

**PSC-ED-OUS**

**Moderator: Emmanuel Caudillo  
July 16, 2014  
1:00 pm CT**

Coordinator: Welcome and thank you for standing by. At this point all participants are in a listen-only mode.

After each presentation we will have a formal question and answer session. At that point you may press Star 1 to ask a question.

This call is being recorded and if you have any objections you may disconnect at this point. Now I will turn the meeting over to Mr. Marco Davis. Sir you may begin.

Marco Davis: Thank you (Rachel). Good afternoon everyone. Sorry for the slightly late start. My name is Marco Davis. I'm the Deputy Director of the White House Initiative on Educational Excellence for Hispanics.

I'm joined by several colleagues here at the initiative and by our presenters. We want to thank you for joining us for this Webinar today.

Two quick business matters I wanted to mention to inform and remind you that this Webinar is off the record and not intended for press purposes.

Also wanted to remind you as the operator just mentioned that this Webinar including the Q&A will be recorded and the recording and a transcript of the conversation along with a slide presentation will be posted to the Initiative's Web site after the call to make the information available for anyone who was unable to join us for the live Webinar.

The agenda's going to go as follows. I'm going to describe today's Webinar very briefly in just a moment then introduce our first presenter who will speak for up to 15 minutes.

And then we will have 15 minutes for Q&A. Then I will introduce our second presenter who will also speak for up to 15 minutes and then we'll open the floor again for Q&A for the remainder of the hour.

Once we open the floor for questions the operator will come back on to provide guidance for how to get into the queue to ask a question or make a comment.

And now on to our discussion today on education and technology.

Last year President Obama announced a new initiative Connect Ed that will connect 99% of students to next generation broadband and high speed wireless within five years.

As the Hispanic student population continues to grow it is important that students have access to the latest cutting-edge technologies and digital content in the classroom.

This Webinar is going to include a presentation on the US Department of Education's focus on leveraging technology to create personalized learning experiences for all students which will really benefit from the Connect Ed Initiative.

And in the second half of the Webinar we will hear from Misa Gonzales who is a teacher based in Tucson, Arizona who's going to share her experiences on using advanced technology in the classroom.

So without further ado are going to turn it over to our first presenter Richard Culatta who is the Director of the Office of Educational Technology at the US Department of Education.

And just one logistical note for your Richard if you can simply say next slide and Emanuel Caudillo here on our staff will advance the slide presentation for everyone on WebEx so that they can follow along.

Take it away Richard.

Richard Culatta: That sounds great. Thanks for the opportunity. I'm really excited to have a few minutes here. And I also if you have comments as we go along I know we'll have time at the end.

But if you have comments as I go through this please feel free to use the chat window below and we'll make sure I address anything that you bring up.

So in the few minutes that we have here I want to go ahead -- and you can go on to the next slide -- I want to talk to you a bit about the idea of leveraging technology as a way to a spurt innovation but also the equity of that innovation right?

So one of the things that we know about in our country is that there's lots of great solutions to the problems that exist but they're not easily scalable in many cases.

One of my favorite quotes is a quote that says the future is already here it's not just - it's just not very evenly distributed.

We need to do a much better job. And so I'm excited about technology as a tool to be able to provide some of the great things that are happening in some schools across the country to all schools and all students. And that's what this is really about.

Go ahead with the next slide please. The piece that is important to realize is that if we're going to start talking about technology solutions we really need to make sure we actually have capacity in the schools.

And right now we have a huge gap. Right now about 80% of schools have less than 100 megabit per second.

And if you go to the next slide you'll see that the minimum bandwidth that's required is 100 megabits per second. That's what we say is the default what you need.

Now the shocking part -- and I hope those of you who are sitting down when you see this next slide -- go ahead and do that -- the next slide you'll see the average school has around 18 megabits per second which is just not enough to learn.

And it's a huge problem that we have to address that we have to deal with if we're going to make great education opportunities available to everybody.

And so if you go to the next slide one of the things that I'm very excited about is the President who has said this is a key initiative, this is something that we are serious about changing in the country over the next few years.

In one of his speeches in fact it was the state of the union he said in a country where we can expect free Wi-Fi with our coffee we should demand it in our schools right?

And that really is how serious he is about this. He gets regular daily updates on the progress of making a difference here because he knows that this is such an important piece of making sure everybody has the education that they need.

On the next slide you'll see that there is an initiative launch which we call the Connect Initiative. This is launched by the President.

And basically he said there are four things that we are going to accomplish. The first is we need to make sure that there's a high-speed broadband to every classroom.

Not many schools have broadband to the office. Many schools have it to a computer lab. Those are the places where learning is happening. We need to make sure that every student no matter where they're learning if they're in a building where learning is happening that they need to have access to this infrastructure. That's the first piece.

The second piece is make sure there's a affordable devices. So the cost of devices is coming down but we need to make sure that every student actually

has an access to a device that they can learn on that they can create on, not just to be a passive, you know, receiver of information but actually to be able to use that device to create knowledge and to interact and engage with those around them.

Today I mean I think about, you know, spending the idea of schools that are purchasing textbooks right? It's just a kind of I'd love to have a conversation with any schools that are doing that and say will you justify me? Would you explain to me why that purchase is making a difference for those kids lives right? You're getting text that's basically out of date since you - before you, you know, hand it to them.

When if we can instead use those devices to provide access to sources of information that are constantly being updated it's much - it's a much better experience in preparing them for their future.

The third one is preparing teachers. We have to have to - rock star teachers that know how to use technology to really make a difference. And we're going to hear from one of them in just a minute. Misa Gonzales is one of my sort of heroes in the teaching world and does some really fantastic work.

But we need to make sure all teachers know how to use tools and are not just digitizing traditional practice right? You could say hey we have these worksheets that I used to do. I'm going to scan them and put them on a device so people can, you know, my kids can access them that way right?

That's not what we're talking about. We're not talking about just taking what you always did and doing it on a screen. We're saying how can you really reinvent and reimagine learning?

And the last one is making sure there's great phenomenal digital content that's available. There's a lot of free content available that we want to make sure teachers and leaders and parents are taking advantage of.

Go ahead to the next slide. I want to make sure we are making a very quick version of how some of this funding is happening.

The first is I want to make sure you're aware of a change that just happened on Friday. So this is, you know, breaking news here.

There is a program called E rate that is run by the FCC. Every month on your phone bill you're going to see some fees that you don't know what are. And I don't know what most of them are but I do know what one of them is.

One of them is a fee that says Universal Service Fee. It's usually \$1 or two. And that's fee goes to subsidize the cost of Internet in schools.

And so every time you pay that \$1.50 or whatever you're paying on there just realize that that is what paying for Internet in schools. So it's a great program.

The program however has not been updated in a long time until Friday. And so things like, you know, having schools be able to use funding to connect to the office was actually done very well under this program.

But the priorities were not set up in a way that put a priority on getting funding for connectivity to classrooms to the places where students are.

Now in fairness this program is, you know, 15 years old. And so when it was created things like Wi-Fi access everywhere didn't exist. But it's far past the time for us to be, you know, willing to accept that level of connectivity.

And so on Friday the FCC voted to update this program and make some significant changes. So starting this year I think or around \$3 billion of additional funding is available for schools with a priority on making sure there's wireless access in buildings all around the building, not just in the lab not just in the principal's office.

And so that's a huge step forward. It is likely that even after the updates to this program there will still probably be more need than there is funding. And so there may be additional steps that the FCC will have to take down the road in order to meet the President's call for all schools to be connected.

But this is a major step forward and so I want to make sure everybody is aware of that.

And if you're working with the schools or helping in any schools and thinking through their planning help make sure that they are aware of it.

Next slide we'll talk about what we do when we're out of school. So it's fantastic, in fact it's essential that we have connectivity in school. But we also care about what happens when students go home and, you know, the advantage that students have when they go home to a house that has broadband access over students who go home and don't. And we want to make sure that they have that connection too.

So before I move on I want to take a second to just talk about this tool here. It's a site called Everyone On. [Everyoneon.org](http://Everyoneon.org) is the Web site. And so you can be aware and share this tool.

And what basically what it does is it says if you are a family that qualifies -- and basically that means that you are, you know, your socioeconomic status means that you qualify -- if you qualify for free reduced lunch you basically will qualify for this you can go in and punch in your ZIP Code and say what offers do I have available for me to provide low-cost high-speed broadband?

And this is part of a deal that was arranged from a whole variety of cable Internet providers. And those who participate in this get the same Internet that I pay for that others pay for, you know, \$70, \$80 a month this very expensive Internet right that they can actually qualify for \$10 a month.

And so, so while not totally free it is a huge opportunity. And I know that it's already been making a big difference for parents and families who frankly just cannot afford a huge Internet bill but now have an opportunity to get connected for their students.

And there are opportunities for low-cost devices as well if it's a family that lives in a school where the school does not allow the students to take their device home yet. We hope that will change too but in the meantime there are opportunities for devices.

So if we can go on to the next slide I want to just make a couple other points about how we anticipate this connectivity actually changing and what learning feels like.

Data is changing our lives. It makes our lives better and more personalized. We go to Amazon and we expected to know will want to buy before we do. We go to Netflix and we expected to know what movies we want to watch before we know they even exist.

And then we go to the classroom and we just sort of expect that every student should be treated the same. But there's no personalization in many cases and students just have to get, you know, talk to the middle is the word that you often hear.

We pretend that there's some magical middle-of-the-road student and we teach everything to that one group.

If you go on to the next slide one of the challenges that I have of course is that students aren't the same. Students are very different and they have different needs and they have different interests.

And I think one of the least equitable things we do is treat all students the same.

And so one of the things we're looking for if you go to the next slide is technology to help actually personalize the learning experience right and actually help students work together on projects that make sense for them.

If there's a student is falling behind in a particular area has some extra support and extra options to help get them up to speed when you have other students who may already be completely up to speed on there and let them move ahead. And you find that with students it's different for different topic areas.

You may have a student who's very, very far ahead in one thing and maybe struggling in something else.

And so we want to make sure we're having this technology to support teachers and parents in being able to make a personalized learning experience.

Next slide, we have a whole variety of personalized learning model schools across the country. These are schools that we have from ed specifically invested into say show us how personalized learning can look with technology and are using this these to then point to have other districts adopt these same ideas.

And then to wrap up I want to give a couple of examples. If you go to the next slide here this is an example of a learning dashboard. This is the type of thing that you might see a way the technology can be used to actually support a variety of learning needs.

This is Khan Academy if you're familiar with Khan Academy. And a lot of people who have heard of Khan Academy know of it because they have videos and they're familiar with their videos and their videos are fine.

What I'm actually really excited about is that they have a learning dashboard where you can go in and you can see based on your ability, your competencies how you're doing and where you need help?

You can see this is a screenshot of mine and you can see that I need a lot of help in math but this is the type of tool that we are really excited about.

And my final point about this, you know, how technology can personalize learning is that it also helps engage parents.

So if you go to the next slide you will see that this is a screenshot. And I sort of blanked out the names of the, you know, company that this is from because we don't endorse any particular tool but this is actually my kid.

So my kid is using this app and every day comes home and he plays on the computer and he's going through and does these sort of math games.

And I get an email. And it says here is what your kid did which is great. I like to know. But the thing that's really powerful is it says now here's the game that you can play with your kid based on what he learned today to reinforce what the activity was.

And so there's this little game suggestion down here at the bottom that says, you know, as you're driving around pick a number between 11 and 40 and talk about the different ways to make it into 32 or whatever it is right?

That makes me be a more powerful parent because I know what I can provide at the moment to help support my kid. And that's one of the really, really powerful things is that a combination of personalized learning supported by technology can provide.

And so that's the end of what I have. I do have one final slide that we can go to if you go one more just because I want you to know about this.

We actually went out and as students across the country to tell us what they thought about technology and how it can improve their learning.

And so they made videos - well three minute videos. And they were fantastic. We brought them into the White House to do a little film festival with the president.

They're all posted up online. And so if you haven't had a chance to see any of these yet it's a fantastic chance to see what kids think about how technology can improve their learning.

And if you just search for Student White House Student Film Festival you'll get all of those videos and you can take a look at them.

So that's the end, looking forward to questions and answers. I'm here to take any. I also on the next slide here have my contact information if that's helpful if you want to get a hold of me either on our YouTube channel or it looks like our Web site got - fell off there but it's just text.ed.gov.

And with that open to any questions, comments.

Marco Davis: Thanks so much Richard. So let's open the floor for questions. And (Rachel) if you could please remind callers how to get into the queue to ask a question?

Coordinator: Sure no problem sir, thank you. We will now begin the question and answer. And if you would like to ask a question you may press Star and then 1.

And please record your name clearly. Your name is required to introduce your question. To withdraw a request you may press Star and then 2.

Marco Davis: We'll give folks...

Coordinator: Okay once again to ask a question please press Star and then 1 and record your name. To withdraw a request you may press Star and then 2.

Okay. We have our first question comes from (Deborah Warren)'s line. Ma'am you have an open line.

(Deborah Warren): Okay. Yes - Richard this is (Deborah Warren). And my question is Robert E Lee High School participated the first time in the Legacy EnviroBowl which was in January of this year.

The problem is the science department doesn't have enough tablets for the science students so we're working to try to get more tablets in the Robert E Lee High School Science Department.

Actually the whole school needs more computers but definitely so that they can be very competitive the next time they participate in the (unintelligible), the legacy EnviroBowl competition. This was their first competition this year.

Richard Culatta: Yes excellent. So I'm glad to hear that you're doing that. And thank you for helping them try to figure that out. So couple things that may be helpful. I'm going to actually tell you two things.

One is there are a number of companies of private sector commitments that were made as part of the President's call around Connect Ed.

You know, he said look we need to get more funding from the FCC but he said we also need private sector to step up and really help on their end.

And so a number of companies did, some of them are providing some low cost device options.

And so if you did and it looks like I don't have the ability to post it to the chat unfortunately here. But if you go to [text.ed.gov](http://text.ed.gov) to our Web site you can get a list, you can get a link all the companies that signed up.

And some of them may have some deals that might be worth looking at they could give you some discounted rates on devices. And so I would definitely do that.

The other thing that I would do and I know this is a hard one but I can't think of a school that I've seen that has gotten devices that they need without also deciding not to buy something else.

And so it is a conversation that might be worth having to say do we need to, you know, are there things we don't need to buy like paper textbooks?

Or for example I was at a school recently and they just made a transition to digital and I said how did you pay for this?

And they said well we stopped paying for copy machines. And I said come on, copy machines really? And the principal's like our you - do want to see how much we pay for toner, paper, copier contracts? It was crazy.

And so I think a combination of looking at some of these opportunities for low-cost devices which are now available and also thinking are there things that you could stop paying for that you wouldn't need any more because you have the devices and hopefully between the two come up with some funds that you could use to get your goal.

(Deborah Warren): Okay. So that organization - that Web site is techgov.org or...

Richard Culatta: So tech.ed.gov.

(Deborah Warren): Tech.ed.gov okay.

Richard Culatta: You got it, tech.ed.gov. And there is a number of resources there but there's one in particular that I think you'll appreciate which is the one that says - talks about funding.

(Deborah Warren): Okay.

Richard Culatta: And if you go there there's a link to all of the private sector commitments that have been made and hopefully there'll be some opportunity that may make it a little bit easier for you.

(Deborah Warren): Okay. Thank you so much.

Richard Culatta: You're welcome.

(Deborah Warren): Appreciate it.

Richard Culatta: Sure.

Coordinator: Thank you. Our next question comes from the line of Mr. (Tim Holt). Sir you have an open line.

(Tim Holt): Hi there. Thank you for having a Webinar. I appreciate it. I'm calling from El Paso, Texas. El Paso is right on the border...

Richard Culatta: So I used to teach at a school in Chihuahua so I'm very familiar with where El Paso is.

(Tim Holt): Oh okay great. Well then you know probably what our population is like here in El Paso. We have almost all of our students on free and reduced lunch, We have a high Hispanic population of students.

And so I was very interested in your everyone or the Web site that you mentioned everyoneon.org.

But while you were speaking I went and checked and this - it seems like there's very limited number of choices for Internet access at least for our ZIP Codes to help our parents get the reduced price Internet offers.

I'm wondering if perhaps, you know, the real Internet service providers like AT&T and Time Warner and those kind of guys can actually kind of be nudged into making offers for our parents?

Richard Culatta: So it's a great question. I'm actually looking up to see what your ZIP Code is so I can put it in there. It looks like 79901.

(Tim Holt): It's 79912 which is our west side of town and there's no offers at all for our part of town.

Richard Culatta: So I - so thank you. I mean I'm actually going to take a look at that and see. So this is dependent on making sure there is a, you know, a cable Internet provider in the area.

And so there are some areas that do not have the coverage that we would want to see. So I'm going to - I will look at this one in particular.

But two things on that and one of them is there are a number of the big players who are playing. So Comcast for example has a huge number of services they provide through that. There are others that do that as well.

But I would suggest that you reach out and I will also do it from my end now that I, you know, looking at your ZIP Code here. But I would suggest you reach out to whoever your local Internet providers are and ask them hey why aren't you participating in Everyone On?

Why are you doing this because when I go and see this I'd love to, you know, get some - I'd love to see you as part of that and what are we doing for our folks?

So that would be very helpful and we're going to keep pushing too on our end. But you do that locally and say hey look, you know, we need to get some help that would be really - that would be fantastic.

(Tim Holt): Okay. I appreciate that. But we do have some very large providers I mean AT&T's a pretty large provider and Time Warner cable is a pretty large provider.

Richard Culatta: So Time Warner in particular I would reach out to and I will also follow-up on this end and happy to follow-up with you afterwards because I was thinking that they were actually part of this so it's interesting that they're not showing up for you there.

(Tim Holt): Okay I appreciate it. Thank you.

Richard Culatta: Thank you.

Coordinator: Thank you. Our next question comes from the line of Mr. (Sarvine Alvarez). Sir you have an open line.

(Sarvine Alvarez): Good afternoon. My question is I - or my comment is that not only do we need to invest in the bandwidth and the technology that needs to be infusing classrooms but we need to invest in the human capital whether it's teachers preparing them to really use this technology to help their students.

And I also believe we need kind of have a cultural shift amongst a lot of students particularly students of poverty.

Technology is seen or access to technology is seen more as entertainment than a tool. And that to me is a huge - I'm a teacher and I believe that's a huge, huge mind shift that has to happen in order for our students to really use the technology to help themselves to help them learn and help them, you know, get better outcomes.

Richard Culatta: Yes so we completely agree. There's a number of things that we're doing. Part of what we try to do here is just to highlight good examples. And again you'll see one good example from Misa in a minute and I'd love to hear at some point some of what you're doing because it sounds like you probably are doing some great things too.

Part of how we're going to be highlighting this and this is the useful thing that I'd love to have everybody kind of take note on is that we're going to be doing outreach directly to district leaders starting in the fall.

And so this will be a large or national campaign and we'll be doing workshops, regional workshops across the country where we'll be reaching out to leaders and saying hey how can we make sure you're aware of both these resources that are available and also understand that you really need to be coming up with a plan for your districts for how you going to support this

transition to using technology effectively including making sure you're rethinking how professional development happens right?

I was in a school once where they had these great tools for students and they were doing these interactive activities on these devices that they had. I said this is really great. How do you prepare your teachers to do this?

And they said well, you know, we walk them into a classroom and bring in a guest speaker and they all sit down and listen to the lecture, you know, once a month. And I thought no right, that's not how we should be doing this anymore.

You know, I was a teacher a while ago and when I was in the classroom one of the things that I was most frustrated about was that I didn't have access to other teachers like me.

I was a Spanish teacher. And I was the only Spanish teacher in the building. And I knew there were other Spanish teachers that were doing better work than I was but I did know how to connect with them and share their ideas.

And so part of this push that we're doing over this over the next year will be to encourage, you know, teachers and leaders to think about how does PD look when you are in a connected world?

And so please have that on your radar. If you have, you know, please consider also giving - submitting your superintendent. It is a nomination process for the superintendents that are involved but we hope to include many.

So if you have a superintendent that you'd like to include in the these workshops please send us that - those names.

And also have on your radar Connected Educator Month which is in October. And that's where we were really going to be pushing out the, you know, this focus on how do we help support teachers through technology.

(Sarvine Alvarez): Excellent. Thank you very much.

Richard Culatta: Yes thank you.

Marco Davis: Great. We've got time for just one more question before we go on to our next presenter.

Coordinator: Yes sir. Our last question at this time is from (Kakania Mehn). Ma'am you have an open line.

(Kakania Mehn): Hi. How are you today?

Richard Culatta: I'm good. How are you?

(Kakania Mehn): I'm good. Thank you for the information. It's very aligned to an article that I read recently. But I have a kind of loaded question. I don't want to hold everybody up but I'm concerned about special education, the homeless population and within special education like assistive technology for students in regards to SXI.

Some of the students in the special education with a special education eligibility aren't necessarily always home. They're center based programs that are offered Monday through Friday and they stay in residential facilities until the weekend.

And also the homeless population, you know, trying to figure out how which way the government's kind of leaning towards making sure that they're included.

Are you looking at hotspots for a population of this sort? Has that even being considered? Is that an agenda item?

Richard Culatta: Yes. Yes absolutely. So first of all and this is a deeper question and I'll give you a quick answer to a question that deserves much more than a quick answer.

But thank you for bringing this up because it is very important to us. And personally I before coming to the department worked for Senator Patty Murray who was, you know, very her policy focus greatly around providing supports to homeless students and students in foster care so it's a close issue to me.

A couple things there, part of the reason that we are encouraging schools to transition to a system where they actually provide devices for all students. Sometimes people call that one-to-one or whatever we want to call it is because we want to make sure the students that may not be in a home or frankly may not be in a place at all even if it's not a home where they have access to technology still have a chance they'll have the same opportunity to create and leverage the technology right?

And so you hear about schools and there's this idea of these BYOD or Bring Your Own Device approaches which is fine. I'm glad they're doing that.

But we are very clear that we actually want to make sure that schools are providing devices for all students. So even if they are in, you know, a foster

home or if they're living in a shelter center of some sort that they actually have some access.

And combined with that is making sure that there are community-based, safe community-based hotspots.

I could give you more examples after this but one of the things that I - one area that's been interesting to watch is Foresight County Georgia.

And so they actually, the school department actually partnered with all of their regional community centers and by community centers I mean that with sort of lowercase C right so any community group. It could be a Starbucks. It could be a library. It could be any place where the public sort of invited into.

And any of them that were - would be willing to make Wi-Fi available to students they made a common icon, a little sticker on the window.

It's sort of like you remember the safe place icon that they had back when I was in school. They had these same place icons that would stuck up on the Windows. They those but it was for Wi-Fi access.

And it says students have access to Wi-Fi here. And they were - they're posted all around the town. It's a common logo. It's really easy to see.

And so any students know that they can walk in with their devices that are provided by the school or their personal devices and know that they can get on and have access regardless of where they are.

And so ideas like that are things that we're trying to encourage communities to engage in.

(Kakania Mehn): Okay. Also with the students that may be in transition and maybe with grandparents are the Internet providers open to allowing them to participate in such a program or is it strictly based on income along with guardianship? Do we know?

Richard Culatta: So there are some different - so it's a good question. There are some areas where within a particular region the providers have said this - if you're in this school basically, you know, because there's great need you qualify, just regardless if you're in this region if you're in the ZIP Code you qualify.

I know that's not the case in obviously all areas. And so one of the questions I will take back and I'll ask is what about a case where it's not a regional qualification area if somebody is living, you know, a student is living with another family or another member of their, you know, family and extended family or whatever it is could they still qualify on behalf? And I'm happy to take that question up and ask.

(Kakania Mehn): Thank you. I'm just FYI, I'm in Wayne County Michigan so thank you.

Richard Culatta: Okay.

Marco Davis: Great.

Richard Culatta: Great. Thank you, treat question.

Marco Davis: Thank you everyone for your questions. Thank you Richard for answering those. So we're going to move on to our second presenter.

One thing I do want to mention for folks who either weren't able to get their question in or who would like to follow-up as Richard mentioned his offices contact info is on the slide presentation that you hopefully all have.

If you don't at the end I'll give some instructions for how to receive a copy if you didn't receive it when we send it out earlier. And also you can email us.

But let's go on to our second presenter. As I mentioned earlier our second presenter is a teacher down in Tucson, Arizona.

She's a teacher at AltaVista High School. She's actually been recognized as a Champion of Change for some of the work - a White House Champion of Change for some of the great work that she's done so I'm going to turn it over to Misa Gonzales.

Misa Gonzales: Good afternoon. Thank you very much. It's so wonderful to hear Richard talk -- all of his enthusiasm. He knows what we are going for as educators and teachers. And I just I love that every single time I hear him so thank you Richard.

So I'll get started on mine, education technology integration in the Hispanic community.

So I was raised. I was born and raised in Tucson, Arizona. I have on one side of my family one generation from Mexico. And the other side of my family we have been here for 15 generations.

So I am a mix of the whole Hispanic community, the Arizona culture, Tucson community. And part of what's changed me and my history is that my father

when he was young was told by his teachers at school not to speak Spanish, that it was not allowed.

And so his first language was completely thrown away and he spoke English. And I remember when I was a very little my father came up to me one time and I said why aren't we learning Spanish? I want to learn Spanish. And my dad said I don't want you to be punished. I don't want you to be punished like I was. And so I grew up not knowing Spanish.

And now when I'm older I, you know, really want to know how to speak Spanish fluently like my dad was taught when he was a baby. So I as a teacher really am aware of how I'm treating my students.

I teach in a school district that is mostly Hispanic students. And a lot - most of them qualify for free and reduced lunch. So what I try to do is bridge the gap in the classroom and meet the needs of all of my students.

Next slide please. So they have a rich culture. I mean all of our students have a rich culture no matter what your background is, no matter what ethnicity you are and where you come from you have a rich culture.

But these students have to know that they can be successful that no matter where they come from or who they are or what they've been told at home or by their family members or by other people in society that you as the teacher believe in their success, that you want them to succeed no matter what.

And whatever they see as success is what you believe in. So if it is college that is what you want for them and if they don't see college push for it, pushed for a huge goal.

If they want to own their own business or if they want to work in a business make them the owners, make them get the education for it, talk to them about it and let them know how important their future is and how much you believe in them and how much they can trust you in that. And that is extremely important.

And then surprise them. I have a young man in one of my classes who was traditionally Hispanic culture in his family and were talking. And he says well my sister is never going to go to college because she is supposed to stay at home and take care of her husband and her family. That's just what he was raised knowing.

And I asked him and I said I'm a Hispanic woman. What if I hadn't gone to college? You wouldn't be my student and I wouldn't be your teacher. What do you think about that?

And it shocked him. He was completely surprised. I said to you want me to not be your teacher anymore? And he was completely thrown off by that because to him that wasn't part of his understanding.

But then to see me and to know the influence I have on his life shocked him. So give them a different view of the world but never tell them what they believe is wrong because they won't trust you anymore.

So I didn't tell him what he was thinking was wrong. I asked him to please think about it. Think about people that you know and how it connects to them.

And so the next slide please. So when you get your trust in your students because that is extremely important and you get to give them the technology,

the tools that they need in the classroom this like Richard said the textbooks are out of date as they are being printed.

There is no point in buying a paper copy about anything when we can go online and search whatever we want and find amazing tools that they can learn.

So you have them invest in it. You have them believe in their future. You have them know what the goal is and you discuss with them every single day why are we doing this?

Well this isn't just for me to teach you. This is for you to learn. You are the person who needs to learn. And I'm not teaching you just to make me happy. You're learning so you are successful so you are the strong amazing person that you can be in the future. That's what we want.

And so the teacher has to learn how to be the facilitator because with technology it's no longer somebody standing in front of the classroom lecturing.

It's somebody guiding the students through the different tools they have, allowing them to explore, allowing them to find the different elements that they need from to reach their goals.

And like Richard was saying there's only tools out there that allows them to find their strengths, build on their weaknesses, make them stronger and all these different ways.

And so we have to facilitate that. and that is one of those places where PD is necessary where getting teachers in the classroom together in a building

together or in an whole entire community together and discussing how do we do this, how did it look different and why do we need to do this?

Because some teachers have been doing other this other teaching techniques for 26 years and they need to buy into it also because this is a new way of looking at how we're working with our students.

Okay next slide please. So with technology one of the things that there has to be is our limits. We have so many social devices that we use and tools and everything that you have to tell the students listen we are not going to spend four hours on Facebook.

We are not going to watch YouTube videos all day. These are not the things we are doing, at least not the way you're doing it okay?

We have to realize like one of the questionnaires asked how do we get - shift the mindset of the students from it being a toy socializing, playing with it to being a tool to a learning device?

And that's a really big difference. And so as a teacher you have to make it the rule in your classroom and not a hard set horrible awful rule but something where you have the discussions say listen these are our tools we're using every day. It's just like a hammer, it's just like a nail but luckily this hammer and nail gets to explore the whole world.

We can build our futures with it, we can build everything we want with it. We just have to use it the right way not to break things but to build things.

So they do this (ajutley). They have the opportunity for structured exploration for looking around the world that we have and exploring communities and

cultures and languages and ideas and then expressing them through so many different ways -- videos and online resources.

Next slide please. So the different methods that we give them, and Richard made the last slide that he had or second to last slide he had with the video. I loved seeing that slide because I heard about that and I had all 170 of my students create three-minute videos for the White House Initiative.

And we did it in 2-1/2 weeks which was about eight class days. And it was fantastic and hilarious.

None of them won unfortunately but it didn't matter. They watch the videos in class. They did the research. they had the discussions. And it was just this amazing tool that they were able to connect themselves all of a sudden to the government, to the White House, to education and they bought into it and we loved it.

So we have this opportunity to be able to build on it. My students also take these tools and bridge their language skills.

I have students who their first language is Spanish. Lots of students who their first language is Spanish and they can go on and they can search the English words or the Spanish words.

They can do any kind of discussions they need in Spanish and then translate that to presentation to videos to whatever they need for class.

Because I tell them listen communicate with each other in Spanish, discuss the matter if that's how you understand it better.

And then when you come and discuss it with me which will happen you have to know how to talk to me in English about it because that's what I understand.

And so they bridge that gap. It's any language that you're learning in you're learning. And so if you can learn in both languages and understand what's going on it actually just builds your understanding even more.

So I love I love being able to allow them to use the tools to bridge their language skills and their gaps.

So next slide please. So I have some lessons that I have learned. I used technology in the classroom one to one so each student had a laptop that they took home with them every day and brought back to school.

I had 170ish students to use in a row. And one of the things I learned is that technology will fail us at times. My projector wouldn't work or their laptops wouldn't work or Wi-Fi was completely shut down.

And you have to take those times instead of printing out handouts every day just in case to talk to the students about what it means to be responsible with their technology, how do we communicate with each other, how everything we put online is tracked for the rest of our future. And it's all going to be included in our history.

It's like everything that we ever put out there will be attached to us. And so these discussions are extremely important. They should happen weekly if you can but really every once every couple of weeks and remind the students that we are working here together with these tools to build something greater for them, not for us.

It's not for the school. It's not to look awesome but it's so that these students are able to compete in the future with what they need to do and that they can be successful.

Another thing I learned is that they will always, always know more than me about the social uses of technology, how to do this?

I don't even try to keep up with them with those things because they just keep going. They are way more advanced. And it's their secret world.

Kids always have a secret world, high schoolers have always had a secret world that they live in that other people don't participate in.

And the school - the students now have it with their cell phones, their devices with everything they have. And so we don't participate in that secret world. All we're trying to do is teach them how to be responsible with it and how to learn with the technology.

And then another thing is we surprise them with using a few of those tools whatever you can get a grasp on as a tool for them to learn from.

So if they see that you can use example Tumblr for bell work they will. And they'll think it's awesome and surprising and fantastic and they'll build on it and they'll help you and they'll be thrilled to work on it with you.

So that's one of these good things that I found is that they love to be surprised with the use of technology. And I think there's one more. Please next slide.  
Thank you.

So my final project for my students is and this is kind of a standard final project for some people but I have them create their future job.

So they tell me what do I want to be when I grow up? And - and they say, you know, I want to be a vet or I want to be a doctor.

And I say, you know, you have to be specific and you have to be the best vet in Tucson and you have to own your own business and you have to be the greatest doctor that I've met. Because when I go there and take my dog there you better be able to fix her, you know?

And so I make them reach for the final biggest school that they can think of and that they can reach for that they want to do and then I make them create business cards.

And then I make them create letters of recommendation to each other. And then finally the last thing is a resume. It is not a resume of today of their school. It's a resume of their future.

Okay what college have you gone to? So now they have to research their colleges. What jobs have you gotten before this? They have to put jobs there.

They have to find out how they're going to pay for these colleges. They have to see the awards that they can receive for being this amazing doctor or vet or whatever it is.

And then they have to do a job interview. So my last days of the class -- and I love this -- they walk-in and I have best dressed classes in the whole entire city.

They are in suits and ties and blouses and skirts and it's amazing and they come in very professional. And they talk to me like they are in a job interview in 15 years or 20 years.

And my last question is always now that you've done this research do you like this job more? Does it make you more exciting, more excited or are you going to change your mind? Is this different? Do you not want to do this now?

And every single time the answer is yes I'm more excited. Now I know I'm going - how I'm going to do it. I know what college I'm going to. This is really fantastic.

I have a goal. I know how I'm going to pay for it. I've even talk to my parents. My mom wrote me the letter of recommendation on and on and on.

So they just - they need that building that future, that encouragement. And that's what I have to do for the students. That's what I do as a teacher is build that future for them to be able to see. So next slide please.

Thank you. So here is my contact information, my twitter handle at the top and my Web site [misagonzales.com](http://misagonzales.com). And then you can email direct - me directly at [misagonzales@gmail.com](mailto:misagonzales@gmail.com).

So I'm - that's it for me if anybody has questions. Thank you.

Marco Davis: Thank you so much Misa. That was great. And now it's time to open up the floor again for questions and comments.

So (Rachel) if you wouldn't mind reminding callers how to get into the queue to ask a question?

Coordinator: Sure thank you sir. Again if you would like to ask a question you may press Star 1 and record your name. To withdraw a request you may press Star and then 2.

Once again to ask a question please press Star and then 1 and record your name. To withdraw a request press Star then 2.

Marco Davis: As folks are getting into the queue to ask a question hopefully folks are coming up with some good questions or comments I want to thank Misa and Richard again for your energy, your enthusiasm appreciate the passion you bring to this topic to this work.

Also want to remind the callers as I mentioned at the top that we're going to be uploading the transcript, the audio and the slides.

And so one thing I think I personally at least feel that this is a topic that doesn't get discussed as much as it could be and perhaps should be in Latino communities and so we want to encourage you folks to share this information, share the slide deck with your colleagues with your networks and so on because it's a way obviously to let folks know about the kinds of resources and opportunities and even new ways of thinking they can really I think benefit education in general and our community in particular.

Coordinator: Okay sir we have our first question. It comes from the line of Ms. (Andrea Philice Fuge). Ma'am you have an open line.

(Andrea Philice Fuge): Thank you. Misa what particular technology tools do you use in your classroom or your building? Is there a one to one iPad rollout or any device the students may have?

Misa Gonzales: Thank you. That's a good question. We actually had a one to one roll out for laptops because they were larger HP laptops that we were using.

And then also we had smaller iPad cards that were available to us. And it was really an expensive, a large roll out. I'm now at smaller school and we've been doing it one classroom at a time.

And so that's a little more difficult because students have the laptops or the Chrome books is what we're getting, Chrome books in some classroom and not in others.

So transitioning back and forth is a little bit difficult but we're trying to build the laptops for all of the students. And like Richard said there are lots of tools that we've been pulling from to be able to get all of those devices.

(Andrea Philice Fuge): Okay but I heard you say that you were going to use Chrome books.

Misa Gonzales: Yes.

(Andrea Philice Fuge): Is that still going to be class by class until you your school has all of the equipment they think they will need for your students?

Misa Gonzales: Yes. And we are hoping to pull from other resources like Richard said. So this year we will have two classrooms that have Chrome books into that have iPads that are left over from a couple of years ago.

And when we do that the paper elimination will actually pay for another classroom set of Chrome books.

(Andrea Philice Fuge): Oh.

Misa Gonzales: So we are trying yes, we're trying to keep purchasing with the elimination of paper use which is amazing.

(Andrea Philice Fuge): Okay. I thank you for your response.

Misa Gonzales: Thank you.

Coordinator: Thank you. Our next question comes from the line of Ms. (Deborah Warren) again. Ma'am you have an open line.

(Deborah Warren): Yes Ms. Misa this is (Deborah Warren). I was wondering do you think it would be an imposition if I asked for in email and a phone number so that we can keep in touch.

Because I work with the school systems here in Alabama and I like some of your ideas and maybe we might be able to share ideas?

Misa Gonzales: That would be wonderful. Absolutely so my email is on the last slide if you have the ability to take a look at that. It's just misagonzales@gmail.com.

(Deborah Warren): Okay.

Misa Gonzales: And then if you want to go ahead and send me a message I'll give you my phone number and every - all my direct contacts.

(Deborah Warren): Okay yes. I see it now, misagonzales@gmail.com.

Misa Gonzales: Gmail.

(Deborah Warren): And then I'll give you my information and then you can, you know, so reply back.

Misa Gonzales: That's perfect. That's fantastic. Yes I would love to be able to work with you.

(Deborah Warren): Okay great. Thanks.

Misa Gonzales: Yes.

(Deborah Warren): Appreciate you.

Coordinator: Okay thank you. Our next question comes from the line of Mr. (Ed Emerson). Sir you have an open line.

(Ed Emerson): Thank you. Thank you for the time and the presentation today. I certainly appreciate it.

We're here in California a California Student Aid Commission we're very involved with leading technology on electronic textbooks.

And Misa I wanted to know if you had through the use of the iPads And the Chrome books whether or not there's any particular advantages or if you have particular technologies vis-à-vis electronic textbooks that you're using now?

Misa Gonzales: So we - I have had experience with electronic textbooks but what I find is that they are just the digital copies of a paper textbook.

And that for the exploration that my students do isn't as extensive as I want. So we use it as a touching base, we use it as a reading tool. But a lot of times I have to build beyond the digital textbook to find everything that I need for my students to accomplish.

So I see that it's out there and I see the tools rolling out which is fantastic. But I also see that it's not quite built up to the level that the students need to achieve all of their goals.

So I use a lot of the reading tools. I use a few of the textbooks that I've had access to but I also have to supplement every single one of them to build the students' knowledge so thank you for the question. Thank you.

(Ed Emerson): Thank you for the answer.

Misa Gonzales: You welcome.

Coordinator: Okay. Our last question comes from the line of Mr. (Enriquez Calliens)' line. Excuse me Mr. (Enriquez Calliens) you have an open line.

(Enriquez Calliens): Oh yes I'm sorry. I have my phone on mute. Sorry.

Okay I'm (Enriquez Calliens). I'm a parent and I have a children and when I came to this country I had technology and I came in 1972. And I have been in high school in another country.

And I was exposed to technology. I was surprised how things happen. How can - what plans are to keep up with technology and the global environments and also the change of you can buy I remember the first apples that we go -

bought for elementary school the small apples through coupons and things like that. And they're obsolete.

So is any plans (sic) to in the foreseeable future to use what type of technologies and what plans are those?

Also when we try to say reduced lunch sometimes kids are not on reduced lunch they cannot afford certain technologies and they will be punished.

If we create a universal technology, a universal allocation system that all children will be learning under the same circumstances and opportunities what plans are for that to achieve that because technology is a great equalizer for a special needs especially?

Misa Gonzales: So that's a - those are fantastic questions. You're absolutely right. There are different tools.

So a lot of the students come in with their little Apple devices like you said the phones and the iPods and everything like that. And I allow - we allow the students to be able to use those to learn from.

But the biggest thing that schools need to accomplish -- and Richard was touching on this earlier -- is that the schools provide the technology to the students.

So students who cannot afford it the school is going to allow them to use a device to take home or to work on throughout the school year. And that is extremely important.

You were completely right about technology being an equalizer. It opens up the world for everybody no matter your income level.

You can go on the computer and you can find information and you can learn and so schools, the education systems, superintendents, everybody who's in charge needs to make sure and keep all of our students at this amazing rate of learning that technology gives them no matter the income level, no matter the first language, no matter how long them or their family has been in the United States -- anything like that that is something that our schools have to provide so that our students can have an amazing future.

So thank you for the question. It was a wonderful question.

Marco Davis: Great. (Rachel) do we have any more questions left in the queue?

Coordinator: No questions in the queue sir.

Marco Davis: Great. Well hopefully that means we've addressed everyone's questions and comments. Just want to appreciate everyone for joining us for today's Webinar, want to know as I did earlier that if you still have a question for Misa if you want to follow-up with her her contact info is on the last slide of the deck.

And Richard's information was provided also earlier in the deck as well as in the Chat section of the WebEx Webinar if you have - if you still have the window open.

If you did - we sent out the copy of the presentation deck as a PDF attachment before the call. I think it was earlier today we sent it out.

If you did not receive that document for some reason simply send us an email at [whieeh@ed.gov](mailto:whieeh@ed.gov). Once again that's [whieeh@ed.gov](mailto:whieeh@ed.gov). That was also the email you would have used to confirm to register for the Webinar.

We'll make sure to send you the presentation again. I want to thank our presenters for all of the great information and resources they provided and definitely want to thank everyone who joined us on the call for participating and for being interested in this topic and obviously for the work that you do in your communities.

We'll be in touch again soon to share the theme and details for our next monthly Webinar which will be the third Wednesday of the month.

It seems to be our pattern we've managed to establish now. So we'll be having our next monthly Webinar again the third Wednesday of the month. And we hope you will participate in that as well.

Thank you everyone for joining us and have a great day.

Misa Gonzales: Thank you.

Richard Culatta: Thanks everyone.

Coordinator: And that concludes today's conference. Thank you for participating. You may now disconnect.

END