Strengthen and increase opportunities for Latinos to enter and complete college.*



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The Twin Cities Initiative Group also felt it was very important to clarify to each other what their core values and beliefs were before embarking on this journey together. They agreed on the following:

1. Educational opportunity benefits the community, leads to intrinsic worth, dignity and potential
2. Equality
3. High Expectations
4. Respect Opinions
5. Families are key contributors to children's success and therefore an integral part of the process
6. Tolerance for students both challenges and provides necessary resources and expertise to help them succeed.
7. Embrace richness of diverse cultures
8. America's diversity of ideas contributes to creativity of our Society and is an economic asset.
9. Remember to include youth in the process; parents; community members
10. Value personal differences and individuality

## **2. Community Assessment and Feedback**

Once the mission was determined and values and beliefs clarified, the Initiative sought to gain community input through 19 key informant interviews, three focus groups, and traditional community assessment research. Opinions were sought from parents, educational institutions, community agencies, volunteers, school administrators, teachers at the high school and college levels, students and youth providers. In total 67 people participated. Despite the diversity of informants, several common opinions emerged:

- Institutionalized discrimination and unfair treatment of Latino parents and students is seen as primary barrier to Latino educational excellence;
- Too few Bilingual/Bicultural staff in organizations is seen as a primary barrier and causes gaps in services due to lack of cultural competency;
- Inadequate funding of programs which exist compromises quality of services to the Latino families and negatively impacts the educational achievement
- Latino students need and want help in order to excel academically
- Too few programs addressing the linguistic need of Latino families and children
- Programs/services that are good are often too small
- Lack of communication and weak information flow to Latino parents
- Latino parents need to learn to navigate the educational system and advocate for their children
- Lack of Latinos in public policy and elected positions prevents the Latino



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community from exerting political power to make changes; consequently public policy changes do not necessarily address their needs

- Sustained efforts to involve and educate broader community about the Latino community and its culture are critical to building bridges of understanding and gaining necessary support for the changes that must come

### **3. *Establishing Goals and Objectives***

These powerful recurrent themes along with the related research were rich subjects for discussion during a two-day retreat and informed development of the vision statement and strategic goals that responded closely to the needs and values identified by community stakeholders.

#### ***Vision Statement***

*Diverse stakeholders are embracing, supporting and collaborating with the Latino Community and are providing Latino Families and Children quality comprehensive educational and support services. As a result, Latino Families and Children are maximizing their utilization of available resources, assuming leadership positions in the broader community and achieving their highest academic and personal potential.*

#### ***Strategic Goals***

***Goal #1: Ensure Latino Parental Involvement and Leadership***

***Goal #2: Achieve Latino Academic Excellence***

***Goal #3: Diminish Systemic Barriers Which Impede Latino Academic Achievement***

***Goal #4: Strengthen Taskforce & Initiative Process***

***Goal #5: Ensure Necessary Resources for Implementation***

These action-oriented goal statements reflected participants' view that creating pathways to educational meant more than educating Twin Cities' Latino children. It also meant improving parents' educational and community leadership opportunities;



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galvanizing community resources on behalf of struggling students; working to remove systemic barriers and rethinking curricula, policies and practices.

#### **4. *Developing an Action Plan***

With a vision and strategic goals in place, subcommittees were charged with presenting outcomes and action steps that would become the basis of the *Twin Cities Action Plan*. Subcommittees set about their task using a variety of methods for exchanging information and ideas. Several full sessions brought together all Initiative participants to hammer out subcommittee tasks; in addition, more than 20 subcommittee meetings were held, with frequent ad hoc sessions and exchanges of information via email. The Kellogg Initiative Executive Committee met monthly to review the work completed and gave feedback to the subcommittees.

As a result a detailed, community-led plan for achieving excellence in Latino Education that outlines strategies for realigning programs, services and relationships, and that envisions how additional, strategically allocated resources could break the current cycle of educational failure for all students in Twin Cities was created.



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| <b>Goal 1: Ensure Latino Parental Involvement and Leadership</b>  |   |
|---|---|
| <b>OBJECTIVES</b>   | <b>OUTCOMES</b>   |
| 1. Create a mechanism within the schools to communicate effectively (in Spanish) with Latino Parents.   | ⇒ Every school will create a system to communicate in Spanish with parents  |
| 2. Create an inviting, welcoming environment in our schools that make Latino parents feel respected and valued.                               | ⇒ Each of the schools in the districts will include easy to understand signage and building directions  |
| 3. To offer Latino parents full participation and voice in the decision making process at both the school district and school building level. | ⇒ Create a community based Latino parent advisory council that will influence and guide educational policies, practices, and planning and ensure participation of Latino parents on existing school decision making structures. |
| 4. Create, expand and support ESL programs for Parents/Guardians/families   | ⇒ ESL classes will be offered to support the educational needs of parents at times, places, and levels required to meet the demands of the Latino Community by 2006.  |
| 5. Educate and train Latino parents to learn about their school system and communities at large to advocate for their children.               | ⇒ The Latino Parents Advisory Council will ensure that Latino parents will know and understand their roles and responsibilities as a vital part of their children's education and as a member of the TWIN CITIES Community      |



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| <b>Goal #2: Achieve Latino Academic Excellence</b>   |   |
|--|---|
| <b>OBJECTIVES</b>  | <b>OUTCOMES</b>   |
| 1. All partnering agencies, inclusive of parents, will collaborate to provide programs + protocols to support academic achievement of Latino students.   | ⇒ Partnering agencies, parents and families have collaborated in a series of 10 programs, annually, to increase Latino student participation in academic support programs commensurate with 90% enrollment in the general student population. |
| 2. To develop and implement training and professional development programs focused on specific educational strategies, techniques, and skills directly linked with Latino student achievement.                       | ⇒ The coalition has identified, documented and shared available professional development resources and has been the catalyst to increase programs that lead to student improvement by 10%.  |
| 3. To implement curriculum changes and instructional practice to close the achievement gap for Latino students.  | ⇒ Latino student achievement will be increased to meet “adequate yearly progress” and close the achievement gap.  |
| 4. To develop and coordinate current networks of Latino mentoring, support, motivational resources, (including student-to-student) to provide personal/role model examples through High School, College and careers. | ⇒ A network of Latino role models will be identified and supported to improve high school graduation % and successful college matriculation by 10% annually.  |
| 5. Increase number of Latino Children enrolling in school ready to learn.  | ⇒ Increase number of Latino families who participate in either center or family based pre-school programs by 15% annually in parity with their representation in the community.   |
| 6. Improve transition of Latino Students from preschool to K/Grade 1; grade 4-5; from 8-9; and from grade 12 to College and Career Pathways.   | ⇒ Increase the number of academically successful Latino students who transitions from one grade level to the next in parity with their representation.  |



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| <b>Goal #2: Achieve Latino Academic Excellence</b>   |   |
|--|---|
| <b>GOAL #3: Diminish Systemic Barriers Which Impede Latino Academic Achievement</b>  |   |
| <b>OBJECTIVES</b>  | <b>OUTCOMES</b>   |
| 1. Increase Latino Leadership in community organizations, agencies, and local government.  | ⇒ 85% of Partnership organizations will have Latino Staff or Board members in leadership positions involved in critical decision-making or policy making roles.   |
| 2. To create opportunities for interaction between Latino and non-Latino community members that increase cross-cultural awareness and cultural competence. | ⇒ There will be a minimum of 4 community events to increase cross-cultural awareness and cultural competencies per year.<br>⇒ 25% of Partnership Organizations will participate in the planning and implementation of each cross-cultural event.<br>⇒ A minimum of 200 Latino and non-Latino parents with school age children will attend each cross-cultural event.  |
| 3. Increase Latino credentialed Professional Staff in all Initiative Partner Organizations where there is an under representation                          | ⇒ A minimum of 10% of all professional vacancies in all partner organizations will be filled with credentialed Latino Professionals<br>⇒  |
| 4. Increase intercultural understanding and cultural competencies of task force institutions.  | ⇒ All initiative partners will undertake an organizational culture audit that measures strengths and developmental opportunities.<br>⇒ A Celebratory Event will be held annually to acknowledge strengths and improvements of initiative partners' cultural competencies.<br>⇒ Initiative partners will present their plans to address their developmental opportunities to increase cultural competencies. |



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| <b>GOAL #3: Diminish Systemic Barriers Which Impede Latino Academic Achievement</b>  |   |
|--|---|
| <b>OBJECTIVES</b>  | <b>OUTCOMES</b>   |
| 5. Adapt relevant best practices from the “10 point Coalition Initiative” research to address at risk Latino Youth in Twin Cities. | ⇒ Initiative partners will work to reduce 5% annually of at risk Latino Youth social behaviors as measured by the following indicators: <ul style="list-style-type: none"> <li>• Teenage violence</li> <li>• Gang activity</li> <li>• Juvenile arrests</li> <li>• Teenage pregnancy</li> <li>• Teenage substance abuse</li> </ul> |
| 6. To increase positive coverage of Latino Community by Media  | ⇒ A minimum of 12 positive media coverage activities of the Latino community and Twin Cities Initiative will occur annually (T.V.; Newspaper; Radio)  |



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| <b>GOAL4: Strengthen Taskforce &amp; Initiative Process</b>   |  |
|---|--|
| <b>OBJECTIVES</b>   | <b>OUTCOMES</b>  |
| 1. To ensure sufficient representative membership on Taskforce in order to address each academic level.                                     | ⇒ Throughout the life of the initiative, at least two members from various sectors of both cities will be recruited (i.e. businesses, churches, city government, educators, and non-profits).  |
| 2. To retain sufficient representative membership on Taskforce in order to address each academic level.                                     | ⇒ At least 1 representative from each sector attends 80% of TCWCLS meetings and/or activities and is actively engaged in one of the subcommittee groups.   |
| 3. To clarify & commit to roles and responsibilities of Taskforce Members   | ⇒ 80% of Initiative members will fulfill their assigned responsibilities annually.<br>⇒ A minimum of 75% of Initiative members will attend subcommittee meetings and or TCWCLS special events.   |
| 4. To provide for adequate internal Taskforce communications so that all members are informed.  | ⇒ 90% of Initiative members will report quarterly that communication has been satisfactory.  |
| 5. To establish an on-going evaluative process that monitors achievement on all strategic areas and provides opportunities for improvement. | ⇒ Parent and students will report a minimum of 25% satisfaction on all TCWCLS strategic activities through surveys and focus groups.<br>⇒ 90% of all strategic goals will include an evaluation tool to ensure appropriate data is collected for continuous improvement. |



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| <b>Goal #5: Ensure Necessary Resources for Implementation</b>   |   |
|---|---|
| <b>=OBJECTIVES</b>  | <b>OUTCOMES</b>   |
| 1. To secure the necessary resources for, and develop a comprehensive communication plan.   | ⇒ Resources are secured and a communication plan has been developed and implemented beginning in June, 2004.  |
| 2. To secure the necessary resources for, and develop a marketing plan targeting funding sources.   | ⇒ Resources are secured and a marketing plan has been developed and implemented beginning in June, 2004.  |
| 3. To secure program implementation grants for a 3-5 year period, and to employ the necessary staff to implement plan.                    | ⇒ A director has been hired by September 2004.<br>⇒ Additional staff positions have been identified by December, 2004.<br>⇒ Grants have been secured for 3-5 year period  |
| 4. Establish partnerships with entities who will contribute resources in these areas: new funding, facilities, staffing, and/or supplies. | ⇒ Resources committed by partners have been identified each year for all initiated projects. Each year, programs targeting Latino students' academic achievement have necessary support services.                       |
| 5. Recruit community volunteers, such as peer/adult mentors and teaching assistants.  | ⇒ A system has been implemented to recruit, select, train, and retain sufficient volunteers for each year.  |
| 6. To create opportunities for scholarships for undocumented students.  | ⇒ The achievement of state/federal legislation which allows undocumented students to tap into government scholarships/grants and loans for higher education.<br>⇒ The creation of a Twin Cities Latino Scholarship Fund |



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*Creating the Road Map to Success:*

*Structure and Governance Needs to be incorporated*



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*Implementation Budget*



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**The Strategic Action Plan**

In the final printing this can be added as an addendum



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Letters of Commitment