K-12 SUBCOMMITTEE BREAKOUT DISCUSSION

PRESIDENT'S ADVISORY COMMISSION ON
EDUCATIONAL EXCELLENCE FOR HISPANICS

Fall 2014 Public Meeting

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2:15 p.m.

The University of Texas at San Antonio
Downtown Campus
501 W. Cesar Chavez Boulevard
San Antonio, Texas 78207, at 2:15 p.m.

Reported by: Natalie Hunsucker, CSR
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A-P-P-E-A-R-A-N-C-E-S

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MARCO DAVIS
K-12 Subcommittee Breakout Discussion

MS. GANDARA: All right. So what we have done in this committee in the past and, unless I'm told not to, I think is a good idea is to include all of you in the discussion just as the committee members because you have important ideas, thoughts, comments, and we don't get another opportunity to really share. So it just makes it doubly difficult when we have only 30 minutes, but I still want to encourage you to comment.

I have to ask first, because we have an agenda here that is at least good for 75 minutes or so, what your preference would be in terms of which issues to take up first. Under old business, we have the issue of the immigrant student services and comments on that. We have the discussion, which Marco and I had talked about at some length actually having today, about how we should proceed with the teacher recognition piece. I think we have to touch on that for five minutes anyway because some decisions have to be made.

We have the issue of whether this committee wants to be engaged in developing one or more policy documents having to do with teacher recruitment and perhaps other issues. We have -- And under there, I have particularly the disappearance of Title 7 funding, which we once had and I believe should have again, and the issue
of dissemination of the work because there's actually a
lot of stuff that is happening, going on, getting done,
being documented, being published. And I have great
concerns about how well we're disseminating all of that.

But under new business are also the issues
of unaccompanied child migrants, comments on a policy
consideration for dreamers who want to be prepare to
become teachers and whether the committee is still
interested in the two (inaudible) sides that it now has or
does it want to shift. And those two (inaudible) sides
being the immigrant student services and the teacher
recruitment. Or does the committee want to shift
priorities or add other priorities and I know there's some
comment here about that.

Alejandra is supposed to join us sometime
during these 30 minutes to talk about the 25th anniversary
and what we would like our role to be in that and what
kinds of initiates we would like to push. And, finally, I
wanted to put on the table perhaps a closer conversation
with AFT and CTA, who are representative of our committee
but have not had, I think, as high of a profile on this
committee as they deserve and could help us with
representing, I mean, given that we have this whole focus
on teacher recruitment.

So those are the issues. Do I hear anything
from the committee about where you would want to start on that list? We're not going to make it through all of this.

MS. MELVIN: We might want to just break up, I don't know, in terms of time, into the two subgroups that we have and have our own subgroups.

MS. GANDARA: ISS and the teacher stuff?

MS. MELVIN: Yeah.

MR. DAVIS: So because it's a public meeting and we have to transcribe it, that would be hard to do.

MS. MELVIN: No subgroup. No subgroups of the subgroups.

MS. SPEAKER: (Inaudible.)

MR. DAVIS: That would be hard to --

MS. GANDARA: All right. While you consider that, I think I'm going to push it over to Marco and I to have a little bit of a conversation with you guys about the -- the teacher recognition/recruitment and the three basic options we have before us about how we would like to pursue that.

Marco, you want to outline the -- the three?

MR. DAVIS: Yes. Perfect. So you all may recall, but for the certain -- for our -- for our guests, let me share that two years ago, in 2012, the subcommittee undertook a teacher recognition program whereby it sought
to recognize and elevate outstanding educators in the Latino community. Ultimately, the program -- the teacher recognition program was made a White House Champions of Change program, which is a program that the White House manages fairly regularly. It's available at whitehouse.gov/champions. You can see where fairly regularly, almost on a weekly basis, the White House features outstanding, what they call, sort of everyday heros, people who are not household names but who should be, but who are not necessarily nationally recognized, who are doing great work in various areas, whether it be education, (inaudible), employment, law, et cetera, et cetera, et cetera, et cetera. So they have a standard process and focus.

So that was one program that was done. And so now the question before the subcommittee or -- or for -- for the sake of time is to think about sort of how to do this teacher recognition program, again, as there's been a desire to -- to repeat it. But there are essentially sort of three options to pursue it as I've outlined it. But there's probably more than three, but certainly three that have been discussed thus far.

So I want us to -- to repeat this Champions of Change program. But what I would remind folks sort of the way I -- to outline it, sort of the main features of
that is to poll the Champions of Change event. What would happen would be that the -- the commissioners would find some way, through outreach, et cetera, to identify a slate of teachers and to submit recommendations to the White House for review. The White House would then review those recommendations, review that slate of potential candidates, would vet them, which is one of the standard pieces that the White House does, which is sort of a minimal background check to make sure that they're not felons and so on partly because they're -- they're recognized at the White House, so they have to attend the ceremony, as well, and also apply any additional criteria that the White House deems necessary in order to make their selections. So that's a process that they manage internally at the White House.

So, obviously, one of the advantages of repeating the Champions of Change program is that the program would then be held at the White House. Teachers would be featured on the White House Champions of Change website. There would be a media advisory issued by the White House Communications Office, et cetera. Also, an advantage would be leveraging the -- the White House infrastructure. So holding an event at the White House South Court Auditorium, those press releases and -- and bios are drafted by the White House, et cetera. And, of
course, the teacher could go to Washington and see that it's the White House's part of the program.

Obviously, the challenges to repeating that program, as experienced prior, was that there's a loss of autonomy. So the White House has the final say on the criteria and the final say on the final slate of the teachers, on the final selections. What the commission would be able to do is to make a recommendation of those seven people, but the White House ultimately would make that decision as they run that program.

There are also sometimes challenges in terms of costs associated, most notably travel for the honored teachers to the White House, as the White House does not have a budget for any of the Champions of Change programs. So the teachers who are selected to be honored have to underwrite their own costs. It also --

MS. GANDARA: Or somebody on the committee has to come up with the money for it.

MR. DAVIS: Right. But, see, if someone on the committee comes up with it, much like Option B, as I'll talk about in a minute, then it's a process that the commission has to take on anyway separate from the White House and it's still subject to -- so only doing it for the ones that are selected by the White House, et cetera.

MS. GANDARA: All right. So before you go
on to the two, are -- are you finished with one?

    MR. DAVIS: Yeah. The only other thing I

was going to say is, also, just bear in mind that

obviously, then, it also would be subject to the White

House timetable. For example, when this Champions of

Change ceremony could be held is subject to the White

House.

    MS. GANDARA: And the obvious thing to

consider here, as we discussed in a private -- in a

previous meeting, was that it -- not only do we lose

autonomy, we lose continuity of a certain sense because it
doesn't have its own life. It just becomes something that

is part of Champions of Change. And in a change of

administrations --

    MR. DAVIS: Right.

    MS. GANDARA: -- we would not necessarily

have an ongoing program.

    MR. DAVIS: Right.

    MS. GARCIA: Do the -- Does the committee

get to know what the White House criteria is?

    MR. DAVIS: Yes.

    MS. GARCIA: That would be helpful. Because

I think before, we were selecting people that met our

criteria and then there were additional, obviously, things

that were going on that we -- if we had know it in
advance, we would have maybe made other selections.

MR. DAVIS: Yes. Good point. Okay. So --

so that -- So that's option one just to think about.

Option two (inaudible), very simply, will be

for the commission to (inaudible). The process would be

that commissioners would develop a set of criteria, would

conduct outreach, recruiting candidates, oversee the

selection process and create the actual recognition

program event at the (inaudible) et cetera, et cetera, et
cetera. Obviously, one advantage is that there is then

the full commission autonomy. There's full commission

branding, visibility for the commission. For that, there

is that potential for continuity at the minimum through

this commission. And should this commission be recharged

in the future administration, it could continue that

program.

Some of the challenges are that there is no

existing infrastructure before that. Right? So the

criteria don't exist. Because even if you revisited last

year's, you would have to -- to take a look at that again.

All planning and implementation would have to be carried

out either by the commissions for (inaudible) resources

any funds to the underwriting costs of the program would

have to be raised by the commission, et cetera.

Obviously, the (inaudible) all the support that goes
through its own processing department (inaudible) for any
gifts, solicitation and/or receipt to the Department of
Education and sort of putting out all sort of visibility
in media and outreach, et cetera. That's two.

Three is a -- a new possibility based on a
collection we had about a month ago with an organization
called Hispanic Heritage Foundation. And for those who
are not familiar, I will very briefly just mention it.
The Hispanic Heritage Foundation was established by the
White House in 1987 but is now an independent 503(C)
nonprofit organization. But it was originally established
to commemorate the creation of the Hispanic Heritage month
in America.

It was known best for its prestigious
Hispanic Heritage Awards, which they still hold each year,
and are considered among the highest honors for Hispanics
in the U.S., often recognizing Latino leaders who have
made positive contributions in the U.S., in Latin-America
and globally in various categories. It honors physicians,
scientists, educators, public officials, celebrities,
athletes, et cetera. There's an annual event attended by
many people in Washington, D.C. Certainly the Warner
Theater has been attended by many sort of dignitaries.
The Hispanic Heritage Foundation also,
several years back, 16 years ago, added a youth awards
program where high school students have been selected for their achievements in the classroom, in the community and in focus of ten priority tracks, one of which is education. After a high profile search featuring outreach to 4,000 schools, young people are selected in regions through a -- a local committee that will pass on the word to local educators, staff and board members for the Hispanic Heritage Foundation. And then there's three regional winners and then there's five national winners for young people.

The reason why I bring it up the youth awards is that the youth winners -- each of these three regional youth winners is asked to nominate the teacher who has made a significant impact on them, on their success per the innovative teacher recognition program. So in each of the eleven markets, one teacher is selected. Basically, the young people identify the teacher. They're asked to get contact info and a bio and so on. But they also are asked to write an essay on behalf -- or from their perspective on the teacher, which includes things like their vision, their empathy, their mentoring, their guidance, their innovative ideas and untraditional efforts to reach the students, cultural connectivity, engaging with parents, et cetera, et cetera, et cetera.

The Hispanic Heritage Foundation, again,
uses a local selection committee to review those
applications and staff that have been very (inaudible) to
(inaudible) at the moment, make the selection of those
individual teachers as soon as they know the winners so
that they can select from each market. From those eleven,
one is selected as the national winner who would attend
the national Hispanic Heritage Youth Awards program. All
of these are usually broadcast on television as well as
other things.

So what the Hispanic Heritage Foundation has
expressed interest in is in collaborating with the
initiative or the commission in looking at combining --
combining or involving the commission in some way in that
innovative teacher program. So the idea is that what
would happen here. And, obviously, there's still many
more conversations that need to be held, what we're
exploring through a few other activities, as well, in
creating a formal partnership with the Hispanic Heritage
Foundation and having an actual (inaudible) agreement
signed off on by the Department of Education and the
Hispanic Heritage Foundation for a number of activities,
one which would include this. It doesn't have to be
this -- this (inaudible).

Advantages would be leveraging the external
organization and infrastructure and their process for
identifying and selecting teachers. There's obviously
eleven regional markets throughout the country, so there's
a potential to build into that. There's also an
opportunity there in that some if -- some if not all the
of costs could be borne by the Hispanic Heritage
Foundation. So basically as part of this (inaudible),
they're then able to raise funds, to get sponsors and so on
independent of us not to have the need to go through the
Department of Education's review process for fundraising
so long as they make their -- their fundraising their
portion of the event, which would include things like
tavel. At the moment, the Innovative Teacher (inaudible)
all their expenses are paid for travel, so (inaudible).

Obviously, the challenge is there. There is
also a different type of loss of autonomy and that's
partnering with a partner and having to negotiate some of
those pieces, obviously, the same piece of visibility,
making sure that the two entities are well represented and
visible and so on and so forth (inaudible) White House
program as compared to the Championship program
(inaudible). So those are sort of just the three options
to put on the table to consider as -- as the commission
thinks about what direction you want to go.

MS. GANDARA: It's not clear to me how the
commission doesn't disappear into the Hispanic Heritage.
And wouldn't there ultimately be only one teacher?

MR. DAVIS: So yeah. So we weren't able to go sort of more in depth in terms of that. And I didn't want, also, to go to too, too much into detail with them. What I can say is that I think that the Hispanic Heritage Foundation is fairly flexible, fairly adaptable in (inaudible) the program.

So I think things like the question of expanding it to be more than one national winner, figuring out how to co-brand, so, for example, it could be the -- for -- for brevity's sake, the Commission/Hispanic Heritage Foundation outstanding teacher award. I mean, I think they could -- they would even consider renaming it that way. There would be the ability to do all the media (inaudible) with the commission's partner (inaudible) Hispanic Heritage Foundation. And the commission is honoring these folks.

There could be (inaudible) for the commission to invite them to Washington, D.C., or something to figure out ways to recognize, honor and support them, raise their visibility and raise the (inaudible) to their participation in the program. We could have commissioners. Well, they did, in fact, suggest, for example, the (inaudible) was we could work to have a commissioner and/or staff person represented in
each of the regional markets being the ones presenting the
award to the teacher, so (inaudible) the actual ceremony
where the youth awards happen and the teacher is
recognized (inaudible) be incorporated into the program
and visible recognizable (inaudible).

There's -- There is some flexibility.

There's not a lot of definitive. But it's something that,
again, if you wanted to pursue that avenue (inaudible)
right now, you could have further conversation about how
that would work to see if it would meet your requirements.

MS. GANDARA: Just before I ask Lily to
comment, do you know what their cycle is like right now?

MS. GARCIA: (Inaudible.)

MS. GANDARA: Oh, thank you. Great minds,
huh? Okay.

MR. DAVIS: Okay. So their current --

MS. GANDARA: So that means it wouldn't be
until the following September at the earliest?

MR. DAVIS: So -- Not exactly. So the
application, I think, deadline is September 30th, right?

MS. MARTINEZ: Yes.

MR. DAVIS: Yeah. So the application for
the youth award is September 30th, which means they'll
receive the youth applications. The youth are the ones
who nominate teachers. So it's actually spring, I think,
into the summer where they recognize the teachers. So you could conceivably jump into this cycle if you desire.

MS. GARCIA: Because I know Tony Tijerina so well, my comfort level is high. If this was like an --

MR. DAVIS: Unknown area.

MS. GARCIA: -- unknown, right, I -- I'd probably go whoa, whoa, whoa. So there's two things. I -- I like the organization itself. It's a small organization. It's not a very political organization. It really deals with cultural -- preserving Hispanic culture. So that appeals to me.

And the other thing is -- and I don't know how to say this in a nice way -- commissions like ours disappear every day. So we can't -- You know, we'll do great work and I think we'll make an impact. But I never thought of this commission as going on in 20 years, because the next president of whatever party will have different priorities. It might not be education of -- Hispanic excellence in education. It might be Hispanic excellence in entrepreneurs and small businesses. I mean, they -- there'll be a different focus inevitably.

So I -- I want to -- I look at us as the clock is ticking and how do we take something that -- that we all thought was a really good idea in recruiting more
Latino teachers as the population and the student population grows, how are we going to have the faculty in a school reflect the community. And this was one tiny little piece of, you know, making it a little glamorous, to say, "You're recognized. You did an amazing thing."

They went to the White House. It got some -- It got some media coverage. When we're gone, how will that continue on?

And so, you know, I was thinking when you got to number two, the second thing, I thought, well, maybe AFT and NEA could take this over and make it more the teachers. And we're hopefully not going away real soon. That's my -- That's my goal. But if you have something like the Hispanic Heritage Foundation, it kind of takes it out of that political realm where maybe our organizations have a good or bad relationship with the administration and future administrations. You're never going to have that with the foundation.

I like the idea of saying the connection we have is that we would be part of the selection committee. We could work with -- We could work with the foundation on what the criteria would be. And we wouldn't -- we won't forever maybe have this commission as the -- as the brand of it, but that's less important to me than the recognition that we wanted to have.
And this is (inaudible). Okay. And this is very popular on all the Spanish language television shows around the country and -- and in certain places in -- in Mexico. So I -- That appeals to me. And without knowing a lot more of the details, I -- I could live with that.

MR. SCRIBNER: Another -- Another, for me, encouraging sign is looking at who they're going to be honoring this year. One of the -- the education honorees are the Carl Hayden High School robotics team from -- from our school district.

(Simultaneous discussion)

MR. SCRIBNER: The -- the -- The documentary, "Underwater Dreams" --

MS. SPEAKER: Oh, that's at your school?

MR. SCRIBNER: That's our school.

MS. SPEAKER: I wondered about that.

MR. SCRIBNER: And then the featured film with George Lopez and Marisa Tomei and -- and -- and others, in January, "Spare Parts," is coming out. And -- and -- And I just say that because earlier this morning, a couple of speakers, they talked about the activism and dreamers and young people. And here is a wonderful example of students who are excelling in stem and -- and beating MIT in these competitions. They are the ones in Arizona, my kids, who are leading the -- the group for
grassroots efforts towards (inaudible) immigration reform.
So I'm all for it.

MS. NEIRA: I'd like to follow up on a couple of things. One, I think it's going to be important for the commission to have an understanding of what goes into the MOU Commission. I think that's a real critical piece. I think the co-branding, even if it's just temporary, is critical to keep that role going.

I particularly appreciate the new voice, that it really takes it away from the political voice also locally when it comes from the students. We always say -- Teachers always say that if you want to be evaluated, go to your students. So I think it's a real great way of recognizing the voice of the students and sometimes parents because the parents are so involved in that process. So I -- I really support this with the caveat that it really is a partnership.

And I think, as Lily said, the smallness of the group and their intensity on culture, it -- it just lends itself to collaboration. So I think I'm a lot more comfortable with that than with the first recommendation because it does take it away from the process.

That being said, I -- I want to go back to the statement I made this morning. This is just a small part of the process that we talked about. I think,
Patricia, you said about the new business and the new business is really trying to build upon what -- this whole recruitment piece, because the recognition is just a celebration, a celebration of the profession. It really doesn't go to the heart of recruiting the -- the pipeline that we need in our classrooms at this point.

MS. GANDARA: Does it -- Marco, does it tend to lean towards high school teachers who get chosen because it -- okay -- yeah, because these are the students who --

MS. GARCIA: That should be part of the criteria of looking to say that we have a number of early childhood and elementary and secondary teachers. And it doesn't come up from the students because they're not going to have second graders (inaudible), but that there's some way of recognizing (inaudible).

MS. GANDARA: Okay. If there's any other comment about this?

MS. SPEAKER: I'd like to comment. I think that the option to have the students recognize their teacher is the best one. We give awards to teachers and they stay on the shelf and they're great for that time when you take a trip. But if you want to leave a legacy and really have their -- their story told, it's through the eyes of the child. Teachers love that.
We -- You know, I have a student that I've been in touch with after 26 years. He's my legacy. He's my -- He's the reason that I do what I do. So I think having students tell their story and letting that live on will be a much bigger award than anything else.

MR. SPEAKER: I have a question on the Heritage -- Hispanic Heritage. The criteria, we're talking about recruitment, right, for Hispanic recruitment? I'm a student. The person that influenced me was Mr. Smith. Am I going to be eliminated because I picked Mr. Smith and not Mr. Martinez? You see what I mean?

So we're trying to recruit that -- So, in other words, I'm a kid that's gotten nominated because I was a great Hispanic kid in class, but my teacher that influenced me was Mr. Smith. Well, is that part of our criteria is going to be that it has to be Hispanic or not Hispanic? Because then I'm getting nominated and I'm going to write things about Mr. Smith and how great he was. But with that rule, the committee's there saying, "Well, I guess, Smith. We don't want Smith. We want Martinez." So does that mean -- Are we going to have that standard?

(Simultaneous discussion)

MS. GANDARA: I -- I appreciate you bringing
that up. What we had decided in the last round was that we were looking for Latino teachers or -- or teachers who had dedicated themselves to the Latino population. And we actually did have --

MS. SPEAKER: We had non-Latino teachers.

MS. GANDARA: We had a couple of non-Latino teachers.

MR. SPEAKER: But as a -- but as a student -- Yeah, well, that's what I was going to say.

MR. SCRIBNER: Yeah.

MR. SPEAKER: Because as a student, how would --

MR. SCRIBNER: Right.

MR. SPEAKER: -- they wouldn't know. You know what I'm saying?

MR. SCRIBNER: Right. The -- The robotics experience, Freddie Lajvardi from -- immigrated from Iran and has been in -- in West Phoenix his entire career connecting with kids.

MR. SPEAKER: I just wanted to make sure.

MR. SCRIBNER: Yeah.

MS. GANDARA: Well, it's absolutely an excellent question, as it would need to revisited now too.

(Simultaneous discussion)

MS. MELVIN: Related to that, are we still
holding these teachers to our standards or the White House standards or is that out the door now?

(Simultaneous discussion)

MS. SPEAKER: We would need to continue to develop our -- our standards, our criteria.

MR. DAVIS: Right. So this -- so we --

There would be more flexibility. It would not sort of be -- Because it would not be part of the Champions program, there would not be that specific set of criteria. But that's part of the pieces to which Maria was alluding, that that would be the negotiation with the foundation about what the criteria would be. And I know that the commission would be able to sort of forward some ideas. If they wanted something more concrete, then, you know, at the -- at the moment, I'm not sure. I'd need to get some more information on that. I'd have to do some follow-up. It seems to be a little bit more based on sort of the inspiration and the student's impression of the teachers, effectiveness, impact, motivation, you know, things like connections to the parents. Right. Is it just that that teacher was connected to the student's parents or is it all the teachers' parents? Those are pieces that could be explored that we could figure out ways to define it, to capture more.
MR. ARTILES: So I -- I agree with the arguments made in terms of the (inaudible) the foundation (inaudible) so far and particularly the issue of sustainability and how do we keep this up over time. The other concern I have is impact. Okay. We recognize these individuals who have exemplary careers. Beyond this legacy (inaudible) also these individual stories can contribute to a -- a knowledge base, which is (inaudible) base in terms of what we do to learn this in the larger scheme of things.

So I think we should think about raising money to document this individual's trajectory (inaudible) in which we can carefully disseminate not only through the commission's networks but all the networks that all of us have in our respective professional careers and make sure that this really is used in meaningful ways, not only teacher education programs, but also professional development, so really go beyond the recognition of that individual and ask the question: "What we can we learn from this person's experiences given the evidence we have before us? What are the lessons that (inaudible) that we can build over time?"

MS. SPEAKER: This person being what did we learn from the teachers or what are we learning from the student and how they view the teachers?
MR. ARTILES: It's stories that we gather about these teachers, whether it's the students' stories or the students' or the teachers' experience, but how do we impact the profession, as an example, from the lessons we derive reflecting on what we have learned (inaudible).

MS. GARCIA: Can I piggyback on that? Because -- and it's -- it's -- it triggered where this recognition/recruitment that we're talking about, what you're talking about is how do we use these award winning incredible teachers to build something that then recruits other wonderful, credible people.

MR. ARTILES: Exactly.

MS. GARCIA: And I -- I -- I don't want to make the -- the judgment that because you're a Latino student, you live in a poor neighborhood. But we know that a lot of high minority populations are high poverty populations. Part of the recruitment that -- that I wanted to, you know, add to that is what drew those -- assuming or -- or analyzing which of those award winners are in challenged neighborhoods, poverty neighborhoods, what drew them to that? Because we're -- we're looking for ways of getting incredibly bright, talented career people who will teach in the most challenging way.

MS. GANDARA: Can I please second that? Because that was my -- I think this was what made me
rather upset the last time around was because that was knocked out. The teachers who came from these kinds of neighborhoods were not in the running, basically, because the schools weren't doing that well --

MS. GARCIA: All based on test scores.

MS. GANDARA: -- based on test scores. And so, for me, this would be very important that we talk about people who are doing this work in the hard places and not in the easy places.

MS. GARCIA: And -- And why they wanted to teach there and why they wanted to stay there, I think, is what the analysis should be based on.

MS. GANDARA: Well, it sounds like this Heritage Foundation has a lot of positives and probably more positives than the other two options. Though it does also seem to me like this being September 3rd and then closing September 30th and having to come up with criteria and ideas about how we would do this and what the MOU is and everything else simply may not be possible on this cycle --

MR. DAVIS: It may or may not.

MS. GANDARA: -- realistically.

MR. DAVIS: It may.

MS. GANDARA: It may or it may not.

MR. DAVIS: It's not definitely out of the
question.

MS. MELVIN: We close deals like this in a month.

MR. DAVIS: Well, and, also, again, I think --

(Simultaneous discussion)

MR. DAVIS: -- I think the teacher portion doesn't close.

MS. GANDARA: But the students --

MR. DAVIS: Right. And so then the students who, as I understood the process --

MS. SPEAKER: They would need some direction also.

MR. DAVIS: -- the students who are selected -- Right. And so I think it's after September 30th when the students are selected or asked to nominate a teacher, after that.

MS. GARCIA: Okay. And we can -- we can impact the criteria after that on -- on looking at the teachers.

MS. GANDARA: On the teachers.

(Simultaneous discussion)

MS. GANDARA: But the students have to be given some direction, though, right, about who you're choosing? Like consider also elementary schoolteachers --
MR. DAVIS: Right.

MS. MARTINEZ: -- and that sort of thing?

MR. DAVIS: Right. But they -- Again, I don't think they submit the nomination with their application. I think they submit it later.

MS. GANDARA: Oh.

MR. DAVIS: Yeah.

MS. SPEAKER: So right now, it's just the students that get submitted?

MR. DAVIS: They just submit to -- Because they -- The youth award wins a scholarship and recognition.

MS. GANDARA: And then they --

MR. DAVIS: They -- Then the winners nominate a teacher.

MR. SPEAKER: They select winners per region.

MR. DAVIS: Right.

(Simultaneous discussion)

MR. SPEAKER: Every region has to send the students who win.

MR. DAVIS: Right.

MR. SPEAKER: Then from that region, they'll send a teacher. Then all those who will be considered for the national program, they select one in each category.
MS. GANDARA:  But we're talking about trying to broaden that so it's (inaudible).

MR. SPEAKER:  Right.

MS. SPEAKER:  And -- And my question was about the fairness of being able to nominate a teacher. How -- how -- How does it happen? Do you get buy-in from the school districts or how -- how do the kids get to know that this is open for them?

MR. DAVIS:  Yeah. So the -- so the -- Any student, I believe, of Hispanic descent anywhere in America can sub -- Well, actually, I don't know if it's anywhere in America or just the eleven markets. But they're able to submit an application.

MS. SPEAKER:  So where is the information found for them to be included in that?

(Simultaneous discussion)

MR. DAVIS:  It's on their website. It's -- It's this outreach to 4,000 schools through nonprofit organizations that they partner with. So they disseminate it through social media. They disseminate news about the application.

(Simultaneous discussion)

MS. SPEAKER:  So we wouldn't know specifically what school districts have presented the information or anything like that?
MR. DAVIS: So they might be able to know that. I don't know that they know your -- I -- I know what -- Well, I don't know off the top of my head. But the eleven cities, I think they try to get as much input as they can from the eleven cities. They try to spread the word as widely as they can in those eleven regions.

MR. SPEAKER: And they've also brought in the (inaudible) through Mundos.

MR. DAVIS: Right.

MR. SPEAKER: They do Subway in (inaudible).

So it really is quite disseminated.

(Simultaneous discussion)

MR. DAVIS: They try to get -- I mean, they get literally (inaudible) like -- I couldn't even remember. I think it's something like 50,000 applicants. They get a lot.

MS. GARCIA: I'm -- I'm assuming that if this commission wanted to partner with them, they'd be thrilled that we could then extend that reach. They're -- They're using what their staff and their, you know, ground -- ground troops have. And those of us that are in other areas like -- like our organizations could then say we can push that out. We have affiliates in every state and, between the two of us, in practically every school district. So we could send information out to our
affiliates. We don't send information to kids, but we
send it to their teachers to make sure the kids in your
area have this information.

MS. GANDARA: Unless I hear something
negative here -- I'm just hyperconscious of the time
here -- it sounds to me like folks really very much would
like this idea of at least moving forward and getting
(inaudible).

(Simultaneous conversation)

MR. DAVIS: So what I would suggest simply
is for the next steps is I can -- I -- we can go back and
engage with the Hispanic Heritage Foundation. We can pull
in the cochairs for the initial conversation. And then we
can look at scheduling (inaudible) e-mails. We can
schedule like conference calls among the full subcommittee
so that folks are able to review before our final and
probably wait and make some sort of final decision once
all questions have been answered and there's a clear path
(inaudible).

MS. GANDARA: And -- And can we just leave
it that we will indeed have a conference call with the
subcommittee? I'm uncomfortable with the extent at which
we haven't had these and haven't had, you know -- And
maybe we can actually continue with some of the rest of
the agenda as well. Okay. Yes?
MS. SPEAKER: A final comment. This is important work. I'm -- I'm pleased to have been here today. I have to get back to my school district for a meeting. But I don't know how I got to be here. I'm happy I'm here. But how does your important work get to us?

(Simultaneous discussion)

MR. DAVIS: Did you register?

MS. SPEAKER: Yes, we did.

MR. DAVIS: You will be added to our mailing list. You will get any and all communications from now forward.

MS. SPEAKER: Out of curiosity, can you guys tell us who you are?

MR. MARTINEZ: My name's Rudy Martinez. I represent (inaudible). I'm in the central division, assistant to the director.

(Simultaneous discussion)

MS. BARRERA: I'm Diana Barrera. I'm the director of (inaudible) in Somerset ISD here in the San Antonio area.

MS. MENDOZA: My name is Marie Mendoza. I'm the director of World Languages. I teach bilingual, ESL, language (inaudible) for middle school and high school, Irving Independent School District (inaudible).
MS. SPEAKER: Take a look at our book.

MS. MENDOZA: I know. I have.

MS. SPEAKER: There's -- There's a coupon out there.

(Simultaneous discussion)

MS. TONYA: Hi. I'm Tonya (inaudible) with Educational (inaudible) Service at the San Antonio office, not the Woodstone office.

MS. SPEAKER: I'm (inaudible) for (inaudible) America. I (inaudible) of our (inaudible) teachers throughout the nation. So I'm really interested in getting involved and helping out with that.

MS. GANDARA: So, for you, it would be very (inaudible) the dreamers (inaudible) and the teachers.

MS. SPEAKER: Yes, unaccompanied minors. I need to know everything (inaudible).

MS. GARCIA: Delia Garcia, (inaudible).

MS. SPEAKER: I'm (inaudible) Molina, vice president of Texas Aide Teachers Association, middle school teacher, ESL.

MR. PEREZ: I'm (inaudible) Perez with the American (inaudible) Teachers (inaudible).

MR. DAVIS: Thank you all.

MS. SPEAKER: Okay. Thank you.

(Breakout concluded at 2:52 p.m.)
I, NATALIE HUNSUCKER, a Certified Court Reporter duly commissioned and qualified in and for the County of Bexar, State of Texas, do hereby certify that the forgoing is a true and accurate transcription, taken to the best of my ability, of the K-12 Subcommittee Breakout Discussion at the President's Advisory Commission on Educational Excellence for Hispanics, held at the University of Texas at San Antonio Downtown Campus, 501 W. Cesar Chavez Boulevard, San Antonio, Texas 78207, September 3, 2014, from 2:15 p.m. to 2:51 p.m.

IN WITNESS WHEREOF, I have hereunto set my hand on the 23rd day of September, 2014.

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