

U.S. DEPARTMENT OF EDUCATION

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PRESIDENT'S ADVISORY COMMISSION
ON EDUCATIONAL EXCELLENCE FOR HISPANICS

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K-12 EDUCATION SUBCOMMITTEE

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TUESDAY
APRIL 1, 2014

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The Subcommittee met in the Chapman Conference Center at Miami Dade College, 300 Northeast 2nd Avenue, Miami, Florida, at 1:50 p.m., Daniel Cardinali and Patricia Gandara, Co-Chairs, presiding.

PRESENT:

DANIEL J. CARDINALI, Co-Chair
PATRICIA GANDARA, Co-Chair
JOANN GAMA
LILY ESKELSEN GARCIA
MONICA MARTINEZ
VERONICA MELVIN
EDUARDO PADRON
DARLINE P. ROBLES

1 P-R-O-C-E-E-D-I-N-G-S

2 (1:50 p.m.)

3 MR. CARDINALI: Great. The third
4 would be a top-down approach that systems,
5 superintendents, teachers, unions really see
6 the role of student supports.

7 The fourth was a notion of human
8 capital, whether it is a third party provider
9 or a school system, be it at the local or
10 state level, the incredible expertise that's
11 required to actually do this well from an
12 evidence-based point of view.

13 And the final section was around
14 this quagmire of scale, how do you actually
15 grow the work and ensure that high quality
16 implementation is happening routinely.

17 So that was what the fruit of the
18 day charged the Commission to say, "So, what
19 do you think about this?"

20 So Patricia and I had a
21 conversation both there and then again, and
22 really concluded that we don't want to boil

1 the ocean. You could lose yourself in any one
2 of these things.

3 So the question was really is
4 there a keystone or a key issue that if you
5 got that right it might unlock the other sets
6 of things, or create a kind of alignment as
7 people were working on other sets of issues?
8 Does that make sense to folks? Like a core
9 issue.

10 So thank god for her expertise.
11 We saw this -- one of the insights that came
12 out of the scale conversation was that if you
13 could in fact expand what schools hold
14 themselves accountable for -- now, don't fly
15 off the table yet. I'm just saying.

16 The point being that test scores
17 so circumscribed what in fact students needed
18 to be able to manage in the world. That if
19 there was a larger set of indicators and
20 measures that enabled schools to be able to
21 say, "our kids are flourishing, not just
22 getting high test scores," you know, on this

1 particular measurement.

2 So this notion of expanding, in
3 fact, what we could hold ourselves accountable
4 for as a country about what kids need to
5 flourish, to be college and career ready and
6 ready to really engage the world as free
7 agents, capable of making choices for
8 themselves as citizens.

9 So if we got that measurement
10 right, then the human capital issues and the
11 professional development would flow. You'd
12 create a kind of public awareness or you could
13 help move that forward. And, certainly,
14 systems, whether you're an outside provider or
15 an inside provider, would begin to align
16 against those kinds of outcomes.

17 Does that make sense to everybody?
18 Great. So that is the core insight. I think
19 what we talked about, and what I hope you all
20 will talk about -- because I have to step away
21 for my day job for about 40 minutes, my
22 apologies -- is what this group can do or what

1 our recommendations are for the Committee.

2 I know from my day job at
3 Communities In Schools that there are a number
4 of initiatives happening across the country.
5 I know, for example, The Wallace Foundation
6 has funded the Chicago Consortium to do a
7 deep-dive around some of these socioemotional
8 learning or non-academic indicators and
9 measurements.

10 So the notion is, let's use best
11 science to figure out what in fact we can make
12 a set of recommendations for around expanding
13 and accountability structure to support
14 teachers and principals in their ability to
15 really have the resources they need to be the
16 leaders in the classroom and at the school
17 that they can be.

18 So my recommendation for this
19 conversation would be -- and I'll be happy to
20 be part of this -- that the Commission charge
21 ourselves with taking a look at what is going
22 on in the country, and not duplicate, but to

1 really understand how people are thinking
2 about this.

3 You've got CASEL, the
4 Collaborative for Academic, Social, and
5 Emotional Learning, out of Chicago. You've
6 got the NoVo Foundation with the Buffetts.
7 You've got a whole group of folks that are
8 beginning to think more intentionally about
9 this.

10 So to align that work with policy
11 and to really anchor it so that student
12 supports are kind of an integral part of the
13 design of public education rather than as an
14 add-on.

15 Before I run off, do you want to
16 add anything?

17 MS. GANDARA: Yes. As a
18 psychologist myself, as much as I think that
19 the socioemotional learning is a very, very
20 important part of this, I think we can even be
21 more basic than that. And that is, are we
22 providing the basic needs so that we get

1 children to a point when they come into the
2 classroom that they're ready to learn?

3 And that means reasonable
4 nutrition. That means shelter. That means a
5 safe place to be when you're not in the
6 classroom. So many of the by-products of
7 poverty simply must be addressed. I mean,
8 we've been on this school reform thing for I
9 don't know how long now; many decades. And
10 not acknowledging the fact that really what
11 science tells us is that 60 percent of what
12 happens to children as outcomes of schooling
13 doesn't happen in school. It happens outside
14 of school.

15 So we can't hold schools 100
16 percent responsible when 60 percent of it is
17 totally out of their hands. And children
18 cannot be ready to learn unless some of these
19 basic needs are met.

20 So I think we need to redefine
21 opportunity to learn and come up with a set of
22 indicators that allows us to measure what's

1 happening with children's development.

2 MR. CARDINALI: Before I run out,
3 I just want to validate this point that I
4 think is incredibly important. Every year
5 Communities In Schools serves about 1.3
6 million students and we collect data across
7 half the country that we're working in. We
8 look at the frequency of services that are
9 provided to students.

10 These are students that 97 percent
11 are on free and reduced price lunch, 83
12 percent are kids of color. So the target
13 population of really at-risk kids. Every year
14 for the last five years the single biggest
15 service provided to them are basic needs:
16 food, clothing, and shelter. Every single
17 year.

18 So, to Patricia's point, we don't
19 necessarily have to reinvent the wheel or do
20 massive research. Just collecting basic needs
21 data could be a very profound contribution to
22 this conversation.

1 With that, I'm going to step aside
2 and turn it over. I'll be back.

3 MS. GARCIA: Okay. We'll be
4 missing you the whole time. Come back soon.

5 MS. GANDARA: Lily?

6 MS. GARCIA: I'll jump in. I love
7 this conversation, because it defies a simple
8 silver bullet answer. Most of the things that
9 are masquerading as reform are, oh, it's just
10 a charter school. What kind of charter
11 school? It doesn't matter, just a charter
12 school. It's vouchers, it's paid by test
13 scores. And people don't want to do the real
14 due diligence on what's the evidence that
15 something like this actually works?

16 I've looked at and we've been
17 asking our local associations and school
18 districts to give us working examples. Not
19 hypotheses, not if we had everything perfect
20 this is what we could do. But I said I'm
21 looking for some things that are working right
22 now where you're in -- especially if you're in

1 a school that has a lot of challenges, English
2 language learners, poverty.

3 And I have not been overwhelmed
4 with examples. But the ones that folks did
5 step up and say, "We're really proud of what
6 we're doing here," it'll never make the 6:00
7 news because it's not, you know, it's not some
8 shiny thing. And they're very different. But
9 the things that they did were just good
10 science and good practice.

11 First of all they said, "We hated
12 what we were doing. The district was making
13 us read the script and follow whatever tests
14 we were supposed to do and we hated it."

15 So when they had the opportunity,
16 what they got was the information. They said,
17 "We are going to get measurements that
18 matter." And they looked at absences,
19 tardies, how many parents were showing up at
20 back-to-school night, and if kids were turning
21 in their homework. You can count those
22 things.

1 And then as a school community --
2 and they included the school secretary, the
3 librarian, everybody in that school -- they
4 said, "What do we want for our kids in the
5 school? We know that what we're doing isn't
6 working. We know we hate working here and we
7 wish we could all transfer out. And the kids
8 hate coming to school here and the parents
9 don't like us either. So something has got to
10 change." I mean, most of these were like,
11 "They're about to shut us down."

12 They got the information and then
13 they fearlessly looked at that information and
14 said, "Parents don't like us. What can we do
15 about that? They don't understand that we're
16 on their kids' side. The kids don't feel
17 respected. We don't feel respected. What are
18 we going to change?"

19 And they all got together and they
20 said, "What are our measurables? If it's not
21 the standardized tests, what are we going to
22 measure?"

1 When the design and the
2 intervention came from within, it started to
3 work, even though they were very different
4 designs and different ways to intervene when
5 things weren't working. But they held
6 themselves responsible.

7 If they said, "Our kids are coming
8 to school hungry," they didn't shrug their
9 shoulders and say, "So there's nothing I can
10 do about that." They went, "So what can we do
11 about that? What are we going to do about
12 that?"

13 And they got very creative. It
14 really is an amazing story. I can give the
15 Commission three or four examples in Montana,
16 in Milwaukee, places in Florida, where the
17 teachers and the staff actually said, "We're
18 not going to wait for the politicians," no
19 offense, "to get this right. We're the
20 professionals and we need to step up with our
21 own ideas."

22 So the kinds of things that they

1 looked at were measuring what mattered, were
2 designing something specific for their school.
3 And when you talk about scale, you can't scale
4 their design, because that's not why it
5 worked. It worked because it was theirs.

6 So you can't say, "Ah, here's what
7 they're doing in Milwaukee. We'll do that in
8 Salt Lake City." What you can do is the
9 template of how they got to that design.

10 And once it belonged to them they
11 had this inner pride of, "now I have to make
12 it work." And part of that pride was in every
13 case, "when we see our measurements going in
14 the wrong direction, it's our responsibility
15 to regroup and redesign and intervene and
16 change."

17 Failure was not -- or looking at
18 something going in the wrong direction wasn't
19 something to hide. They weren't going to get
20 punished for it. I think that's what we need
21 to talk about, is how do you unleash the
22 professionalism. Every single one of those

1 examples said, "and we can't do this if the
2 parents aren't on our side." And they
3 included the parents in very dynamic ways.

4 MS. GANDARA: Well, this would be
5 -- I'll come to you, Monica -- this would be
6 a very good place if Dan were here. Because
7 my understanding is that really is kind of the
8 model of Communities In Schools, that they go
9 in and they do a needs assessment first. They
10 pull people together to figure out what does
11 this community need, because that may be
12 different than another community. And they
13 work from that as a base.

14 MS. MELVIN: I want to support
15 what Lily is saying about the professionalism
16 of teachers. I'm a big fan. I finished my
17 book finally. It's out, it's here.

18 I'm a big fan of teacher-run
19 schools. Not in the technical term that some
20 people use it, but teachers being empowered
21 because they're treated like professionals and
22 they're given the environment where they can

1 collaborate and work together.

2 After the book, we wrote a theory
3 of change on how do you actually transform
4 schools. The first condition was to create
5 that professional and collaborative community
6 of teachers where everyone takes collective
7 responsibility for students.

8 If you can't get to that part in
9 your school, everything else is top-down
10 that's going to come in. And once they have
11 the collective responsibility and they own the
12 school, then they also own the data and they
13 own their kids.

14 But you also have to have the
15 right leader, right? And that leader has to
16 be an instruction leader who is going to
17 believe in distributive leadership, and who is
18 going to believe in empowering the teachers
19 and treating them with professionalism.

20 And I do think that is a key place
21 to go. And you really start thinking about
22 how do you integrate key practices, whatever

1 they are, if it's deeper learning, if it's
2 IDEA schools, if it's KIPP, if it's whatever.

3 You've got to start with that
4 foundation, the teachers who are
5 professionals, have this collaborative
6 community where they can take risks with each
7 other, they can observe each other, they can
8 give feedback on each other's lessons plans or
9 whatever you want to call them.

10 It's a little bit kind of risk-
11 free. But at the same time, because you own
12 students' learning, you're moving towards that
13 progress and making sure that every student is
14 hitting the data points that your school has
15 created.

16 You can go ahead and use the
17 standardized tests, too. I mean, you can use
18 whatever. But, you know, you have your own
19 measures, or you use the student learning
20 outcomes that people are using.

21 So I support Lily's focus on that
22 a lot in terms of honoring kind of what

1 teachers can do when you empower them and
2 provide them with the conditions to work as
3 true professionals guiding students' learning
4 and owning it.

5 MS. GANDARA: I'm going to push
6 back a little bit on this. Because at the
7 conference that we had in Los Angeles last
8 week, I think one of the key conclusions that
9 there was a great deal of agreement around was
10 that we tend to compartmentalize these things
11 so the teachers are in charge of instruction,
12 and the social worker and the counselor is in
13 charge of socioemotional, and some other
14 person is in charge of the kind of basic
15 needs.

16 And the problem is it's so
17 fragmented that nobody takes ownership for the
18 kid, for the development of the child.

19 So what we're trying to do is take
20 what you're saying and Lily is saying and
21 others are saying, and really integrate these
22 things so that it isn't just the teachers

1 meeting about the curriculum or the pedagogies
2 but in fact about kids.

3 MS. MELVIN: No, I agree. And
4 they do meet about kids. And so it's funny,
5 because people who believe in, like,
6 professional learning communities as kind of
7 your paradigm, they believe that's only for
8 learning about instruction or curriculum,
9 right?

10 But really they're using -- like,
11 I did this presentation recently. I said,
12 what are these teachers doing with all this
13 collaborative time? I said, they're talking
14 about a student's work, they're talking about
15 a students' life. They've noticed that Monica
16 hasn't shown up for school in five days and
17 they wonder where she is.

18 Then they're talking about
19 instruction and they're talking about
20 pedagogy. But they're also talking about who
21 is in charge of making sure Monica is getting
22 to school and who do we have to call.

1 So it is a more holistic
2 perspective versus --

3 MS. GANDARA: Yeah. And we do
4 want to pull into that, the basic needs of the
5 kids.

6 MS. MELVIN: Yes. And then
7 coordinating it.

8 MS. GANDARA: Who is making sure
9 that Juanita or whomever is getting fed, that
10 this child is so not totally over-stressed in
11 a family situation that is untenable These
12 kinds of things that we just -- schools have
13 basically washed their hands of and said
14 that's somebody else's problem. I can
15 certainly speak for the state --

16 MS. MELVIN: Some schools have.

17 MS. GANDARA: Well, I can speak
18 for the state in which I live in which there
19 is one social worker for every 25,000 kids,
20 where there is one counselor for every 900
21 kids. I mean, we gave up. We obviously gave
22 up on all of this and just decided that we

1 would test them into oblivion.

2 So, anyway, it's the notion of
3 trying to pull all of this stuff together
4 under one umbrella.

5 DR. BADIA: This is the first time
6 I have attended one of your meetings. So I
7 don't know how much you deal with dual
8 language instruction or the importance of
9 keeping the native language of the students in
10 order for them to become fully bilingual.

11 And I'm very much involved in
12 working with English language learners. I'm
13 from Florida, I'm from Miami. I'm the
14 evaluator of all the dual language programs in
15 the state of Florida. That's my field. After
16 working 25 years for FIU, I got involved in
17 working with the community and then with the
18 school districts.

19 And I see how kids are doing when
20 they are in dual language programs because I
21 have the results and I can see the difference
22 from students who are English language

1 learners who are not in dual language
2 programs. The gap is incredible.

3 So I wanted to know if through
4 this Commission you're thinking about
5 promoting the importance of learning another
6 language. And now with the Seal of Biliteracy
7 in California, Texas, New York -- and I'm
8 trying to get legislation in Florida. I used
9 to be a state representative so I have
10 contacts with the House and the Senate.

11 But I think the reason -- there is
12 a need for a national movement. I talked to
13 Eduardo. We have been friends for many years.
14 So I talked to Eduardo about what about the
15 Seal of Biliteracy as a national movement to
16 support? Because students need to be
17 encouraged. And if they know that learning a
18 second language is important for global
19 awareness, global education, being competent
20 in our world, 21st century skills, all of
21 those, you know, being college ready -- with
22 college readiness we talk about that all the

1 time. But we never talk about another
2 language, being bilingual, being biliterate.

3 MS. GARCIA: For all students.

4 DR. BADIA: For all students.

5 MS. GANDARA: For all students.

6 DR. BADIA: But especially we're
7 talking about the educational excellence for
8 Hispanics. We need to promote the importance
9 of being bilingual and biliterate.

10 So I think I would like to suggest
11 that one of the things that we should promote
12 is the Seal of Biliteracy as something that
13 will encourage students to become bilingual
14 and biliterate. Because that is a
15 recognition. Everybody will support that. It
16 is recognizing the fact that they were able to
17 acquire more than one language.

18 So I mentioned that to Eduardo and
19 he said, "Well, you can plant the seed and
20 talk about it." But, you know, I would like
21 to see that as a goal.

22 MS. GANDARA: You're also talking

1 to somebody who has also been doing this for
2 30-40 years. So you have no push-back from me
3 at all. In fact, we have a book coming out
4 this year called "The Bilingual Advantage."
5 And we're demonstrating in there with new data
6 how it's an economic advantage to these young
7 people as well.

8 Because we've tried everything
9 else. We know it's a socioemotional
10 advantage, we know that. We know that it's an
11 academic advantage. But none of those things
12 seems to have been compelling enough to move
13 this country in that direction. So we're
14 going for the next thing, which is the
15 economic advantage, thinking maybe that, maybe
16 that will be what pushes it over.

17 So I would like to have your card
18 and your information. Because, yes, this is
19 something that you can be assured will be on
20 the table as long as I'm here.

21 I'm not sure that it's -- I mean,
22 it certainly fits under the socioemotional.

1 Because there's a lot of evidence now that if
2 we educate children with their home language
3 alongside of English that they have better
4 socioemotional outcomes. So I think we could
5 factor it in there.

6 I've been involved with the State
7 Seal of Biliteracy and we're now at six
8 states. Washington just came in, what, two
9 days ago I think, or yesterday or something.

10 DR. BADIA: They're trying to pass
11 it in Florida.

12 MS. GANDARA: Yeah. Well, you
13 know, it's picking up steam. It's really
14 picking up steam around the country and it
15 only makes sense.

16 With respect to the integrated
17 student supports, other comments?

18 MS. MELVIN: I think there's room
19 to merge with what Dan left us with the charge
20 of, which to discuss possible measures that
21 might spur either federal, state, or local
22 efforts to support students and move students

1 in a better place.

2 And I don't think people want to
3 be prescriptive in terms of what it is that
4 we're doing. You do need those homegrown
5 ideas.

6 MS. GARCIA: Some people do. Some
7 people still think that there's a
8 prescription, that it looks like this and we
9 put it in a textbook, you read the script, and
10 we're done.

11 MS. MELVIN: Sure. I think that
12 the one thing we heard pretty loud and clear
13 at last week's meeting was that in the field
14 of integrated student services it will look
15 distinctly different in every single
16 community, and every single campus even, based
17 on the particular needs of those students,
18 that school, the community, the faculty.

19 And that it does need to be owned
20 locally. Because if it's not owned locally
21 it's not integrated. That's what we saw on
22 the school side. If it's not integrated, if

1 it doesn't coalesce with the vision of that
2 school and the culture of that school, it
3 won't work.

4 When I think about this -- I mean,
5 the struggle we had last week that we heard
6 over and over again is how do you get it to
7 grow, how do you get this field to grow? How
8 do you get more schools to realize the value
9 of supporting students and their families so
10 that they succeed academically, so that some
11 of those barriers are overcome?

12 And I think what Dan is saying is
13 what measures do we possibly have that can
14 say, "Hey, guys, here's something that you
15 should be moving your youth towards"?

16 That's a hard one to figure out
17 because there's so many different
18 possibilities. And it's not something that is
19 currently measured, nor maybe should be, but
20 somehow we've got to figure it out.

21 MS. GANDARA: I guess I would
22 argue that it should be. Because somehow --

1 I think it was also mentioned over and over
2 that what gets measured gets done.

3 MS. MELVIN: Gets done. Yes.
4 What is it though, Patricia?

5 MS. GANDARA: The measure?

6 MS. MELVIN: Yes. What is the
7 measure? I'm not sure that I've been able to
8 figure it out even though I'm doing this work
9 on the ground.

10 MS. GANDARA: I know. Well,
11 that's why it's going to take more minds than
12 mine.

13 MS. MELVIN: Well, I mean, there's
14 surveys on school climate, right?

15 MS. GANDARA: Yes.

16 MS. MELVIN: Now there's some on
17 grit, right? There's some assessments I
18 thought around grit or socioemotional factors,
19 isn't there?

20 MS. GANDARA: Yes. But it is
21 really very --

22 MS. MELVIN: Is it that that

1 you're measuring?

2 MS. GARCIA: I think that's what
3 we currently have, is something that measures
4 students' socioemotional well-being.

5 MS. MELVIN: Right.

6 MS. GARCIA: And progress over
7 time, potentially.

8 MS. GANDARA: But there's the
9 things that you just start with. If the kids
10 have no access to medical care, if they have
11 no access to an -- if they haven't had their
12 eyes checked we don't know if they can see
13 either the board or --

14 MS. MELVIN: So you have to have
15 something then.

16 MS. GANDARA: Yes. There has to
17 -- well, this is why this division between
18 education and health makes no sense when
19 you're talking about youth development.

20 MS. MELVIN: Right.

21 MS. GANDARA: I mean, this really
22 ought to be so integrated.

1 MS. GARCIA: I had a really fun
2 time on Fox and Friends once where -- yeah, it
3 was Fox and Friends and me, because I wasn't
4 either.

5 MS. MELVIN: Fox and Friends and
6 then Lily.

7 MS. GARCIA: Yeah. But they had
8 someone that a lot of people do admire,
9 Geoffrey Canada, Harlem Children's Zone. And
10 I love the concept of the Harlem Children's
11 Zone. I didn't appreciate the way that he was
12 on that program because basically he said
13 Harlem Children's Zone does what it does
14 because, "we can hire anyone we want and we
15 can fire them when we don't want them
16 anymore."

17 That's not what Harlem Children's
18 Zone is all about. They have a health clinic
19 there. They have the most amazing --

20 MS. GANDARA: Economic
21 development.

22 MS. GARCIA: They have amazing

1 parent classes there. I mean, they have a
2 dentist that comes in. They really do take --
3 he didn't talk about any of that. It's like,
4 if you could just hire who you wanted, fire
5 who you wanted, then you too could be the
6 Harlem Children's Zone.

7 MS. GANDARA: And if I had a
8 billion dollars.

9 MS. GARCIA: If I had \$20,000 per
10 kid. Yeah. But you know, like I said, there
11 was an agenda there. But I love the concept
12 of the whole child and it's mind, body, and
13 character.

14 But when you take a look at what
15 you could measure, if we were -- we're so
16 stuck on, I need to know if you, Patricia, are
17 doing your job. So I'm going to look at your
18 kids' test scores and then I'll know if you're
19 effective or not. There's these individual
20 kind of gotchas.

21 One year I had the gifted and
22 talented 4th/5th split. They gave me all the

1 independent workers. And the next year I had
2 39 5th graders and 12 of them were special
3 needs kids. So one year I was highly
4 effective and the next year I should be fired,
5 if you were just looking at my kids' test
6 scores without any context of what was going
7 on in my classroom.

8 If you were to take a look at
9 measurements across the system, which we never
10 even want to talk about -- we want those
11 simple little test scores, I know you're good,
12 you get to go to 4th grade, whatever it is,
13 high stakes decision.

14 What I was measuring, what
15 percentage of my kids when they graduate have
16 already applied to some type of higher
17 education? How many of them were accepted?
18 How many of those seniors made it through
19 their first year?

20 Then I would know in my -- if that
21 was my measurement and my long-term goal, I'd
22 be looking at a good preschool program. I'd

1 be saying that's my 13-year goal.

2 I'd be looking at -- you wouldn't
3 start with 11th graders. If higher education
4 enrollment was something you were going to
5 measure, you'd be saying, "I need to see
6 what's going on in my elementary school to
7 make sure those kids have what they need in
8 middle school to make sure they have what they
9 need in high school."

10 You'd be working across grade
11 levels. You'd be working across --

12 MS. MELVIN: Well, I mean, that's
13 what the Cradle to Career is about. But it
14 doesn't get to kind of these -- I mean, we're
15 essentially talking about health indicators,
16 right? What about those nine programs that
17 were in --

18 MS. GANDARA: Health and welfare.

19 MS. MELVIN: What about those nine
20 programs that were in the paper? Don't they
21 have -- I mean, surely they have assessments
22 that they measure themselves against that

1 would -- I mean, just like you're getting to
2 school climate surveys, you're --

3 MS. GANDARA: That was actually
4 one of the points though that they made.

5 MS. MELVIN: That they were still
6 missing?

7 MS. GANDARA: Yes. The evaluation
8 is really very weak in these areas because
9 this has not been well-developed. So we can't
10 really point to this actually affects this
11 outcome.

12 But, I mean, this is going to
13 require more work than what we can do at this
14 meeting. But I think this is off in that
15 direction.

16 I'll just tell you that I really
17 view it as a redefinition of Opportunity to
18 Learn. What are the critical things that
19 students need, that young people need? In
20 fact, I don't even like using the word
21 students because it makes them into something
22 other than a child or a youth.

1 What are the things that youth
2 need to grow up and prosper and do well in our
3 schools? But it's only "and" do well in our
4 schools. That's not the end-all, be-all.

5 So we will continue to work in
6 this area. We want all of your good thinking
7 and we'll be pushing stuff back to you.

8 Alejandra, what's our schedule
9 now? When do we have to break this?

10 MS. CEJA: We're going to be --
11 everyone will be coming back here at 2:30 and
12 we'll do the report out.

13 MS. GANDARA: So we only have like
14 seven minutes?

15 PARTICIPANT: We have a break from
16 2:30 to 2:45, don't we?

17 MS. GANDARA: No. I think we
18 can't do the break.

19 MS. CEJA: No more break.

20 But I do think on this issue,
21 Patricia, it'll be helpful -- if there are any
22 recommendations, Patricia and Dan will be

1 meeting with Roberto Rodriguez tomorrow at the
2 White House to debrief him on the Integrated
3 Student Supports forum and any next steps.

4 He's offered to work with us in
5 terms of what we can actually do or what
6 recommendations we can help elevate, and if
7 there should be a convening at the White House
8 with some of the stakeholders that joined us
9 in Los Angeles.

10 So we will report back to you all
11 on that conversation and what his guidance is
12 in terms of next steps.

13 I do want to make sure we take
14 some time to talk about the teacher --

15 MS. GANDARA: I know. That's what
16 I wanted to say. That's why I was checking my
17 watch.

18 MS. MELVIN: I think that you
19 mentioned there's a lot of existing resources
20 that have done work on healthy schools. So
21 maybe if we can just check in with some of
22 those, I'll forward-out kind of what we use as

1 a gold standard.

2 And there's a number of domains
3 around wellness, physical activity. It's all
4 these whole-child indicators. It's the
5 Alliance for a Healthier Generation Healthy
6 Schools Program. I'll look it up. I'll shoot
7 it to you guys.

8 MS. GANDARA: Thank you.

9 MS. MELVIN: And I think that from
10 that we can either kind of promote that or
11 figure out what we'd like on that.

12 MS. GANDARA: I think we'll look
13 more broadly across the literature on this.

14 PARTICIPANT: There is a center
15 for socioemotional learning at Yale. They
16 would know some measures as well.

17 And then there are a lot of
18 measures on youth development through --
19 there's a lot of really good surveys. I mean,
20 none of those get to what you say. But I
21 think you're right. We can just look across
22 what's out there and identify the gap.

1 MS. GANDARA: Yes. And to the
2 extent that you guys are willing to continue
3 this, we'll be shooting stuff to you, which
4 would be great.

5 But now we're down to, like, five
6 minutes or six minutes for the teacher stuff,
7 which we really need to turn to. Because this
8 Committee has had kind of two major charges.
9 One is the integrated student supports, and
10 the other one is the promotion of the teachers
11 for Latino kids. This ends up being either
12 Latino teachers and/or teachers who dedicate
13 themselves to Latino kids and who are
14 bilingual.

15 In California, as you may know, we
16 have a ban on bilingual instruction for the
17 most part. That doesn't matter in the sense
18 that the bilingual teacher is still at the
19 center for these kids, no matter what language
20 they're learning in.

21 We have research that shows that
22 the bilingual teacher, and additionally the

1 Latino teacher, views it as his or her job to
2 reach out to parents. It's built into their
3 job. The monolingual teacher views it as the
4 parents' responsibility to reach out to the
5 teachers. And so it doesn't happen.

6 If we are to tap into the power of
7 parents, we have to have teachers who can feel
8 comfortable and desire communicating with the
9 parents. So this is one critical piece.

10 As a part of this initiative,
11 we've had three prongs. One is the campaign
12 to recruit more teachers from the community,
13 more young people, any people from the
14 community to come in and become teachers.

15 That's a hard sell. When you have
16 13 percent of Latinos actually getting a
17 college degree, turning it into the job as a
18 teacher is a hard sell.

19 I'm going to go through this
20 really quickly. And then I'm going to ask
21 Alejandra to comment on some stuff.

22 For a year now, we've been trying

1 to work with Teach.org to partner with them,
2 because they've got resources and they've been
3 doing all this marketing stuff. So I'll allow
4 Alejandra to talk about what's happening with
5 that.

6 The second prong is to honor and
7 spotlight teachers. So these teachers who are
8 doing this fabulous work, let's elevate them,
9 let's make them models, let's get people
10 excited about, "I want to be like you." Lily
11 has helped us with that very much. And we
12 want more help, Lily.

13 So that's the second. And last
14 year we successfully had a lovely event at the
15 White House that spotlighted some really
16 terrific teachers. But it's not having enough
17 of an impact and we want to think about
18 growing the impact.

19 Then the third prong in this area
20 is really to find ways to facilitate people
21 making this decision. And that looks like
22 incentives, how can we incentivize becoming a

1 teacher if you are one of the 13 percent of
2 Latinos who actually gets a degree, or if
3 you're a person who was chosen to be bilingual
4 and to work with this community.

5 The thing that comes most to our
6 minds is forgivable loans or some kind of
7 pilot program that would pay for, at the very
8 least, the preparation for the teacher piece
9 of this. But something that is attractive
10 that we could begin to see if this works to
11 pull more of these folks in.

12 What's happened with the campaign
13 and Teach.org, Alejandra, do you know?

14 MS. CEJA: From our last
15 conversations with them, they have been
16 focused heavily on the marketing and outreach.
17 One of the things that they've asked us to do
18 is identify universities. Because they are
19 piloting across the country in universities
20 rolling out the Teach campaign.

21 We have been able to identify some
22 HSIs. Obviously they're in need of additional

1 partners to really scale up the campaign. We
2 are talking to some media partners about the
3 importance of rolling out PSAs highlighting
4 Latino teachers across the country.

5 I'll be honest with you. I think
6 that the Teach campaign is one where if we
7 give them recommendations they will really use
8 them. If for some reason -- and I know I've
9 come in late to the work on this particular
10 area. But it does seem to have lagged a bit.
11 I think the work with the universities is
12 going to be critical. There are some HSI
13 presidents that have stepped up that are
14 working closely with the Teach folks.

15 We are going to be proceeding with
16 figuring out if we can generate the media
17 partners to roll out PSAs and what that would
18 look like. And from that, really figuring
19 out, can we have the teacher recognition
20 piece? There could be a vehicle outside of
21 our initiative so that it can continue and it
22 wouldn't just be a one time thing.

1 MS. GANDARA: Right. Thank you
2 for raising that, because that actually came
3 up I think the last time we had this
4 discussion. We need to institutionalize this
5 so that once this administration goes on and
6 another one comes along, this doesn't just die
7 with it.

8 MS. CEJA: Right.

9 MS. GANDARA: And for that we're
10 thinking we really need to talk to NEA and
11 AFT. Or just NEA, whoever we can draw into
12 this to try and institutionalize this and
13 spread it.

14 MS. CEJA: And I'll just add, we
15 have connected the Teach folks with partners
16 like the Congressional Hispanic Caucus
17 Institute and Hispanic Scholarship Fund. So
18 we are trying to help them facilitate those
19 relationships into the Latino community. So
20 any recommendations of folks that they should
21 connect with, please let us know. Because I
22 think that's where we'll get more traction.

1 MS. GARCIA: This sounds really
2 weird, but People Magazine. My subscription
3 ran out, like, 20 years ago. They started two
4 years ago a teacher recognition program. I've
5 been involved with it for two years. And we
6 could probably work with the African-American
7 Commission on this too, because they have
8 highlighted minority educators, minority
9 teachers. The last winner was three that
10 started a charter school for bilingual,
11 Academia de Lenguaje Y Bellas Artes, and it
12 was just amazing.

13 So I thought, those are the -- we
14 have national press.

15 MS. ESTRADA: Do they do it in the
16 People en Espanol, do you know? And maybe
17 asking, if they don't, if they could target
18 Latino teachers specifically?

19 MS. GARCIA: They probably don't.
20 They probably don't. But they do have good
21 diversity in their selections.

22 (Off microphone comment.)

1 MS. GARCIA: Well, you've got to
2 make it sexy. I mean, it's nice to have the
3 White House. But if you get something that
4 has popular -- you know, people are going to
5 watch television. They're going to get a
6 People Magazine and open it up and go, "Wow.
7 I want to do that."

8 MS. CEJA: We should talk. We'll
9 connect on how we can partner on this front.

10 MS. GANDARA: Yes. And if we
11 could get Jorge Ramos to present the teacher
12 that would, you know -- everybody would just
13 fall over dead.

14 So, anyway, we need to continue
15 this. I guess I wanted to just touch bases,
16 check the pulse of the Committee, if the
17 Committee still feels that there is value in
18 doing the teacher recognition.

19 MS. MELVIN: I think it sounds
20 like that's an overwhelming yes. And we want
21 to expand it a little bit to make it a little
22 bit more public. And we've thrown out some

1 ideas for doing so.

2 MS. GANDARA: Okay. Yes, go
3 ahead.

4 DR. MINAYA: This is an issue I'm
5 facing in Lee County on the west coast of
6 Florida. They're saying they can't find -- we
7 have 32 percent Latino students and they can't
8 find any qualified Latino teachers.

9 Is there any kind of a
10 centralized, or any kind of an effort of those
11 that want to become teachers matched up to
12 where there's the jobs? Because we have tons
13 of jobs. It's a growing market.

14 MS. CEJA: That should be
15 coordinated through Teach.

16 DR. MINAYA: Through Teach? Okay.

17 MS. CEJA: We can connect with
18 you. I want to make sure I give you the main
19 --

20 MS. GANDARA: Also, in addition
21 though, this is a really good idea beyond
22 that. Because that's another incentive thing.

1 If we can identify the districts who would
2 hire them, young people would be more likely
3 to pursue this if they knew there's a job at
4 the end.

5 DR. MINAYA: We have a job fair in
6 about a month and they haven't found
7 candidates.

8 MS. GANDARA: I guess we have to
9 end although I really would have liked a lot
10 more time for this discussion. Thank you so
11 much for the input.

12 (Whereupon, at 3:15 p.m. the
13 meeting in the above-entitled matter was
14 adjourned.)

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C E R T I F I C A T E

This is to certify that the foregoing transcript

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Before: Educational Excellence for Hispanics

Date: 04-01-14

Place: Miami, FL

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