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PRESIDENT'S ADVISORY COMMISSION ON

EDUCATIONAL EXCELLENCE FOR HISPANICS

PUBLIC MEETING

K-12 Commissioner Sub-committee

Tuesday, April 14, 2015

John Jay College of Criminal Justice

860 11th Avenue

1st Floor Shiva Gallery

New York, New York
APPENDICES

1. Dan Cardinali (Co-chair), Commissioner
2. Patricia Gándara (Co-chair), Commissioner
3. JoAnn Gama, Commissioner
4. Marco Davis, Deputy Director, White House Initiative on Educational Excellence for Hispanics
5. John Keading (HS Counselor in Long Island)
6. Rocky Egusquiza (Cesar Conde’s alternate)
7. Veronica Melvin, Commissioner
8. Alina Parr (guest)
9. Maria Neira, Commissioner
10. Taylor Ramsey, U.S. Department of Education
11. Josie Avallanet Levine (Chair of ESL committee for the United Federation of Teachers)
12. Alicia Abella, Commissioner
13. Lily Eskelsen Garcia, Commissioner
14. Alfredo Artiles, Commissioner
15. Kent Scribner, Commissioner
16. Jovanna Gerrero (ED of Ciencia Puerto Rico)
17. Monica Martinez, Commissioner
Dan: What I thought we’d do was talk about three different things

1. This upcoming celebration – the staff I think has done a remarkable job and I’ve had the opportunity to meet with Alejandra and Jaqueline who we’ve heard from today about this notion of commitments – so we’ll put that on the agenda to endorse a little bit.

2. We have to big initiatives that we’ve been working on. Patricia and I met last night for dinner and we have a suggestion for the group around potentially doing some white papers. So I thought I’d update you all on the two big initiatives, student supports which you’ve heard quite a bit about earlier and the work we just saw with the MOU with the Hispanic Heritage Foundation around really this commitment around thoughtful recruitment and intentional recruitment of Latino teachers

DAN: Any one else want to put something on the agenda?
Monica: Roberto caught me after his talk and they want to see if we can maybe have a sub-committee or something to be part of the administrations work on High School re-design.

Dan: OK, great. That strikes me actually as a significant piece of work. Just thinking out loud, so we may want to prioritize the work of the commission.

Patricia: I want to prioritize white paper discussion, because if we’re going to have the maximum impact it would be good if we would do this to at least have something tangible in September and that’s very short time. I mean that is not the end of the commission, but there would be an opportunity to bring more attention to these things at that time. If we could at least try to make that work.

Dan: Marco, I just want to check on timeline, so can you just outline for us the year of celebration and to Patricia’s point when would be the most strategic time to do some deliverables.
Marco: The 25th Anniversary year of action is sort of underway now. We basically started last October and have been highlighting the work we’ve done of more of the formal commitments that were mentioned. So obviously if any of this were to be tied in some way to a commitment - not just money commitment - also launch of programs, pilot expansions, or any kind of work or publication, or if the commissioners are engaging other partners then those are things that can be rolled into the work in terms of the year of action. The anniversary year of action is scheduled to culminate in late September. We’re working on a date for the culminating celebration event where we’ll gather all these strategic partners and major stakeholders in Washington and we’re looking to high the last 25 years and release the blue print which will provide a comprehensive yet brief overview of some of the major trends and progress in Latino education.
over the last 25 years as well as really incorporate some of the key policy recommendations.

Much of that will be informed by the work of the commission and the work done in the three subcommittees and the work you’ve all done in the areas you’ve focused on and sort of focus on things that have already been called out as things that need to be done - the idea of this is what nation need to do, and this is what communities need to do, and this is what all stakeholder in all sectors need to be doing help endure success for Latino students.

So conceivably if there are ideas or recommendation of work going forward - those might be good to try an work into the commission papers - the window is obviously tight in that the final blue print report will have to go into its own clearance and as we all know it’s a many layers process in order to be released to the public in September so that is something to look for.
However, given the work that you all are talking about I think can arguably stand on its own merits even if that window and that timing doesn’t pan out. After that anniversary year of action activity in September there are no obstacles certainly to roll out new publications, doing new reports, holding convenings, whatever it is after September of 2015 and on to 2016. So if we can work with you all to make sure that the things that are released or events that are held and so on can be scheduled after that.

Dan: To make sure I understand - so there’s actually a way to do this that we aren’t necessarily constrained by the end of September to produce something as longs as there’s a clear commitment that can then be put into that

Marco: Yes

Dan: So I think that gives us the ability to say, Let’s look at the next year and a half or almost two years to be able to say, what is the highest investment of this committee in terms of really its intellectual production and
contributions we can make, but looking to
September as a deadline to really codify that and
if we are going to put some resources behind it
be able to say what that is.

Marco: Yes and no, and I would say even
then your only constrain is if you wanted it to
be included in the anniversary activities, but
just so you know in terms research,
investigation, and research of the work takes
longer, I think you can still do the activity
afterwards. Don’t feel like you need to have
been made concrete decisions by September

Dan: So looking at time, I have a
proposal for the table, it seems like we have
three buckets of work

Alfredo: I want to urge us that as we
advance this series of events and activities that
we also spend time designing a very deliberate
knowledge mobilization plan and strategy – I know
the commission has a set of strategies that we
are using already with varying results, but given
the social capital in this commission, I think we
can actually expand the impact that we have. I think it would be very strategic for us to think how do we maximize given our social capital in light of the critical things we will be covering in this commission.

Dan: So my proposal to the table would be the following: If we could bucket the work into three pieces and please feel free to push back.

Monica, it sound to be like Roberto said look we can use some real help out of this commission and sub-committee to do the re-design. Can I ask you to take the lead on convening the right people out of this group and kind of lead that work? Did he give you a date on that?

Monica: He said tentative for November

Dan: Okay so that’s one bucket; the second idea is to Patricia’s point that there is some thoughtful articulation of critical ideas that this committee I think is ripe to be able to do. So there’s a body of work of deciding what that is, and putting ourselves on a timeline and
then linking it to a dissemination strategy both  
I think a political strategy through the powers  
at be at the Department of ED and the White House  
and then to the broader public. We are sitting  
against some real institutions that we can really  
leverage and certainly an organization like ours  
can get this information out there. So would you  
help lead the decision of which white papers?  

Patricia: Well lets first put on the  
table that the commission has no resources of its  
own to do this. For those of you who are not  
familiar with how this operates, we go out and  
find folks to do the work or sponsor the work. So  
we can put a dozen things on the table that we  
want to do but they have to be things that we can  
actually identify how we would support doing. So  
that being said, Dan and I have been tossing  
around a few key topics. I particularly am  
willing to put up the resources to do it if we  
want to do something around the Latino teacher  
that leaves a mark after we are gone and sort of  
spells out where we are, what the status of these
teachers are what the issues are about recruiting and retaining these teachers, and what the all looks like. Anyone who is interested in this I would really just invite you please to help me think about it, about the issues that we need to be dealing with, I just even wonder if the average income/pay of Latino teachers doesn’t differ from teachers of other races. Issues like that, I’ve never seen anybody address. So anyway, we are just beginning to formulate this notion.

Other things that have come to our attention because of the people who are around this table are a tremendous interest in STEM and we have some tremendous resources here in the folks that we have and would there be an interest in that area. And potentially in Special education and the Latino student we have deep resources in this area as well. This commission is blessed with tremendous talent, I would hope that before we end our time we would be able to exploit that talent that we have and like Alfredo says get it out there into the world. We are
Monica: I think STEM can easily fall into the high school redesign because most of the models President Obama uses are STEM models. So I think it fits in pretty seamlessly.

Lily: Patricia we would love to at NEA work with teacher recruitment, we actually have some work we are doing with minority teacher recruitment in general with the belief that faculty should reflect the community and when kids see themselves in the staff that’s a good thing and that parents feel more welcomed when they come in and they don’t feel they are outsiders in their own school community. We’ve been alarmed at actually seeing a reduction in Latino and African American college graduates who are interested in becoming teachers and we know part of it is the high cost of college and if they’re going to be paying for that they look at that beginning teacher salary and they say, “I can not pay off my student loan if I become a teacher.” So they look in other
places even if their passion is in teaching. So for us it is all about what kind of scholarships, what kind of help can we get those very talented high school and college students so that their parents start to say, “this is something you should do.”

Unedified Speaker: ED trust is doing a lot of work around minority teacher recruitment, for example they are doing focus groups in different regions because they really want to hear the Latino voice around all of this so there could be some good synergy.

Lily: Some of the ways that we’ve been looking at it is a lot of times if you’re just going to be offering scholarships at a university you can’t say and this is only for African Americans or Latinos, you can say this is for bilingual and it cuts across all races. There are ways you can talk about we are looking for certain skills, like speaking Spanish. That of course will open up the scholarship
Dan: You Can run the scholarship through particular organizations like the United Negro College Fund there are mechanisms I think that can be used.

Lily: Well, my late husband and I start a scholarship at our University of Utah called Maestros para los ninos, and we wanted it focused on Latino teachers and we were told we couldn’t say that this was just for Latinos, so we said okay then you have to be bilingual, you have to speak Spanish. But we know that over the years everyone who’s won that scholarship is a Latino.

John: I guess my concern is that working with high school students and being from New York, kids know there are no teaching jobs. So I think the thing is great, they’ve gone to school be a teacher but then they’re one of those statistics of students who can’t find jobs. Maybe the representative from UFT, the Teaching Fellows program which is specific to people teach a science or biology, so these are things that high school students can go into and not want to
be a teacher but be aware of programs like the Teaching Fellows and know that they can take a biology, an engineering degree and then become a teacher and not have to take education courses in college, they can transition into becoming a teacher after they graduate through programs like the Teaching Fellows. Those are ideas that I am planting in my kid’s heads. You don’t have to go to school to become a teacher. You can go to school and study engineering but if down the road you want to become a teacher, these are the resources that are out there.

Patricia: That’s a good idea but I would imagine another part that is important is to actually look at the trends implications because those are all my teachers that got recruited away.

Unedified Speaker: Especially the men right? They have these engineering degrees and math backgrounds and then they’re offered double pay from other companies that takes them out of the classroom.
Patricia: We are about to go into another dip and we will be doing hiring, this is seesawing.

Veronica: I think we’ve deviated a little bit away from the white paper and I’d like to have us circle back up. I would love to follow up with you Lily and Maria and possibly by September work with Univision to see if we can do a little bit of a public awareness campaign on Latino teacher recruitment and awareness and possibly in the science, math, special education, and bilingual fields, because those are the areas that no matter whether we are in a recession or not we are always looking for those teachers, those are who we can always hire, and I think you guys probably have all of the resources, or know who can offer the scholarships, you probably have some of this knowledge, it’s a matter of just collectivizing the agents that are working on this whether it’s the Hispanic Heritage Foundation, the Hispanic Scholarship Foundation, or many other agencies
that can pull it together and then linking up to the universities.

But Univision has an amazing ability to get things done pretty quickly and I think we can match that up with a white paper.

Dan: That’s a great suggestions, I just want to now make sure we don’t run out of time

Rocky: I’d like to mention that with both teachers and STEM jobs is what’s key to our community and as both of you mentioned a lot of times folks don’t study certain things and you see more folks graduating from college but more difficult to find jobs. We did a lot of research around our education platform that we launched and we focused on STEM a lot for that reason many of the jobs that exist today didn’t exist when we went to school, so there’s a lot of education that needs to take place for both the students to understand what that pipeline is to a job once they graduate and what jobs are available, whether its teaching jobs and in what regions or what areas those exist or STEM jobs and a lot of
education to the parents as well because they
don’t know to encourage their kids to study
certain things because those jobs didn’t even
exist.

Patricia: I just have to say that
combining that with bilingualism is critical, we
know that 2/3 of employers say, if I had a
bilingual the job will often go to them.

Maria: I will just add that I think
the dual language approach will be a really
important piece when you’re looking at trends,
that it is more than just bilingual or being a
dual system. The only other piece I would add is
the concept of retention, we talk a lot about the
recruitment and what we have found also is that
when we recruit our Latino teachers in many
instances they might not be welcomed they might
not have the services so retention becomes
another big issue I think the white paper needs
to look at because once we get them here we need
to be able to support them and how we support
them and how we support them in many cases and in
many school cultures is very different than “traditional” so I think it should be a combination.

Unidentified Speaker: But it goes back to when you are a bilingual well-educated person you are going to be recruited out of, and it will be really easy, come and work for my company and have a higher salary

Dan: And that’s why it’s a funny thing because we actually want that for folks

Josie: I would just to say something on the last three comments that were made, and speaking strictly as a New Yorker, we have a television station which is NY 1 which is very New York city focused, they have a Spanish component which is NY 1 noticias which used to be channel 95 on time warner but a year ago changed but they are there, we have correspondents such as Jose Manuel Benites who is very involved with the presidential primaries and everything else he would be a fantastic person and this would be something that Univision could get involved in
that we in the education community could get involved in.

Marco: Just briefly, to move the conversation forward, there was an article in the NY times that was called “where are the teachers of color” that may in a way summarize most of the points made here that would be a really good almost like proposal statement for the white paper so I would recommend folks look at that and you could sort of build off of that.

Alicia: So I’m going to quickly put my technology hiring manager hat on because I do need to hire a lot of people who know programming, coding, we talked a little bit about the importance of STEM, the importance of having teacher, and I’ve personally seen, even in my son’s school, he’s taking a iOS programming class there’s exactly one teacher who can teach it who knows the material and she was out with glaucoma surgery and for five weeks he didn’t have class because there is no one else who can teach the material. So if we think about maybe
high school redesign, we know that those people, those people who know those skills are in high demand at google, at facebook, at my company so there are going to get a lot of money for doing that, so instead one of the things we can think about in maybe the high school re-design is to be able to tap into those professionals to be able to come in and teach those students that material because they can still have their day jobs which pay them a quarter of a million dollars and still help to educate the students in the classroom in what they need to prepare them for their own careers potentially.

Monica: Or maybe its an and /or where for example the students go to school at the GE corporation and are exposed to this larger social network of engineers. So its not OR, its how do we maximize them both

Alicia: That’s right

Dan: So I am going to see if I can sum up what I’m hearing because the clock is ticking away. So we have three things on the table, two
of which we talked about:

One is the redesign effort and I think
it is linked but somewhat independent, we can
bring in STEM as a very powerful way to do that.

Second, there’s a ton of energy not
only on the white paper specifically around this
teacher quagmire, specifically people went right
to making recommendations and like Marco
mentioned there are things already out in the
marketplace so I think what this commission can
do best is summarize from a rigorous point of
view, we have some great intellectual rigor at
the table and then we have people who are trying
to make this happen at a systemic level so we can
make some really interesting recommendations, I
think its very powerful and it goes to having a
smart strategy.

So those are the two things I heard on
the table. Do I have anyone who is going to take
the lead on the white paper, who will at least be
the quarterback
Patricia: I’m willing to quarterback it but with help.

Dan: I’m going to ask in a minute for people who will work with Patricia specifically on this piece of the white paper.

The third thing we didn’t talk about is commitments and I want to link it to your suggestion and I’d love to co-lead with you the work around commitments (pointing to Veronica). Which I think links very nicely to both the knowledge management piece by working with Univision to link this work up. I’m thinking Lily and the UFT foundation both have resources that you may already be dedicating to this work specifically. To be able to line that up I think highlights the power of the commission, specifically as it links to the white paper and we are saying that the intellectual work of the commission can lead to policy recommendations. So if you’re willing to work with me Veronica, I’d be willing to take some leadership around kind of framing out an easy way for us to line up
Rocky: I have a question, are we looking to do just one white paper around teachers, we are very interested and I mean NBC, which owns Telemundo so both of us are very active on STEM specific and we actually have created PSAs encouraging kids to study STEM fields and have created an entire website so I think there is a real opportunity to include any white paper in this field. We also have an educators section on the site, so I think there’s synergy and opportunity where I think we can work on.

Dan: The reasons I bucketed the commitments a little bit independently is because I think they will be a more catch all that can link to the white paper and beyond that. So that was a goal to review the assets at this table and to make a global statement that the commission can align to.

Rocky: I just can’t make a commitment right now because of things happening with our
parent company, but I’m happy to help and
support, I just can’t be officially on it.

Alfredo: An interesting opportunity for
these three buckets is the messaging. I think we
need to step back and think what is the messaging
we are achieving across all these. Two ideas that
come to mind are that we are approaching all this
work from an asset-based perspective when it
comes to Latino issues. The other one is to hit
on the huge heterogeneity of the Latino community
to really send the message out to the general
public and Latino educators and professionals
that are identifiable by a set of overall traits
but also there is huge heterogeneity and we need
to account for that. So I think there are a few
messaging issues, we need to come up with our own
consensus of what we think are the key ideas that
are cutting across all these topics.

Dan: So can I do what my board chair
does to me? This is a great idea would you help
us make sure we move this forward?

Alfredo: I’d be happy to
Dan: Alright, so far Monica, Patricia, Veronica and myself on commitments, Alfredo on messaging (a commitment to a smart strategy). As the white paper lead on a specific teacher thing

Patricia: Are there any burning issues that we would like to out on the table, or that we’d like to leave our mark in terms of a paper, and I think of the papers of being the first thing and then we get something going with various constituencies out there on how to move it, but starting with a paper.

Rocky: So STEM is one I think we should consider, Latinos is STEM, I mean If that’s the first step, if that’s the mechanism to address whatever you want to address, then you would start with a white paper.

Dan: If we’re going to do Latinos in STEM is there a key focus

Monica: Or should we do a high school redesign white paper with a focus on STEM?

Rocky: I mean, I think there are so
many issues with STEM that align to different
things, I just get concerned sometimes when you
try to put STEM in other things and not highlight
it as its own thing and it gets lost.

Patricia: I don’t see that as being an
issue because I think there’s a real place to
highlight where we are with STEM, how many, in
which professions, how many teachers in these
areas, where are they, where are the jobs

Rocky: Do they enroll in STEM and not
complete in STEM, there are a lot of different
pieces, to your resource and commitment
questions, you have a lot of corporations very
focused in trying to support Latinos in STEM, so
that may show there’s a need.

Marco: So could I suggest, if I’m
hearing right, articulate it as a white paper
that tries to assess the state of Latinos in the
STEM pipeline, that’s everything from education
to the actual professions. Look at what the key
major data points are there
Patricia: And in there I would have faculty or teaching in these areas

Dan: So who is going to take the lead on that?

Veronica: Was about to respond but deferred to Kent for his comment

Kent: Sometimes the formal conversations are where some things get done and the informal conversations where people really show their values and every informal conversation I’ve had not only at this commission always goes to leadership. So I think there’s something around a white paper about Latino Leadership Initiatives, whether it is system leaders, school leaders, teachers leaders, when we talk about hiring Latino teachers, Latino Principals, folks who share that kind of cultural competency and values, not necessarily bilingual tongue but bilingual heart, those are the system issues that I think we can touch upon in terms of leadership capacity development within.

Dan: Let me ask you a question, are you
suggesting that we synthesize a number of these
under leadership or just the teacher

Kent: I don’t know, I heard, are there
other topics for white papers, to me that’s a
stand a lone topic

Dan: That’s good, I was just wanting to
clarify to make sure. So far we have three
proposals for white papers

Teachers at Large – we have Patricia
High School Redesign – Monica

Veronica: I think we might, I don’t
know here, I’m just throwing spaghetti on the
wall, but if we talk about how we try to promote
more Latinos in STEM right, what does that get
down to? So you talk about trying to expose
students to the system and that usually starts
with a teacher and that’s usually a teacher group
oriented, or a principal, so I think if you take
your generic statement abut promoting Latinos in
STEM and how to you grow more Latinos in STEM and
how do you have conversations about high school
design, about leadership, about teacher
development, you know what are the key ingredients that promote that, I’m just trying to see how it all comes together, when it comes down to it how do we get more of our youth interested and its those points of contact that do that.

Monica: One thing the higher ED group did was that they had a set of papers that they did. So there were general themes, so there’s one big theme and they all go into that. We just need to figure out how to tie them all together.

John: I was just going to add to your point, In the after school space, I can add the resources there because we have the time since kids are there after school, I get the professionals into our space because they can come after work, I just took a tour of Google with all of my students, I have access to transportation during school breaks, so school breaks is a great time to introduce kids to professionals, what after school programs is great too because they have that extra supplemental resource
Dan: So let me see what I can do here, there is clearly energy around producing a set of white papers, I think we have been kind of thinking of different ways we can do that. The clear themes are teachers, leaders, STEM, high school redesign, whether they are separate white papers or we have an overarching set of themes I think is yet to be determined. So what I’d like to do is propose is that those who are interested in being part of the white papers get on a call, with Patricia and myself around really how we get clear on what we can do and how we will go about that and who will take the lead. I think we need to be disciplined about doing that.

Monica has been asked by Roberto to think about how this sub-committee works on high school redesign, the three of us will caucus and think about what’s the best way to go about doing something, a white paper sounds like what he was asking for as a basis.

And then there’s something about trying to respond to this glaring call to get
commitments relatively quickly. So I will happily
do that with some help from the commission,
communities in schools is defining a model of how
we go about getting resources for our students,
so I will go to my folks who have lots of
resources that they’re raising on the private
side and I think that there will be a way to
really show support and a number of you work for
corporations or have private dollars.

So themes are white paper – Patricia
with Monica and myself winging her

Commitments – Veronica, Myself
Monica doing the lead on high School redesign

Leadership – Kent

STEM –

Alicia: Everyone is looking at me, but
the only reason I am hesitant is because I am not
clear on what it means, it seems so broad and so
vague and it can fit into other areas. That’s the
only reason. So I’m actually happy to maybe sit
on Leadership, because I actually see STEM as a
leadership thing.

Dan: Great so why don’t we figure out

Rocky: I’m interested but I think what we need to do is create a space to talk through it and see what about STEM, it is a large subject.

Dan: Can I ask the two of you to at least caucus and see where we end up.

Alica and Rocky both agree

Patricia: In terms of the high school redesign stuff, it simply brought to mind, which too often falls of the table, when we redesign our high schools, lets redesign them with the counselors at the center of them. This is just killing our kids.

Monica: So high school redesign is a big bucket as well. From what I hear from Roberto that’s how high school redesign started.

Alfredo: Just a quick note, the McCarthy foundation is releasing a very interesting report on informal learning and the impact on literacy, and it might be very
interesting to look at those reports

Dan: Last comment, Thank you very much