PRESIDENT’S ADVISORY COMMISSION ON EDUCATIONAL EXCELLENCE FOR HISPANICS

December 6, 2016

@HispanicED #HispanicEd
Call to Order/Opening Remarks

Dr. Eduardo Padrón
Chair, President’s Advisory Commission on Educational Excellence for Hispanics
Welcoming Remarks

Delia Garcia
Senior Liaison, National Education Association
Opening Remarks

Alejandra Ceja
Executive Director, White House Initiative on Educational Excellence for Hispanics
2016 KEY ACTIVITIES AND PARTNERSHIPS

- Launched
  - Migrant Voices Series (Oregon, California, Washington, Florida) in Partnership with the National Migrant and Seasonal Head Start Association
  - Hispanic-Serving Institutions Deans of Education Roundtable and Webinar Series (Teacher Quality/Diversity) in Partnership with the Office of the Under Secretary and the Office of Post-Secondary Education
  - Latinas in the U.S. Summit in Partnership with the White Council on Women and Girls
  - Central and South American Embassy Convenings

- Released
  - ¡Gradúate! 2.0: A College Planning Guide to Success
  - Federal Agency Data Plans (TBD Dec)
  - Federal Agencies Investing in Hispanic Education Report (TBD Dec)
“Because of this call for Commitments to Action, we were given the opportunity to get in front of people that wouldn’t have otherwise met with us. We are now building relationships not only with local partners, but across borders.”

“The Dream Project's designation as a Bright Spot will help us promote the work we do helping Dreamers reach their goals of higher education. The recognition will assist in drawing additional donors and volunteers for our mentoring program and scholarships, and highlight the achievements of these students to counter all of the vitriolic messages in the press against immigrants.”

- Recognition Events and Convening's Around the Nation:
  - Los Angeles; Houston; San Antonio; Austin, and Miami

- Monthly Google+ Hangouts on Hispanic Education with Bright Spots in Hispanic Education
  - STEM, Family Engagement, Post-Secondary Education Completion, College Access, Latino Teacher Recruitment, Early Learning, College Access: Supporting Deferred Action for Childhood Arrivals (DACA) Students
Hispanic Serving Institutions and Teacher Quality

Beatriz Ceja-Williams
Director, Hispanic-Serving Institutions, Office of Postsecondary Education, U.S. Department of Education
**Hispanic Serving Institutions Division**

- Developing Hispanic-Serving Institutions (DHSI) – Title V, Part A
- Promoting Post-baccalaureate Opportunities for Hispanic Americans (PPOHA) – Title V, Part B
- Hispanic-Serving Institutions Science, Technology, Engineering, or Mathematics and Articulation (HSI STEM) – Title III, Part F
Promoting Post-baccalaureate Opportunities for Hispanic Americans (PPOHA) Program

Title V, Part B

Program Purpose
1. To expand the post-baccalaureate educational opportunities for, and improve the academic attainment of, Hispanic students; and
2. To expand the post-baccalaureate academic offerings and enhance the program quality in the institutions of higher education that are educating the majority of Hispanic college students and, helping large numbers of Hispanic and low-income students complete postsecondary degrees.
Developing HSIs

• Title V, Part A (84.031S)

Program Purpose:

• To expand educational opportunities for; and improve the academic attainment of Hispanic students

• Expand and enhance the academic offerings, program quality, and institutional stability of the colleges and universities that educate the majority of Hispanic students.
Title III, Part F (CFDA 84.031C)

The Hispanic-Serving Institutions STEM and Articulation Program supports eligible Hispanic-Serving institutions in developing and carrying out activities to increase the number of Hispanic and low-income students attaining degrees in the fields of science, technology, engineering, and math (STEM).
2016 HSI STEM Award Information

Institution Type

Two Year Public Institutions: 44
Two Year Private Institutions: 2
Four Year Public Institutions: 28
Four Year Private Institutions: 17
Total Two Year Institutions: 46
Total Four Year Institutions: 45

Average Award: $1,014,464
2017 HSI Division

- Propose to have new competition to compete $11.2 million
- We expect an estimated 440 campuses will meet HSI eligibility
- We expect to make 25 new awards
HSI Partnership with White House Initiative

- Amplification of the HSI eligibility list.
- HSI Week Proclamation
- Google Hangout highlighting higher education bright spots
- Teacher Diversity Workforce Convening
  - White Papers:
    - Latino Teachers
    - Teacher Preparation Programs
Remarks

Dr. Ted Mitchell
Under Secretary, U.S. Department of Education
Every Student Succeeds Act Overview and Update

Terra Wallin

Special Assistant, Office of Elementary and Secondary Education, U.S. Department of Education
A NEW ERA FOR ESEA

THE EVERY STUDENT SUCCEEDS ACT
The Every Student Succeeds Act, signed on December 10, 2015, builds on our progress and solidifies many of the reforms the Department has championed for the last seven years.
Since ESSA was signed, the Department has been gathering information from stakeholders on how to best support the implementation of the new law.
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THE BIG PICTURE

The Every Student Succeeds Act ensures opportunity for all of America’s students:

- Holds **ALL** students to **high college- and career-ready academic standards**
- Provides more kids access to **high-quality preschool**
- Guarantees steps are taken to **help students, and their schools, improve**
- **Reduces the burden of testing** while maintaining annual information for parents and students
- **Promotes local innovation and invests in what works**
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STANDARDS AND ASSESSMENTS

- Requires, for the first time in law, that all students be taught to college- and career-ready standards

- Maintains annual assessments while supporting efforts to reduce the burden of unnecessary or ineffective testing
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ACCOUNTABILITY AND SCHOOL IMPROVEMENT

- Empowers State and local leaders to continue refining their own systems for school improvement
- Encourages multiple measures, such as AP access and completion, in measuring a school’s success, but maintains a strong focus on academic achievement
- Maintains the expectation for accountability and action in any school where students are struggling:
  - the lowest-performing 5% of Title I schools
  - high schools where a third of students fail to graduate
  - schools where subgroups are consistently low-performing
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TEACHERS AND SCHOOL LEADERS

- Ensures that low-income and minority students are not being taught at disproportionate rates by ineffective teachers
- Supports improved teaching and learning through the implementation of human capital management systems that include sustainable performance-based compensation (like ED’s Teacher Incentive Fund program)
- Supports innovative and evidence-based approaches to teacher and leader recruitment, preparation, and development
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EQUITY AND STUDENT SUPPORT

Maintains dedicated **funding and protections** for groups of **vulnerable students** by:

- increasing the role of poverty in allocating Title II professional learning funds
- supporting States to provide high-quality educational and support programs for migratory children
- ensuring educational continuity for youth in state-operated institutions, including institutions for delinquent youth or adult correctional facilities
- ensuring educational stability for homeless children and children in foster care
- enhancing key protections for students with disabilities and English learners
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EQUITY AND STUDENT SUPPORT, CONTINUED

- Increases transparency for **critical equity data**, such as:
  - reporting on actual per-pupil school-level spending
  - reporting on equity measures including rates of student discipline, chronic absenteeism, and access to preschool and advanced coursework

- Authorizes **flexible funding** to all States to increase access to a well-rounded education, improve conditions for learning, and improve the use of technology in the classroom

- Maintains 21st Century Community Learning Centers, focused on students in **high-poverty and low-performing schools**
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COMPETITIVE GRANT PROGRAMS

- Includes competitive grants similar to many of ED’s signature programs to promote local innovation and invest in what works
  - Charter Schools: invest in the replication and expansion of high-performing charter schools for high-need students
  - Magnet Schools Assistance Program: eliminate racial isolation and improve academic achievement
  - Promise Neighborhoods: aimed at improving outcomes for students and their families in disadvantaged communities through a coordinated, comprehensive suite of services and school supports (FY 2016 grantees will be announced in late fall)
  - Education Innovation & Research: identify, replicate, and scale local innovation and evidence-based strategies to improve outcomes for high-need students (successor program to the Investing in Innovation (i3) program)

*ESSA will serve as the statutory framework for FY 2017 grant programs.

**The final i3 grantees will be announced in late fall 2016.
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EARLY LEARNING

- Gives more kids access to high-quality preschool through the authorization of Preschool Development Grants

- Requires States to include, in their annual state report card, information from the state and districts on the number and percent of students enrolled in preschool programs

- Requires districts receiving Title I funds to develop agreements with Head Start and, if feasible, other early learning programs to provide for smoother transitions from preschool to elementary school
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TRANSITION AND IMPLEMENTATION

- ESSA provides time and authority for ED to work with our State and local partners to ensure a smooth and orderly transition from NCLB and ESEA flexibility

- Funds under State formula grants will continue to be administered in the 2016-2017 school year in accordance with NCLB
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NON-REGULATORY GUIDANCE

- We plan to issue guidance this year on the changes in the law in the following high priority areas, among others:
  - Students in Foster Care (published)
  - Homeless Students (published)
  - Using Evidence to Strengthen Education Investments (published)
  - Title III, English Language Learners (published)
  - Title II, Part A, Teachers and School Leaders (published)
  - Title I Schoolwide Programs (published)
  - Early Learning (published)
  - Title IV, Part A, Student Support and Academic Enrichment (published)
  - Fiscal Changes and Equitable Service Requirements (published)
  - Accountability & School Improvement, State Plans, Data Reporting

For more information on guidance visit:
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SUMMARIES OF PUBLISHED NON-REGULATORY GUIDANCE

- **Students in Foster Care:** Provides greater clarity around the new requirements under Title I of the ESEA, as amended by the ESSA, which highlight the need to provide educational stability for children in foster care, with particular emphasis on collaboration between SEAs, LEAs, and child welfare agencies to ensure that students in foster care have the opportunity to achieve at the same high levels as their peers while limiting disruption in school.

- **Homeless Students:** Highlights the updates in the McKinney-Vento Act which more greatly respond to the needs of homeless children and youths across the educational spectrum, starting with services for preschool-aged homeless children to unaccompanied youth through the transition to college or beyond.

- **Using Evidence to Strengthen Education Investments:** Reviews steps for effective decision-making and recommends considerations, resources, and criteria for identifying “evidence-based” interventions based on each of ESSA’s four evidence levels in Section 8101(21)(A) of the ESEA.
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SUMMARIES OF PUBLISHED NON-REGULATORY GUIDANCE

- **Title III, English Language Learners (ELLs):** Addresses how Title III funds may be used to provide supplemental services that improve the English language proficiency and academic achievement of ELLs, including activities that increase the knowledge and skills of teachers who serve ELLs.

- **Title II, Part A, Teachers and School Leaders:** Highlights some of the new and important ways SEAs and LEAs can use their Title II, Part A funds more strategically and for greater impact regarding the following areas: Multiple Pathways to Teaching and Leading, Induction and Mentorship, Meaningful Evaluation and Support, Strong Teacher Leadership, and Transformative School Leadership.

- **Title I Schoolwide Programs:** Explains how to operate a schoolwide program under Title I, and effectively leverage local, State, and Federal funds, in order to promote school reforms and raise student achievement. In particular, the guidance highlights specific advantages and flexibilities inherent in schoolwide programs, and clarifies common misunderstandings.
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SUMMARIES OF PUBLISHED NON-REGULATORY GUIDANCE

- **Early Learning:** Highlights how states and local communities can support young children’s success in school through expanded access to high-quality early learning opportunities, alignment of programs from birth through third grade, and support for early learning educators.

- **Title IV, Part A, Student Support and Academic Enrichment:** Focuses on a well-rounded education that includes a wide variety of disciplines — such as music, the arts, social studies, environmental education, computer science and civics — and how technology can be integrated into schools to improve teaching and learning. The guidance serves as a resource to help support effective implementation of the new grant program for States.

- **Fiscal Changes and Equitable Services Requirements:** Highlights changes to: Title I, Part A within-state allocations; Title I within-district allocations; Title II, Part A allocations; maintenance of effort requirements; and transferability requirements. This guidance also highlights the changes to the equitable services requirements for private school students under Title I and Title VIII.
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STAKEHOLDER CONSULTATION AND TRANSITION GUIDANCE

The Department has released several guidance letters and FAQ’s to encourage meaningful stakeholder consultation and provide other timely information regarding ESSA implementation:

- **Consultation with Indian Tribes and Tribal Organizations**: Describes new requirement under section 8538 of the ESEA, as amended by the ESSA, for affected LEAs to consult with Indian tribes and tribal organizations on issues affecting Native students (September 2016)

- **ESSA Transition Technical Assistance and Resources**: Describes resources available to support State’s transition to the ESSA, including Regional Comprehensive Centers and National Content Centers (August 2016)

- **Supporting High-Quality Stakeholder Engagement**: Highlights the importance and utility of stakeholder engagement as States and local school districts transition to and implement ESSA, and provides guidance, resources, and examples of stakeholder engagement for States and districts to consider. (June 2016)
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REGULATIONS OVERVIEW: STATUS & NEXT STEPS

ED is regulating on the following areas (with no plans for additional regulations this year):

Title I – Supplement not Supplant
- Proposed regulations published on September 6, comments closed November 7. Downloadable fact sheet

Accountability, State Plans, Data Reporting
- Final regulations issued on November 29 Downloadable fact sheet

Title I, Part A – Assessments
- Proposed regulations that the negotiating committee agreed upon published July 11, comments closed September 9. Downloadable fact sheet

Title I, Part B – Innovative Assessments Pilot
- Proposed regulations published July 11, comments closed September 9. Downloadable fact sheet
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PROPOSED REGULATIONS: SUPPLEMENT NOT SUPPLANT

Title I – Supplement Not Supplant

- Designed to uphold the law’s purpose of providing our highest-need students with additional resources necessary to help them succeed
- Allows school districts to choose their methodology to allocate state and local funds equitably
- Includes multiple flexibilities around the size of schools and populations they serve to account for the complexities of district and school budgets
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TECHNICAL ASSISTANCE

- $51 million in existing funds to support the ongoing work of comprehensive centers to provide States with technical assistance as they implement ESSA
- $10 million in additional funds to create a technical assistance network to help States and districts transition to their new school improvement responsibilities under ESSA
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RESOURCES

Questions

- E-mail: ESSA.Questions@ed.gov
- Main ESSA Web Page: www.ED.gov/ESSA
White House Remarks

Roberto Rodriguez
Deputy Assistant to the President for Education, The White House
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PRESIDENT’S ADVISORY COMMISSION
ON EDUCATIONAL EXCELLENCE FOR HISPANICS

December 6, 2016

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PRESIDENT’S ADVISORY COMMISSION
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HISPANICS

Meeting will resume at
12:30PM

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Subcommittee Reports and 2017 Priorities

• Early Learning Subcommittee
  o Sylvia Acevedo, Chair
  o Modesto Abety-Gutierrez, Vice-Chair

• K-12 Subcommittee
  o Dan Cardinali, Co-Chair
  o Patricia Gandara, Co-Chair

• Postsecondary Education Subcommittee
  o Lisette Nieves, Co-Chair
  o Luis Fraga, Co-Chair
Early Learning Overview

Early Learning – increasing access and support for high quality early learning for Hispanic children

Sylvia Acevedo, Chair, Santa Barbara, CA
   Interim CEO, Girl Scouts of the USA
Modesto Abety, Vice-Chair, Miami FL
   Former President and CEO of The Children’s Trust.
Adrian Pedroza, Albuquerque, NM
   Executive Director of the Partnership for Community Action,
Manny Sanchez, Chicago, IL
   Founder and managing partner of Sanchez Daniels & Hoffman LLP
Nancy Navarro, Rockville, MD
   President of the Montgomery County Council.
Cesar Conde, New York, NY
   Executive Vice President, NBC Universal
Shakira and Maria Emma Mejia, New York, NY
   Musician and founder of Fundación Pies Descalzos (Barefoot Foundation)
EARLY LEARNING HIGHLIGHTS

- September 2013: Miami, FL: National Summit on the educational, economic and the military benefits of investing in Early Education.
  - Nobel prize winner Dr. James Heckman featured the economic Return on Investment benefits of early childhood investment
  - Media convening to increase messaging of the benefits of talking, singing and reading to infants and toddlers

- September 2014: San Antonio, TX. Convening to highlight San Antonio business, civic and non-profit leaders campaign that increased financial and educational support of Early Childhood education.
  - Campaign doubled the number of children in early ed programs.

- June 2015: Chicago, IL. National Summit to highlight STEM, dual language and family engagement programs effectiveness in early ed.
  - Led to the adoption of the Administration’s Dual Language Policy for Early Childhood Education in 2016
Recommendations and next steps for 2017:

- Expand high-quality early education by investing $75 billion over 10 years for universal high quality preschool programs for low and moderate income families- fully paid for by raising federal tobacco taxes.

- Continue increasing Preschool Development Grants for states to lay the foundation for universal public preschool.

- Expand Maternal Infant and Early Childhood Home Visiting Programs

- Continue to build new public and private investments for early education with corporate and philanthropic leaders and committing new federal dollars to develop and expand early education.

(Source: Early Learning: Access to a High Quality Early Learning Program, WHIEEH, 2014)
Recommendations and next steps for 2017:

• Increase Hispanic participation in quality early learning programs across the Nation while also promoting dual language early learning.

• Ensure that Elementary and Secondary Education Act (ESEA), as amended by the Every Student Succeeds Act (ESSA), transforms k-12 education law into a continuum of learning from preschool-12th grade that addresses equity in order to eliminate disparities in student achievement and support students’ school success.

• Ensure policies and practices are reflective of the growing diversity of the early childhood population.

• Promoting the learning and development of young children who are DLLs begins by creating a climate that is based on their strengths, recognizes the benefits of bilingualism, embraces diversity, and recognizes the importance of fostering connections with families as children’s first and most important teachers.

(Source: Regulatory Guidance Early Learning in the Every Student Succeeds Act, Expanding Opportunities to Support our Youngest Learners, 2016)
QUESTIONS?
The Goal of the Subcommittee on K-12 Education:

- To increase the availability of integrated students supports in public schools across the nation, and increase the number of Hispanic and bilingual teachers teaching in our public schools.

Members:
- Patricia Gándara, Co-Chair
- Daniel Cardinali, Co-Chair
- Alfredo Artilles
- Lily Eskelsen Garcia
- JoAnn Gama
- Monica Martinez
- Veronica Melvin
- Maria Neira
- Eduardo Padron
- Darline Robles
- Kent Scribner
Ten outstanding Latino teachers recognized by the White House as Champions of Change in August 2012
- Increased national awareness of the shortage of Latino teachers in America
- Highlighted the special skills and experiences of Latino teachers
- Celebrated the teachers at a breakfast event sponsored by NEA, and a luncheon event at the Hay-Adams, hosted by Dan Cardinali

National Symposium on Integrated Student Supports, Los Angeles, CA, March 2014
- Convened more than 100 national leaders from government, philanthropy, academia, and policy makers to map a strategy for delivering integrated supports to millions of additional students.
- Hosted leaders at for a site visit at Manual Arts High School
- Integrated Student Supports included in the reauthorization of Elementary and Secondary Education Act, 2015.

- Resulted in the publication that was highlighted at the conference in October at the White House.

Patricia Gandara and Sylvia Acevedo.
- Included as part of a dual language early initiative within the US Department of Education, resulting in a policy change by the Department of Education.
K-12 SUBCOMMITTEE RECOMMENDATIONS

• Continued support for use of Title I to support evidence-based integrated student supports

• Exhaust all administrative actions possible to protect the safety and wellbeing of the 740k recipients of the Deferred Action for Childhood Arrivals (DACA)

• Continue laser like focus on Latino and bilingual teacher recruitment and retention. Support and invest in career ladder and grow your own programs to diversify the teaching profession. Continue to focus on creating pathways for Latino and bilingual teachers.
• The U.S. Education Department should collect and report data on the race, ethnicity, and language abilities and certifications of the teaching force in all public schools, district and charters as part of the Civil Rights Data Collection

• Convene regular policy meetings between staff of Department of Ed and other agencies with subgroups of Commissioners to advise on policy actions

• Establish a Latinodata.gov website with up to date data on the Latino school age (including higher ed) population

• Develop White Paper on the Status of Latinos in education and “what works” to promote higher achievement for this group
QUESTIONS?
Strategically address President Obama’s goal that the U.S. lead the world in the proportion of college graduates by 2020: identify policy priorities and action agenda

Luis Ricardo Fraga, Co-Chair
Lisette Nieves, Co-Chair

Nancy Brune
Millie Garcia
Sara Lundquist
Darline Robles
Marta Tienda

Francisco Cigarroa
Manuel Gomez
Monica Martinez
Ricardo Romo

POSTSECONDARY EDUCATION SUBCOMMITTEE OVERVIEW
Increasing Postsecondary Education, University of Southern California, August 16-17, 2012
• Financing Postsecondary Education
• Expanding Academic Competence
• Empowering Latino Communities for Postsecondary Success

Postsecondary Access and Completion for All: Latina/os in America’s Future, Roosevelt House, Public Policy Institute, Hunter College, City University of New York, June 9-10, 2014
• Moving to the Center of the Latino PSE Landscape-The College Completion Agenda
• Postsecondary Education and Workforce Development
• College/University Performance-based Rating System
**POSTSECONDARY EDUCATION SUBCOMMITTEE RECOMMENDATIONS**

- **Financing Postsecondary Education**
  - Improve FAFSA; Increase work study; Expand Pell Grant eligibility; Expand loan forgiveness; Double years income tax credit; fully fund community colleges

- **Expanding Academic Competence**
  - Review placement exams; Partnerships 2-4 year institutions; Expand centers for developmental education; Create EBICs; Expand research assistantships; Create demand-driven work and education opportunities

- **Empowering Latino Families**
  - Annual tax deductions for postsecondary education; multilingual postsecondary information inventory in print and online; Programs to engage Latino families as partners in PSE; Re-engage Latina/os in PSE; Diagnostic evaluation of family engagement programs; New communication venues to promote PSE
POSTSECONDARY EDUCATION SUBCOMMITTEE RECOMMENDATIONS

• **Increase role of two-year institutions in PSE landscape**
  • Incent models to completion and capacity building; align federal and state funding for low income students; improve transfer and completion of bachelor’s degrees; increase work-study funding

• **Postsecondary Education and Workforce Development**
  • Strengthen link between education and employment opportunities; align high school and college curricula with workforce demands; address disparities in selective admissions and increase funding for two-year and less selective four-year colleges; readiness measures align with socioeconomic status

• **College/University Performance-based rating system**
  • National advisory commission to review College Scorecard and other metrics; information dissemination regarding PSE must be culturally responsive and informed; performance-based models should not be tied to funding given impact on Latina/os and HSIs
QUESTIONS?
Public Comment Guidelines

• Speaking order based on Public Comment Sign-Up Sheet

• Approach microphone when your name is called

• LIMIT your comments or question to 3 minutes MAXIMUM.
Closing Remarks

Dr. Eduardo Padrón

Chair, President’s Advisory Commission on Educational Excellence for Hispanics
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