



White House Initiative on Educational Excellence for Hispanics
&
President's Advisory Commission on Educational Excellence for Hispanics

National Forum on Integrated Student Supports



March 27, 2014

Creative Artists Agency
Los Angeles, CA



WHITE HOUSE INITIATIVE ON EDUCATIONAL EXCELLENCE FOR HISPANICS
&
PRESIDENT'S ADVISORY COMMISSION ON EDUCATIONAL EXCELLENCE FOR HISPANICS

WELCOME

The White House Initiative on Educational Excellence for Hispanics (WHIEEH) jointly with its President's Advisory Commission on Educational Excellence for Hispanics (Commission), welcome you to Los Angeles for the **National Forum on Integrated Student Supports**.

The goal of the forum is to raise awareness on the efficacy of integrating student supports to increase student success among economically disadvantaged and underperforming students, especially Hispanic students. Research establishes for the first time standards of practice for the student service/support field. Given the critical role student supports play for Hispanic students, who often arrive at school with a set of non-academic barriers that greatly inhibit them from academic success, the national forum will bring together leaders to foster the scaling of this education reform strategy.

We encourage you to read more about our initiative by visiting our website and signing up for our newsletter to become involved with us in this vital work. Once again, thank you for taking part in this critical national conversation. We look forward to working with you to ensure that the fastest-growing population is prepared to compete in today's knowledge-based, global economy.

With Warmest Regards,

Alejandra Ceja

Alejandra Ceja
Executive Director
White House Initiative on Educational Excellence for Hispanics

Eduardo J. Padrón

Eduardo J. Padrón
Chair
President's Advisory Commission on Educational
Excellence for Hispanics

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400 Maryland Ave. S.W. | Washington, D.C. 20202 | Main: 202-401-1411 www.ed.gov | E-mail: WHIEEH@ed.gov



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AGENDA

Evening (March 26) Room: 2nd Floor Lounge

6:00 P.M.-8:00 P.M. Pre-Summit Reception

Brief Remarks by:

- Dan Cardinali, K-12 Education Subcommittee Co-Chair, Commission
- Patricia Gándara, K-12 Education Subcommittee Co-Chair, Commission

Morning (March 27) Room: CAA Theater

8:00 A.M. Registration & Continental Breakfast

8:30 A.M. Welcome Remarks

- Eduardo Padrón, Chair, Commission
- Michelle Kydd Lee, Chief Innovation Officer, Creative Artists Agency

Opening Remarks

- Dan Cardinali, K-12 Education Subcommittee Co-Chair, Commission

9:00 A.M. Presentation of Findings from *Making the Grades: Assessing the Evidence for Integrated Student Supports*

- Carol Emig, President, Child Trends
- Kristin Moore, Senior Scholar and Co-Director for Youth Development, Child Trends

9:30 A.M. Panel: What Works: Evidence-Based Programs and Practices

Integrated student supports (ISS) are a school-based approach to promoting students' academic achievement and educational attainment by coordinating a seamless system of wraparound supports. According to a recent study from Child Trends, ISS programs serve more than 1.5 million students in nearly 3,000 elementary and high schools across the country. Nearly all of these programs target at-risk children. Child Trends estimates that Hispanic and Black students account for more than 75 percent of the students enrolled in ISS programs. Panelists will have the opportunity to provide reactions to the recently released Child Trends report and will incorporate research and findings to inform the discussion on best and promising practices on integrated student supports. A copy of the Child Trends report can be accessed at: www.childtrends.org



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Morning

Moderator: Patricia Gándara, K-12 Education Subcommittee Co-Chair, Commission

Panelists:

- Howard S. Adelman, Professor of Psychology, UCLA and Co-Director of the School Mental Health Project
- Claudia Bonilla Keller, Chief of Programs, LA's Promise
- Heather Clawson, Vice President of Research, Evaluation and Innovation, Communities in Schools

10:20 A.M.

Break

10:30 A.M.

Panel: Foundations for Success: Leaders Leaning into Integrated Student Supports

Integrated Student Supports (ISS) is one promising approach taking hold in communities across the country aimed at improving educational outcomes for minority and low-income students. Panelists will highlight how ISS is working in their communities and share insights on ISS as a model for program effectiveness.

Moderator: JoAnn Gama, K-12 Education Subcommittee Member, Commission

Panelists:

- Thelma Meléndez de Santa Ana, Education Advisor to Mayor of Los Angeles Eric Garcetti
- Elaine Wynn, Chair, Nevada State School Board
- Reynaldo Garcia, Director of Operations, Austin Independent School District

Noon

Room: 2nd Floor Lounge

12:00 P.M.

Lunch

Afternoon

Room: CAA Theater

1:00 P.M.

Keynote Remarks

- Rafael López, Senior Policy Advisor, The White House Office of Science and Technology Policy and The White House Office of Social Innovation and Civic Participation



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Afternoon

1:30 P.M.

Panel: Integrated Student Supports- The Role of Philanthropy and Policy

Nonprofit and foundation leaders will discuss the importance and need for increased investment by all stakeholders in integrated student supports.

Moderator: Veronica Melvin, K-12 Education Subcommittee Member, Commission

Panelists:

- Virginia Mosqueda, Program Manager, The California Endowment
- George Weiss, Founder, Say Yes to Education
- Anne Stanton, Program Director, James Irvine Foundation

2:45 P.M.

Break

3:00 P.M.

Next Steps: Public Policy Recommendations and Private Sector Engagement

An interactive session that will allow participants to break-out into small groups, reflect on the day's discussion and propose recommendations to move this work forward.

Moderators:

- Dan Cardinali, K-12 Education Subcommittee Co-Chair, Commission
- Patricia Gándara, K-12 Education Subcommittee Co-Chair, Commission

4:00 P.M.

Closing Remarks

- Alejandra Ceja, Executive Director, White House Initiative on Educational Excellence for Hispanics



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SPEAKERS

Dr. Howard S. Adelman

Professor of Psychology, University of California, Los Angeles and Co-Director of the School Mental Health Project



Howard S. Adelman, Ph.D. is professor of psychology and co-director (along with Linda Taylor) of the School Mental Health Project and its national Center for Mental Health in Schools at UCLA. His constant focus over many years is on improving how schools and communities address a wide range of psychosocial and educational problems experienced by children and adolescents. Current work includes policy and practice analyses and large-scale systemic initiatives across the country designed to transform how schools, communities, and families connect to address barriers to learning and enhance equity of opportunity for student success at school and beyond.

Dan Cardinali

**K-12 Education Subcommittee Co-Chair
President's Advisory Commission on Educational Excellence for Hispanics**



Dan Cardinali is president of Communities in Schools, an organization focused on dropout prevention. Prior to his role as president, Cardinali served as executive vice president of field operations at Communities in Schools. From 1996 to 1999, he served as both acting director of the Partners Reach Out/Advocacy Program and as assistant director of Leadership and Training at Partners of America. Cardinali currently serves as a trustee for America's Promise, the vice chair of the National Human Services Assembly, and a member of the board of directors of Child Trends and the Harwood Institute's Public Innovators Summit. He holds a B.S. from Georgetown University and an M.A. from Fordham University.



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Alejandra Ceja

Executive Director

White House Initiative on Educational Excellence for Hispanics



Alejandra Ceja was appointed by the White House on May 6, 2013, to serve the President and Secretary of Education as the Executive Director of the White House Initiative on Educational Excellence for Hispanics. Ceja works closely with the Latino community and the President's Advisory Commission on Educational Excellence for Hispanics to implement the goals and deliverables under Executive Order 13555, by which President Barack Obama renewed the initiative, and better align the work of the initiative with the Department's cradle-to-career agenda. Prior to assuming this position, Ceja served as the chief of staff to Under Secretary of Education Martha Kanter. In that role, Ceja was instrumental in managing the Under Secretary's personnel, budget and associated operations, including the operations of six White House initiatives, to support the president's 2020 goal, what Secretary of Education Duncan calls the nation's "North Star": The United States will attain the highest proportion of college graduates in the world by 2020.

Prior to joining the Department, Ceja served as the senior budget and appropriations advisor for the House Committee on Education and Labor, chaired by Congressman George Miller. There, she drafted legislation in support of national service reauthorization—the Edward M. Kennedy Serve America Act—and worked on policy issues related to child nutrition, English language learners, migrants, Impact Aid and appropriations. From 1999 to 2007, Ceja was a program examiner for the White House Office of Management and Budget, where she helped formulate the federal budget for the Department of Labor and the Corporation for National and Community Service.

A native of Huntington Park, Calif., Ceja holds a bachelor's degree in political science from Mount St. Mary's College in Los Angeles, and a master's degree in public administration from Baruch College at the City University of New York. She is a graduate of the Congressional Hispanic Caucus Institute's Public Policy Fellowship, the Presidential Management Fellows program, the National Hispana Leadership Institute and the National Urban Fellows program.

Heather Clawson

Vice President of Research, Evaluation and Innovation
Communities in Schools



Heather Clawson is the Vice President of Research, Evaluation, and Innovation of Communities in Schools. In this role she seeks to expand the capacity of the network to use data to drive effective practice, to continue to strengthen the evidence-base for Communities In Schools, and to help identify and demonstrate innovation and best practices from within the network.

Prior to joining Communities In Schools, Heather worked as a research consultant for 15 years for ICF International managing and conducting research and program evaluations in the areas of education, juvenile justice, victim services, and child welfare. Her expertise and passion centers around integrated student services and support for the most vulnerable populations.



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For five years, Heather served as the Principal Investigator for the National Evaluation of Communities In Schools. She has a Ph.D. in social psychology from the University of Nevada-Reno and a Bachelor's in psychology from James Madison University.

Carol Emig

President
Child Trends



Carol Emig has spent her career working at the intersection of public policy, programs, and research related to children and youth. Since 2006, she has been President of Child Trends, an independent, nonpartisan research center. Child Trends improves the lives and prospects of children and youth by conducting high-quality research and applying the resulting knowledge to public policies, programs, and systems.

A growing organization of more than 75 skilled professionals, Child Trends' research portfolio includes extensive work in early childhood; youth development; teen childbearing; education; child welfare; reproductive health, family structure, and parenting; child poverty; and the transition to adulthood. Child Trends, as its name suggests, has particular expertise in developing, tracking, and analyzing data on children and youth.

Under Carol's leadership, Child Trends has significantly expanded its capacity to communicate research effectively to key stakeholders, and its outreach and interaction with programs that provide direct services to children, youth, and families. In particular, Child Trends works extensively with decision makers to use data effectively, to incorporate evidence-based practices into their programs and policies, to evaluate their effectiveness, and to use all of this information to improve outcomes for vulnerable children and youth.

From 2002-2006, Carol was Executive Director of the Pew Commission on Children in Foster Care, a blue-ribbon panel of child welfare experts. Many of the Commission's recommendations were enacted by Congress or adopted by state agencies and state Supreme Courts. Prior to this, she was Vice President for External Relations at Child Trends, where she built the organization's public policy communications department.

Carol's other professional experiences include Deputy Director of the National Commission on Children, a bipartisan Congressional-Presidential panel; Senior Associate at the Center for the Study of Social Policy; director of a state children's advocacy organization; and, early in her career, research assistant to First Lady Rosalynn Carter. She serves on the Boards of Directors of Reach Out and Read; the Stoneleigh Foundation; and the Children's Chorus of Washington. She is also a trustee of America's Promise Alliance.

Carol has an undergraduate degree in international relations from Georgetown University and a master's degree in public policy from the Kennedy School of Government at Harvard University.



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Patricia Gándara

K-12 Education Subcommittee Co-Chair

President's Advisory Commission on Educational Excellence for Hispanics



Patricia Gándara is a professor of education in the Graduate School of Education and Information Studies at the University of California, Los Angeles. Gándara also is co-director of the Civil Rights Project based at UCLA. From 2000 to 2009, she was the associate director of the University of California's Linguistic Minority Research Institute. Prior to this, Gándara served as commissioner for postsecondary education for the state of California. She has been a bilingual school psychologist, a social scientist with the RAND Corporation, and director of education research in the California Legislature (State Assembly). Gándara earned a B.A. in sociology in 1969 from UCLA and an M.A. in counseling and school psychology in 1972 from California State University, Los Angeles. In 1979, she earned a Ph.D. in educational psychology from UCLA. She is the author, with Frances Contreras, of *The Latino Education Crisis*, published by Harvard University Press, 2009.

JoAnn Gama

K-12 Education Subcommittee Member

President's Advisory Commission on Educational Excellence for Hispanics



JoAnn Gama is chief of schools at IDEA Public Schools, which she cofounded in 1998 as an academy; after receiving a state charter, she opened IDEA as an independent charter school in August 2000. Since IDEA Public Schools' launch, Gama has served as a principal and the chief operating officer. In 1997, she joined Teach for America in Donna, Texas, where she taught fourth- and fifth- grade English as a Second Language. Gama earned a B.A. from Boston University and an M.ED. in educational leadership from the University of Texas-Pan American.

Reynaldo Garcia

Director of Operations

Austin Independent School District



Dr. Reynaldo Garcia was born in Bellevue, Ohio where his parents resided part of the year as migrant workers. He grew up in Harlingen, Texas which is located in the southernmost part of the state close to the Mexican border. He graduated from Harlingen High School and attended the University of Texas/Pan Am in Edinburg, Texas where he earned a Bachelor of Science in Sociology. He received his teaching certificate while teaching at one of Harlingen's elementary campuses. He earned a Master of Science in Educational Administration from Stephen F. Austin in Nacogdoches, Texas. He later received his doctorate degree from the University of Texas at Austin. In his doctoral program, Dr. Garcia was a Fellow in the Cooperative Superintendency Program, which is a program of study designed for future urban school superintendents.



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Throughout his career, Dr. Garcia worked as a teacher, assistant principal, and principal at predominately minority and Title 1 schools. At the most recent campus as principal, he led the school from closure by the state. With the help of a talented staff and community support, Webb Middle School, which is in the Austin Independent School District, has become a vibrant campus where other administrators and teachers visit frequently from across the state to learn about the instructional practices for English Language Learners and about the social services provided to students and their families. He was named principal of the year for AISD during his third year with the district. Currently serving as the Director of Operations in the Austin Independent School District, Dr. Garcia oversees the campus daily operations of 30 campuses.

Claudia Bonilla Keller

Chief of Programs
LA's Promise



Claudia Bonilla Keller is the Chief Program Officer at LA's Promise. In this capacity she leads LA's Promise's family and community programs and health activities that are coordinated at each school site.

Claudia recently joined LA's Promise after 7 years as Executive Director at the American Heart Association here in Los Angeles. In 2007, she was the Association's Executive Director of the Year. More recently her office led the nation in the implementation of the Association's hallmark Childhood Obesity platform - Teaching Gardens, with more gardens in the ground in LA than anywhere else in the county – including 3 at LA's Promise schools.

Claudia earned her BA in Political Science with a minor in History from the University of California, Irvine in 1987. She spent over 20 years in the Fashion Industry before moving into the non-profit sector. Claudia is a sports enthusiast, and plays organized soccer at least twice a week. She enjoys reading, traveling and gardening. Her son Jackson is a junior at Colorado College. She lives in Orange County.

Michelle Kydd Lee

Chief Innovation Officer
Creative Artist Agency



Michelle Kydd Lee is chief innovation officer of the Creative Artists Agency and the executive director and founder of the CAA Foundation, the charitable arm of the talent and literary agency, which has offices in Los Angeles, New York, Nashville, St. Louis, London and Beijing. Since 1995, the CAA Foundation has used the natural resources of the entertainment community to effect positive social change. In her role, Kydd Lee serves as a consultant to clients, executives and corporations on their philanthropic and pro-social initiatives. She is also the director of culture at CAA, supervising several other divisions of the agency. Kydd Lee has been involved with many charitable organizations and currently sits on the boards of Points of Light and Los Angeles Communities in Schools and the advisory boards of the Ad Council, FEED and IDEO. She is a member of the 2009 class of Henry Crown Fellows at the Aspen Institute and is a senior fellow at the USC Marshall School of Business' Society and Business Lab.



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Rafael López

Senior Policy Advisor, The White House Office of Science and Technology and The White House Office of Social Innovation and Civic Participation



Rafael López is a Senior Policy Advisor at the White House Office of Science and Technology Policy and the White House Office of Social Innovation and Civic Participation within the Domestic Policy Council. His work focuses on identifying areas where the innovative application of technology-based options can improve collaboration between the Executive Office of the President and federal agencies to strengthen the relationship between the Administration, nonprofit, philanthropic, and professional organizations to use advanced technologies in the development and implementation of domestic and social policies and programs.

Prior to working at the White House, López served as an Associate Director at the Annie E. Casey Foundation, a private, national philanthropy that creates better futures for the nation's children by strengthening families, building economic opportunities, and transforming neighborhoods into safer and healthier places to live, work, and grow. Previously, López served as the President and CEO of The Family League of Baltimore City, Inc. where he was a member of the Baltimore City Mayor's Cabinet. López is a results driven leader with experience in the public and social sectors where he has served in numerous roles at the city, county and state level focused on improving the lives of children, families and communities. From 2006-2009, López was appointed by Mayor Antonio Villaraigosa to serve as the Executive Director of the City of Los Angeles Commission for Children, Youth and Their Families. López previously served as the Deputy Director of the City and County of San Francisco Department of Children, Youth, and Their Families and as Senior Deputy for Health and Human Services for Los Angeles County Supervisor Gloria Molina. From 1999-2004, López served as the Founding Executive Director of First 5 Santa Cruz County where he launched the countywide implementation of the California Children and Families First Act-Proposition 10 and led innovative efforts to expand and create programs and services in health, school readiness, and family support including the creation of one of California's first comprehensive health coverage programs for all Santa Cruz County children.

In 1999, López became the youngest person in the City's history to serve on the Watsonville City Council where he led neighborhood based efforts to civically engage youth and immigrant families in the development of city services. He has worked closely with community based organizations as a volunteer, manager, executive and board member and was sponsored by the David and Lucile Packard Foundation to serve as a fellow at Stanford University's Center for Social Innovation at the Graduate School of Business Executive Program for Nonprofit Leaders. López was awarded a 2007-2008 Annie E. Casey Foundation Children and Family National Fellowship.

Born and raised in Watsonville, California, López is an alumnus of Vassar College and the University of California Santa Cruz where he graduated with honors in American Studies. He is a graduate of Harvard University's John F. Kennedy School of Government where he earned a Master in Public Administration and was named a Lucius N. Littauer Fellow for demonstrated distinction in his academic work at the Kennedy School, contributions to the Kennedy School, the Harvard community and other organizations, and demonstrated potential for continuing leadership excellence. He most recently served on the Boards of Directors of The Y of Central Maryland and HealthCare Access Maryland. López and his wife, Rosa Ramirez-López, live in Baltimore City with their sons Adán Miguel and Mateo Gabriel.



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Thelma Meléndez de Santa Ana

Education Advisor to Mayor of Los Angeles Eric Garcetti



Thelma Meléndez de Santa Ana is the Senior Policy Advisor of the Mayor of Los Angeles, Eric Garcetti in the area of Education and Workforce Development. She previously served as Assistant Secretary for Elementary and Secondary Education in the United States Department of Education, where she was the principal advisor to Arne Duncan, the U.S. Secretary of Education. Dr. Meléndez has also served as superintendent of two California school districts, Santa Ana Unified and Pomona Unified Schools. She was named the 2009 California Superintendent of the Year, a 2012 University of Southern California Alumni of Merit, the 2011 National Hispanic Woman of the Year Award from the Mexican American Opportunity Foundation, and the 2010 Hispanic Business Magazine's Woman of the Year. She is President of the Association of Latino School Administrators and Superintendents. She is on the Board of Directors of WestEd, and is a Trustee of the J. Paul Getty Trust. Dr.

Meléndez earned a Ph.D. at USC, and an honorary doctorate from Pepperdine University and her BA from UCLA in Sociology.

Veronica Melvin

K-12 Education Subcommittee Member

President's Advisory Commission on Educational Excellence for Hispanic



Veronica Melvin is President and Chief Executive Officer of LA's Promise. Passion, activism, empowerment and learning are four key qualities that are present throughout Veronica Melvin's dedicated work in the fields of education and health for children and families. As President and Chief Executive Officer of LA's Promise, Ms. Melvin guides a dedicated, reform-minded education organization with a mission to provide quality educational experiences mated to an array of integrated support services, including health care and fitness opportunities for students in public schools.

Known for her organizational leadership and unwavering passion to uplift and empower communities, Veronica Melvin is a champion of children and families. she envisions building a kindergarten to college pathway for our students and constructing a career pipeline laid upon a foundation of access to excellent academic, health, and enrichment opportunities for LA's Promise youth in South Los Angeles.

Ms. Melvin served as Chief Operating Officer of Communities for Teaching Excellence, a national effort that empowers communities to advocate for effective teaching and academic achievement for students. Her bold executive management achieved success for students and teachers in classrooms in Memphis, TN, Pittsburgh, PA, Hillsborough County, FL, and Los Angeles, CA.

Ms. Melvin served as Executive Director of Alliance for a Better Community (ABC), an organization working to ensure equity in education, health, economic development and civic participation for Latinos and overall improvement for residents of the Greater Los Angeles. In her management role, Ms. Melvin has also been instrumental in launching community-based campaigns to advance issues crucial to student academic achievement and success.



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Ms. Melvin developed LAUSD 'Pilot Schools' – a network of small autonomous, career-themed schools that promote student and parent choice. She also championed the LAUSD Public School Choice Initiative that allows new and low-performing schools to be operated by external education organizations and chosen teams of teachers.

Ms. Melvin began her career as Community and Government Relations Coordinator for the San Diego Workforce Partnership, a nonprofit organization supporting local job training programs that enable eligible adults to develop the job-ready skills and knowledge needed for emerging career opportunities and employment.

Ms. Melvin earned her Bachelor of Arts in Political Economies of Industrial Societies from UC Berkeley. She earned her Masters of Public Policy from UCLA's School of Public Affairs.

Kristin Moore

Senior Scholar and Co-Director for Youth Development

Child Trends



Kristin Moore is a social psychologist who studies trends in child and family well-being, positive development, the determinants and consequences of early sexual activity and parenthood, fatherhood, the effects of family structure and social change on children, and the effects of public policies and poverty on children. She heads the Youth Development research area, where she is working to expand information on programs that work, implementation approaches that are effective, and rigorous approaches to evaluation, as well as working to share knowledge with practitioners, funders, journalists, and policy makers.

Kristin has helped develop constructs and measures for numerous surveys, including the ECLS-Kindergarten and Birth Cohorts, the National Longitudinal Survey of Youth, 1997 Cohort, the National Survey of Children, the National Survey of Children's Health, and the Supporting Healthy Marriage evaluation survey. For ten years she was a principal investigator on the Family and Child Well-being Research Network established by the National Institute of Child Health and Human Development to examine factors that enhance the development and well-being of children. She was a founding member of the Task Force on Effective Programs and Research at the National Campaign to Prevent Teen and Unplanned Pregnancy, and a member of the NICHD Advisory Council. Kristin headed Child Trends from 1982 to 2006, when she chose to return to full-time research.

In 1999, Kristin was awarded the Foundation for Child Development's Centennial Award for her achievements on behalf of children. She also was designated the 2002 Society for Adolescent Medicine Visiting Scholar and received the 2005 American Sociological Association's Distinguished Contribution Award from the Section on Children and Youth. The Board of Directors of Child Trends created the Kristin Anderson Moore Annual Lecture in September 2006 to honor her years of leadership as President of Child Trends, from 1992 to 2006. The Lecture is an opportunity for Child Trends to raise an important issue related to children's well-being and to encourage thoughtful public discussion of that issue. In 2009, the American Sociological Association's Sociological Practice & Public Sociology section awarded Kristin the William Foote Whyte Award, which honors sociologists who have contributed their sociological insights to improve the world and inform the public. In 2010, she was selected as Researcher of the Year by the Healthy Teen Network.



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Kristin has published more than 100 journal articles and books, as well as numerous research briefs, and brings 35 years of experience in designing, implementing and conducting analyses and evaluations on families and children.

Virginia Mosqueda

Program Manager
The California Endowment



Virginia Mosqueda joined The California Endowment as a program manager for Santa Ana in November 2011.

Prior to her appointment at The Endowment, Mosqueda was the Director of Civic Engagement for the California Community Foundation. While there, she oversaw the development and implementation of multiple special outreach programs, including the foundation's Immigrant Integration Initiative and 2010 Census Initiative. In addition, she worked with public agencies, elected officials, community groups and policy makers to promote favorable public policy, advocacy efforts and civic engagement initiatives, among other activities.

Shortly after completing a Congressional Hispanic Caucus Institute Fellowship in Washington, DC, Mosqueda was hired as Legislative Assistant for U.S. Congresswoman Linda T. Sánchez in 2003. In 2005, Mosqueda was appointed as Legislative Director for Sánchez for which she served until 2007. As Legislative Director she developed the legislative agenda and advised the Congresswoman on legislative matters, including health care, pre-school, K-12 and post-secondary education, immigration, labor, civil rights and budget issues, among others.

In addition, she oversaw the introduction of legislation to improve Alzheimer's research and education. Mosqueda also served as Youth Enrichment Director at Santa Ana's Delhi Center whose mission is to advance self-sufficiency through sustainable programs in health, financial stability, education, and community engagement. While there, she designed, implemented and managed five youth enrichment and education programs, including a comprehensive after-school program that included health and nutrition programming, as well as an innovative parent leadership training course, among other activities.

Mosqueda earned B.A in Political Science from the University of California, Irvine, and her M.A. in Public Policy from Harvard University's John F. Kennedy School of Government.



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Eduardo Padrón

Chair

President's Advisory Commission on Educational Excellence for Hispanics



Eduardo J. Padrón, of Miami, is the chair of the President's Advisory Commission on Educational Excellence for Hispanics and the president of Miami Dade College (MDC). An American by choice, Padrón arrived in the United States as a refugee at the age of 15. Since 1995, he has served as president of MDC, an Hispanic-Serving Institution and the largest institution of higher education in America with more than 170,000 students. An economist by training, Padrón earned his Ph.D. from the University of Florida. In 2009, TIME magazine included him on the list of "The 10 Best College Presidents." In 2010, he was named "Floridian of the Year" by Florida Trend; in 2011, The Washington Post named him one of the eight most influential college presidents in the U.S. Padrón's energetic leadership extends to many of the nation's leading organizations. He is the immediate past chair of the board of the Association of American Colleges and Universities and chair of the board of directors of the American Council on Education. Throughout his career, Padrón has been selected to serve on posts of national prominence by five American presidents and

is widely recognized as one of the top education leaders in the world. He currently serves on the boards of the Business/Higher Education Forum; League for Innovation in the Community College (past Chair); RC 2020; the Collins Center for Public Policy; the College Board Advocacy and Policy Center; 2010 White House Fellows Selection Panel (chair); the International Association of University Presidents; and the Council on Foreign Relations. In past years, he has held leadership positions on the boards of the Carnegie Foundation for the Advancement of Teaching; the Hispanic Association of Colleges and Universities (chair); the Kennedy Center for the Performing Arts; Campus Compact; Congressional Hispanic Caucus Institute; and others. Most recently, he has been appointed to the commission to study the potential creation of the National Museum of the American Latino. Padrón's transformational accomplishments at Miami Dade College have been acknowledged by the national media, including The New York Times, NBC Nightly News, TIME, Wall Street Journal, CNN and The Chronicle of Higher Education. He has been featured in People magazine as one of the world's most influential Hispanics; Hispanic magazine's list of most powerful Latinos, and PODER magazine's report on "Movers and Shakers."

Anne Stanton

Program Director

James Irvine Foundation



Anne Stanton was appointed Program Director in November 2003, with principal responsibility for the Foundation's Youth program. Prior to joining the Foundation, Anne served as the Executive Director of Larkin Street Youth Services in San Francisco from 1994 to 2003. During her tenure, she led the organization's growth from a \$3.5 million budget with 50 employees to an \$8.7 million budget with a staff of 115, operating 18 programs from 10 sites that served approximately 3,000 homeless and runaway youth each year. Before joining Larkin Street, Anne served as Associate Executive Director of Covenant House in New York City.



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In 2005, Anne was appointed by State Superintendent of Public Instruction Jack O'Connell to the California P-16 Council, a statewide assembly of education, business and community leaders charged with developing strategies to better coordinate, integrate and improve education for preschool through college students. In 2009, Anne was elected to the Board of Directors of Grantmakers for Education, the nation's largest affinity membership organization for private and public philanthropies that support improved education outcomes for students from early childhood through higher education. She was elected Board Chair in 2012. In 2011- 2012, Anne was privileged to serve in an advisory capacity to the White House Council for Community Solutions work focused on Opportunity Youth, and currently serves on the Leadership Council for The Aspen Institute's Opportunity Youth Incentive Fund. Anne holds a Bachelor of Fine Arts and a Master's Degree in Social Work from New York University. She is also a graduate of Harvard Business School's Strategic Perspectives in Non-Profit Management and of the Center for Social Innovation at Stanford University's Graduate School of Business.

George Weiss

Founder
Say Yes to Education



George Weiss is the President of George Weiss Associates, Inc. and CEO of Weiss Multi-Strategy Advisers, LLC. George Weiss Associates, founded in 1978, has offices in Hartford, CT and New York City. He earned a bachelor's degree from the University of Pennsylvania's Wharton School of Finance in 1965.

Mr. Weiss serves as chairman of Say Yes To Education, Inc., a national non-profit organization committed to opening access to post-secondary education for high poverty youth. Mr. Weiss believes that access to post-secondary education can truly change lives, especially for students facing enormous social and financial challenges. To this end, he created the Say Yes to Education foundation in 1987 with a promise to pay the full costs of college or vocational training for 112 students at the Belmont

Elementary School, located in one of Philadelphia's most economically disadvantaged neighborhoods. Since then, the Say Yes program has grown to include 65,000 students in five cities.

Mr. Weiss is also the founder of the Orphan Disease Pathway Project, a non-profit organization dedicated to finding cures and effective treatments for rare diseases.

Mr. Weiss is a Trustee at Penn Medicine and a member of the Penn Medicine Executive Committee. Mr. Weiss is former Vice Chair of the Board of Trustees of the University of Pennsylvania and immediate past Chair of the Development Committee. He was also Chair of the Making History Campaign, which surpassed its goal and raised \$4.3 billion for Penn.

In 2010 Mr. Weiss received an Honorary Doctor of Humane Letters degree from Syracuse University, and his educational philanthropy has been honored with the Cleveland E. Dodge Medal for Distinguished Service. He is a life regent of the University of Hartford.

Mr. Weiss has earned a 6th Degree Black Belt in Tae Kwon Do and KiToshaKai, and an honorary 7th degree Black Belt in Tae Kwon Do. He is a Member of the United States Martial Arts team and an Internationally Certified Master Instructor.



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Elaine Wynn

Chair

Nevada State School Board



Elaine Wynn has established herself as a savvy business leader, influential philanthropist and dedicated crusader for children's welfare. She has served as Director of Wynn Resorts since 2000 and has helped guide the company's expansion from the opening of Wynn Las Vegas in April 2005 and Wynn Macau in September 2006 to the unveiling of Encore in December 2008.

As Director of Wynn Resorts, Wynn has overseen a multitude of details that have contributed to the creation of the "Wynn lifestyle." These range from the selection of staff uniforms, luxury shops and spa amenities to playing a key role in special events and the company's charitable involvement. Prior to her current position, Wynn served in a similar capacity as Director of Mirage Resorts from 1976 to 2000.

Her commitment to improve children's lives through education has engaged Wynn in numerous leadership roles at the local level as well as the national level. A past member of the Executive Board of the Consortium for Policy Research in Education, she has served on the State of Nevada Council to Establish Academic Standards and chaired for eight years the UNLV Foundation, (the private fundraising arm of University of Nevada, Las Vegas). In 2011, Wynn was appointed by Nevada's governor to co-chair a Blue Ribbon Education Reform Task Force that resulted in the enactment of ambitious new reform legislation.

Wynn has been a strong advocate of programs and services for children at risk of dropping out of school. Since 1995 she has co-chaired the Greater Las Vegas After-School All Stars, that provides thousands of children with high quality educational, recreational and cultural after-school programs.

She is the founding chairman of Communities in Schools of Nevada and was appointed as Chairman of the national board of Communities in Schools. Wynn's dedication to the community has garnered numerous awards and accolades including the Governor's Philanthropist of the Year in 2005 and an Honorary Doctorate from the University of Nevada Las Vegas in 1986. She was awarded one of seven National Promise of America Founder's Awards for improving children's lives at a ceremony at the White House. She is especially proud of the dedication of the Elaine Wynn Elementary School in 1991.

On January 8, 2013, Wynn was appointed by Governor Sandoval to serve a two-year term on the Nevada State Board of Education. She subsequently became elected unanimously by the board to serve as President of that body.

Wynn has also been a strong supporter of the arts. Her role as a business leader in Nevada led to her appointments to the Kennedy Center for the Performing Arts Board of Trustees and the Library of Congress Trust Fund Board. In 2011 she established the Elaine Wynn Studio for Arts Education at the Smith Center for the Performing Arts in Las Vegas.

Born and raised in New York City, Wynn graduated from George Washington University in 1964 with a BA in Political Science. She resided in Washington D.C. before moving to Las Vegas in 1967.



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Highlights

National Forum on Integrated Student Supports

The National Forum on Integrated Student Supports (ISS) brought together education leaders from across the country for an open discussion on the importance of integrated student supports and to discuss how ISS programs can increase Hispanic student success. Research on ISS programs and their efficacy on academic and non-academic outcomes for students were presented and discussed. In addition, the forum included a discussion on next steps focused on how to support the scaling and implementation of ISS programs as an education reform strategy.

Dan Cardinali, K-12 Education Subcommittee Co-Chair, Commission

- “Self-appoint” yourselves to be leaders/co-create something we cannot do alone.
- Today we’ll have thought leaders share their point of view, facilitate a dialogue, share opinions, and think through next steps. We are poised to act on today’s work.
- [Manual Arts High School](#) is an example of many thoughtful integrated resources and built-in design.
- Fabio’s challenge – how do we make change happen more often and faster; Fabio is a freshman at Manual Arts High School, whose father is incarcerated, has 4 siblings, stays at school from 6:30am – 6pm—school is the place where he is experiencing transformation.



“Let’s meet Fabio’s Challenge: How do we make change happen more and faster?” – Dan Cardinali

Patricia Gándara, K-12 Education Subcommittee Co-Chair, Commission

- We are not meeting the basic needs of our kids; greater inequality than every developed nation.
- Middle and upper income kids are doing well; low-income kids are scoring low on academic achievement; Everything we do in the classroom is not sufficient, we need to address the whole child; other countries provide preschool/childcare (we don’t); healthcare (we don’t) family supplement (we don’t); immigrant families cannot receive social services; Schools inherit the challenge without the resources to do the job well.
- Intervention – renewed conviction to meet the needs of disadvantaged youth
- Assist the White House to develop an agenda for change.



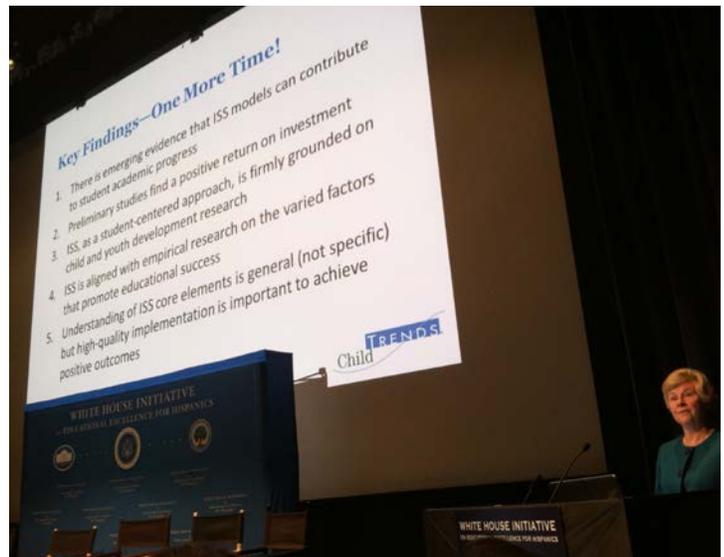
“We need more than school reform efforts. We must address the needs of the whole child” – Patricia Gándara



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Highlights from Making the Grades: Assessing the Evidence for Integrated Student Supports

- Conducted by Child Trends, a nonprofit, nonpartisan research center whose research on the wellbeing of children and youth aims to improve their lives and prospects through sharing results with practitioners and policymakers
- Important facts on U.S. Hispanics
 - The Hispanic population in the U.S. is predicted to increase by 10.2 million between the years 2013 – 2050
 - Of the 21.8% of children who are poor, according to U.S. Census Bureau, Hispanic children compose 33.8%, compared to 12.3% for Non-Hispanic White children
 - Therefore, it is imperative that support be emphasized for this community in order for them to thrive in the coming years
 - Integrated Student Supports (ISS) can address the Hispanic community's needs and help children and youth to flourish in school and at home
- What is ISS?
 - A field of practice that coordinates prevention and intervention services for students and their families to:
 - Remove academic and non-academic barriers to learning
 - Increase chances of school success
 - Expand opportunities for positive youth development
- Key Findings of Report
 - There is emerging evidence that ISS models can contribute to student academic progress
 - Preliminary studies find a positive return on investment
 - ISS, as a student-centered approach, is firmly grounded on child and youth development research
 - ISS is aligned with empirical research on the varied factors that promote educational success
 - Understanding of ISS core elements is general (not specific) but high-quality implementation is important to achieve positive outcomes
- Nine ISS programs were reviewed to make these conclusions
 - All operated in multiple states and school districts and served an estimated 1.5 million at-risk students
 - 75% of students are black or Hispanic
 - Similarities:
 - Have common core components
 - Target needs and offer supports for students, schools, and families
 - Supports are tailored to the needs of the community, school, and/students
 - Differences:





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- Core components are implemented different ways
- Common elements of ISS Programs
 - Needs Assessment
 - Data Tracking
 - Coordinated Student Support
 - Community Partnerships
 - Integration within Schools
- Some common supports are in-school academic and expanded learning time opportunities (student level), social services for families in need (family level) and efforts to improve school climate and effectiveness (school level)
- Ideally, these supports will lead to positive short-term (academic and non-academic) outcomes and long-term (HS grad rate and post-secondary degree or certificate) outcomes
- Closely aligned with a “cradle to career” approach
- Quality Matters and more evaluation research is needed (what are the core components?).
- Return on Investment (ROI)
 - 3 studies done
 - All point to the fact that there is a greater than \$1 ROI for ISS programs
- Across ISS models, details differ, but overarching principles are similar:
 - Comprehensive services are offered (not just academic)
 - Integrated (not just co-located) supports
 - Person-based/student-focused, as much as place-based
 - Needs assessments are conducted
 - Ongoing data and monitoring are emphasized
 - Families and communities are engaged



Click here for more information on [*Making the Grades: Assessing the Evidence for Integrated Student Supports*](#)



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What Works: Evidence-Based Programs and Practices

Integrated student supports (ISS) are a school-based approach to promoting students' academic achievement and educational attainment by coordinating a seamless system of wraparound supports. According to a recent study from Child Trends, ISS programs serve more than 1.5 million students in nearly 3,000 elementary and high schools across the country. Nearly all of these programs target at-risk children. Child Trends estimates that Hispanic and Black students account for more than 75 percent of the students enrolled in ISS programs. Panelists had the opportunity to provide reactions to the recently released Child Trends report and incorporate research and findings to inform the discussion on best and promising practices on integrated student supports. A copy of the Child Trends report can be accessed at: www.childtrends.org

Moderator: Patricia Gándara, K-12 Education Subcommittee Co-Chair, Commission

Panelists:

- Howard S. Adelman, Professor of Psychology, UCLA and Co-Director of the School Mental Health Project
- Claudia Bonilla Keller, Chief of Programs, LA's Promise
- Heather Clawson, Vice President of Research, Evaluation and Innovation, Communities in Schools

Comments from Howard S. Adelman:

- We need to focus where we belong – on equity; weave what the school brings to the table and what the community brings to the table (cannot focus on any one notion – make change in all sectors).
- Limitations to just sticking with ISS; Scalability equals Equity; have to draw exceptional resources to make it work. ISS has not gone to the core of the problem (understand the activities are marginalized – need to end marginalization of student support in school policy).
- We end up reducing the budget pool – unintended consequence which we cannot afford. Parallel players with school players increased marginalization.
- Policy emphasis needs to focus on school improvement policy not just ISS policy.
- Unified and comprehensive approach in schools (AL adopted this at a high level) is needed.

Comments from Heather Clawson:

- We've also seen successes; equal ownership of the delivery of these services in schools; need to be integrated and woven in the school approach (it can and is happening).
- ISS is necessary not only as an approach; Needs to be a model of how to do this and do it well.
- Need to provide evidence at the local level (to everyone in the crowd); there is still so much that we don't know (core components are still a black box). We need collective evidence that we can stand behind.
- Focus on non-academic outcomes stood out – these are essential of predicting academic success but they are harder to measure – this is an area we could look at/measure; Understanding how ISS works for different/subgroup populations – challenge – often times it is the afterthought and not intentional and also creating the measures at low/no cost.

Comments from Claudia Bonilla Keller:

- Value that organizations bring to schools is coordination (it is fragmented); value is diminished because of duplication and no evaluation; ensure quality.
- Need to maximize the services to reach as many students despite the current fragmentation.
- "Education serves our children when they are children" – reality is from K-12 they are in our care and we need to serve them; parents and teachers are the most important supports in a child's life and have to pull them in the effort.

Q: What is the biggest challenge to ISS?

- Needs assessment must be accomplished; change can be difficult but not impossible (logistical and political); gaps assessment; What's needed (by teachers) and what is wanted (students); Supporting principal and teachers with coordinating services; Be honest about what the intents are and be willing to listen. Need to be optimistic b/c this is a dire situation. Perseverance: For every three victories, there are two setbacks.



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Q: With few evaluations that are strong, why are there few evaluations on this?

- It's difficult (randomization concept is difficult to grapple with); Cost (evaluations are costly; not a lot of dollars or requirements for evaluations)
- Funding was not allocated; As a practitioner you prioritize the funding to services for students rather than evaluations in shrinking budgets, a Catch-22
- Where there is a requirement for that evaluation then there needs to be a separate set of funding for that and another for training and technical assistance
- Fear of the actual evaluation – viewed as an audit and not a tool
- Very difficult to get the gold standard of randomization in ISS studies
- Funds are needed to implement a well-done evaluation, just as funds are needed for well-done implementation
- Must share what we use--what we got and pull together what we learn in a different way to address the gaps
- More reason to look at what we know. Do we have enough resources?



Q: Do we really have enough resources between the schools and communities?

- 25 percent is for nonacademic services funding (we need to harness that); showing that we can use what we have; Once we use that, then we need to figure out the gaps

Q: How do we build a more universal approach?

- Working in partnerships to identify what the school needs; Set goals that are universal (whether it's parent engagement; absenteeism) on whole school challenges and develop whole school strategies;
- Need strong prevention programs
- Programs need to be grounded with their existing reach before expanding (to funders)
- There is a fear factor; inaccurate data (no truth in the data that we see); coordinating the services (quality is about scale)

Q: Major changes in policy at the national level take a long time. What's the best route?

- Projects in schools don't last; what we have to get down to at the policy level our policy focus needs to be better; policy issue has to be very clear; money goes to instruction and management;
- Every kid should have an IEP; amend the IDEA to include poverty and EL as a special need; make it a funded mandate
- Population of students that get excluded: human traffic, gang, at-risk – transient youth (opportunity transfer); "We get your kids, but they have the worst chance of succeeding". Need that virtual student coordinator
- No evidence-based will be relevant if it does not include the practitioner; Make it Practice-Based Evidence

Q: How do we build a tier of services?

- Work with partnerships in meeting school needs; whole school strategy. Preventive and effective interactions
- Save money on preventive model (public health model)
- In Manual Arts High School, each incoming 9th grade student receives a mental health screening
- Quality is about scale; major changes take time, let them unfold before we stop implementation.



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Foundations for Success: Leaders Leaning into Integrated Student Supports

Integrated Student Supports (ISS) is one promising approach taking hold in communities across the country aimed at improving educational outcomes for minority and low-income students. Panelists highlighted how ISS is working in their communities and shared insights on ISS as a model for program effectiveness.

Moderator: JoAnn Gama, K-12 Education Subcommittee Member, Commission

Panelists:

- Thelma Meléndez de Santa Ana, Education Advisor to Mayor of Los Angeles Eric Garcetti
- Elaine Wynn, Chair, Nevada State School Board
- Reynaldo Garcia, Director of Operations, Austin Independent School District

Comments from Elaine Wynn:

- "We save children's lives"; it's community building. How do we integrate this work (ISS) and the role that it plays in the success of students?
- This is not a field. We should not underestimate the value of these programs; don't engage in turf war and engage everyone doing this work; successful in many forms and critical to student success.
- Difficult to get integrated. Schools focused more on buildings and assessments than wrap-around services are pushed to the bottom. How do we integrate?
- If we can describe it better, we can evolve better

Comments from Thelma Meléndez de Santa Ana:

- School systems really don't know about this work; when we worked on School Improvement Grants this is the type of work we were thinking of
- Staggering statistics in Los Angeles: 18K dropped out; 13K+ homeless; 18K in foster homes; 100K 16-24 are either out of school or out of work.
- If we don't engage these youth, they don't have a future; talked about agencies coming together to work and help these youth (resources available throughout); for example: LA Recreation Center (Department of Labor Grantee); combine resources; make it embedded
- Cities do not work with school districts like they should.
- Have community partners track the growth
- Have to work together to identify and integrate ISS

Comments from Reynaldo Garcia:

- As principal of Webb Middle School, saw many students were English Learners (EL); Created English Language Learner Academy
- Saw high mobility rate, created family resource centers
- Many services are being provided. Test scores increased and students reaped the benefits. Families stayed. Services provided out and within the school have been successful.

Q: What's easy about bringing ISS into a school system? City? State? And what's difficult?

- **Elaine** – easy – the desire of having them; once they have them they become dependent and integrated; Challenge – governance barriers, staying in can be a barrier, the agencies you partner with may have limitations (if you want to expand, they need to expand too systemic growth), Good news is the need (more than 2.1 million students could be served).
- **Thelma** – challenge – 2nd tier (mid-size) of schools don't have the support or resources to do this type of work; capacity of the community to be able to sustain this work (in urban it exists, but in small urban it's difficult)
- **Elaine** – need evidence-based and successful models and highlight (nod to Say Yes)



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- **Ray** – challenge is the coordination of lots of services that may prevent identification of needs of families

Q: Tell a story about what ISS can do?

- **Elaine** – people save children; CIS knows their names not numbers; CIS helped during Katrina – family relocation (Talitha Hailey) at Howard University; B/c we believed in her, she believed in her
- **Thelma** – Sherie (single-mom; brother shot) Resource Center saved her life (transferring to Cal State Long Beach)
- **Ray** – family lost their home to a fire; family resource center helped raise funds and rebuilt their home (stabilize families)

Q: Sarah (UCLA student) – homeless for 13 years; brother died from gang violence; what are the programs that provide socio-emotional support to students? And have they been helping?

- **Elaine** – Afterschool All-Stars is one example

Q: Every 26 seconds (?) a kids drops out in this country. How do we light a fire? What do we all need to do to change that?

- **Thelma** – that's why we are meeting today; the Commission is looking at promising practices to think about that
- **Elaine** – great awareness of the problem, and we're humbled by the complexity; this is a demographic dilemma for our nation; prevention and intervention that are difficult to have folks do; remediation and retrieval gets our attention; until a business realizes that they don't have a workforce is when you get them to act; It's about survival and sustaining the economy and lifestyle in our community; it's about leadership (whether it comes from a mayor or a business leader);

Q: Sylvester – How do we mobilize the business community to really do something in education? (Instant gratification) Business needs for return on investment.

- **Elaine** – social impact bonds (there are things out there motivating businesses)
- **Dan** – human capital really matters; how are you building the capacity for adults to think differently when doing this work/implementation?
- **Thelma** – if you don't know how to do it, it goes nowhere; having someone come in and do it for us does not change the culture; how do we bring along parents, teachers, principals, etc? So everyone buys-in and works together to make it happen; it's about finding the right people and championing it; what's the most nimble way to navigate the system to bring in people that will create a culture that believes in that so that when you leave there are champions that carry it on;
- **Elaine** – if you have implemented your program at the local level and established a group that supports that, they can talk to the board; this is vital to education policy; re: state policy – core business of schools challenges; ISS needs to be considered as a value then to be in the discussion or the budget; there is a big disconnect and we need to encourage states and local communities to keep pushing and having everyone think of this work as integral.

Q: What messages will work with boards to raise this as a priority for them?

- **Ray and Thelma** – have a strong relationship with the members and leadership; have the leadership understand the value of this work; Commission make sure folks are aware of this information and this work; Committed people are needed;

Q: How do we bridge the gap between research, practice and funding?

- **Thelma** – that's the challenge; how do you inspire the people that you lead? That's what we need to do in school systems –inspire them and then build capacity for them to lead and then you have to manage the work with accountability; seeing where it works and how helps us understand; where is it (entire school system or district) where this is working.





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- **Hector** – fastest way to transform is to transform the leaders (buy-in); (to Thelma) how did you navigate the challenge (Darline Robles is my mentor) taught her that to be a leader that what you believe in, the change you want to make in a child's life is more important than the job or being liked; walk the walk; listening to the boards is important but at the end of the day the children are your responsibility;
- **Ray Zacharias** – works w/ gang youth; community buy-in; suggestion – community wellness, how do we get a community buy-in?
- **Elaine** – you need to keep trying different methods until they work; connect with other organizations that are doing this well and learn from them;

Q: Alberto Retana – what transforms societies is a movement; what role should parents and students play? How do we leverage the demand side of this equation?

- **Thelma** – you need external forces pushing; people in the system to lead that change and know how to interact w/ the external groups; until you have a leader or the opposite, it won't work;
- **Elaine** – justice issue is part of the work; there is an equity here; movements take shape dependent on the communities they serve;
- **Darline** – behavioral health of the adults in the system often gets overlooked; our teachers also need the support in working in an environment that is stressful; need training for the educators and this needs to be discussed



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Keynote: Rafael López

Senior Policy Advisor, The White House Office of Science and Technology Policy and The White House Office of Social Innovation and Civic Participation

Highlights

- Must invest in youth; must give incentives
- How adults speak and phrase things, matter.
- Lines we've created or constructed, they are ones we perpetuate.
- Placing Los Angeles in context: "Los Angeles is America, only sooner" -John Deasy
- 80 school districts operating 8.1 billion dollars; 87% live in poverty; 77% of Hispanics live in poverty
- What happens here matters to our nation's economy.
- 14.5 million Latinos live in California; 11% have Bachelor's Degree; 50% take Calculus; 63% Physics
- Office of Civil Rights data shows that in preschool, Hispanics make up 18% of enrollment yet make 48% of out-of-school suspension
- Key predictor is bad attendance. By end of 6th grade, can identify high school drop-outs by 75%
- ISS helps decrease drop-out and increase attendance
- Our motivation leads to ISS success
- ISS and My Brother's Keeper – move beyond work hard for so many support and what do we need; what are the systematic successes
- You can't go to schools like Manual Arts and meet the kids that we did and not feel compelled to act. It should not be an outlier, but the norm
- See the big picture. We cannot demonize each other when it comes to this work; systems do not take care of people, we do.
- Investing in ISS is more creativity. Alternate sentencing became the norm, let ISS program be the solution.
- My Brother's Keeper and Manual Arts High School should compel us to act. Don't need permission, we need action to lift them up
- Learn from failure, make commitments, and determine to make things happen; confront the issues and use the tools; lesson learning
- No perfect answer to the things we are wrestling with as a country.
- We need each other; solutions will come from you. Must be proactive and stay engaged





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Integrated Student Supports: The Role of Philanthropy and Policy

Nonprofit and foundation leaders discussed the importance and need for increased investment by all stakeholders in integrated student supports.

Moderator: Veronica Melvin, K-12 Education Subcommittee Member, Commission

Panelists:

Virginia Mosqueda, Program Manager, The California Endowment
George Weiss, Founder, Say Yes to Education
Anne Stanton, Program Director, James Irvine Foundation

Comments from Anne Stanton:

- Motivation matters, aspirations matter
- Looked at youth and what they face and the issues they have; education for education's sake doesn't resonate
- Linked learning (rigorous academics/high school redesign; technical and career education; student supports); we need the policies that support it and public will for ISS
- If don't understand the practice, then we won't deliver on ISS
- ISS is the 'secret sauce' to what makes this all work; how do we make the broader community know what this is

Comments from Virginia Mosqueda:

- Adopted 14 communities; schools are the central hub for these communities; policies and systems change; when we talk about wellness it's not just about health and health alone, it's about where we live, where we work and where we play (social detriment)
- Must address the school to prison to deportation pipeline
- When we look at what has an impact it's looking at how it's aligned to the needs of parents and students; tracking students with data; socio-emotional support

Comments from George Weiss:

- 21% of students in the school system suffer mental health issues; if we can't help there they are doomed.
- 65K inner-city kids in their programs; student monitoring system, put a social worker in every school; extended school day and year; mental health clinic in every school; provide legal services to every family.
- College prep program; 64 private colleges that give them free tuition; 75% graduated high school and enrolled in college. 90% of students in college have been retained.
- It's about hope and student support services

Q: What's the branding of ISS?

- What's the demand; acknowledge the calling, we have to have parents say, "ISS"; Clarity (?)

Q: How do we better educate leaders?

- It takes a wide group of stakeholders and break up the silos; systems work best when silos are broken down
- Engage colleges and universities and let parents have a voice

Q: How do we create data and measurement?

- Must be better resources for evaluation and research and to conduct long-term evaluation studies
- Dig deeper into the data; look beyond demographics; look at ethnicities



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- Standard measures; measurement creation

Q: How do one work with system problems and vetting process?

- Accountability
- Expand indicators; redefinition; virtue cycle of innovation

Q: How do we inspire?

- Without it, there is no way we would get to equity without ISS

Q: How do we address scalability?

- Use vetting process for ISS program; See what's already been vetted by White House and invest and also apply it to ISS
- Bright Spots

Q: What should the White House know?

- Seize upon the moment
- Invest in building human capital

Comments:

- Ask yourself what are you doing differently? You all need to ask yourself, are we serving them the right way; Am I having the biggest impact
- We must be held accountable
- Need top-down policy approach and raising overall awareness





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Next Steps: Public Policy Recommendations and Private Sector Engagement

This was an interactive session that allowed participants to break-out into small groups, reflect on the day's discussion and propose recommendations to move this work forward. Participants were divided in 5 groups that reflected on the themes of the forum's discussion: Mobilizing Communities and Constituents; Awareness and Media; Evidence and Evaluation; Scalability; and Human Capital and Systems.

Moderators:

Dan Cardinali, K-12 Education Subcommittee Co-Chair, Commission
Patricia Gándara, K-12 Education Subcommittee Co-Chair, Commission

Mobilizing Community and Constituents

Critical Questions:

- Who are we mobilizing?
- How do we engage middle/upper class to understand it's their issue too?
- How to use common events to get people aware and organized to advocate?
- Are their instruments in school systems to assess student needs?
- How do you use students to help mobilize? How do we give them and their families a voice with differences in culture and/or language?
- How do we identify leadership to mobilize communities?
- How do we use AmeriCorps and other programs?
- How do we engage faith community?

Key Insight/ Actionable:

- Need to put a Latino lens on high relationship, home visits, parent calls, parent liaisons and understanding the norms
- Social media is a powerful tool that can mobilize students.
- How do we engage leadership?
 - Whole child, whole community- asset meeting
 - Town Hall forums
 - Culver City Mobilizing Outreach example
- Present the story through data about the problems.

Awareness and Media:

Critical Questions:

- What is the critical message?
- What is the brand?
- What is the demand?

Key Insight/Actionable:

- When parents/community say 'ISS' then you've got it.
- Sensitivity in message
- Need to settle what is central branding
- Easy to process message (Kennedy's Going to the Moon)
- Vocabulary/Language/Brand that works across audiences.
- Prioritize audiences, efforts, dollars, etc.
- Make sure that ISS is elevated in the Department of Education conversation.



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Evidence and Evaluation:

Key Insight and Actionable:

- Interesting new analysis of ELD (English language development ?) and demographics (beyond Hispanic/non-Hispanic).
- Integrated data systems and access for research.
- Engaging with college and universities
- Opportunity to engage parents and students in evaluating and having a voice in the research
- Commonality and difference.
- Digging deeper in demographics
- Focus on standard measures partner academic, short term and long term.
- Invest in longitudinal school level RCT with fidelity study (30/30) (zone of fidelity).
- Invest in long-term evaluation studies

Scalability:

Key Insight and Actionable:

- Business Community- How to educate and incentivize?
 - Give students voice to self-advocate
 - Promoting community ownership
- Expand the accountability framework for schools (clear performance measures)
- Invest in infrastructure
- Unit of change is city-wide and local

Human Capital and Systems:

Key Insight/Actionable:

- Integrate (Latino) culture into the education reform conversation-teachers
 - Teachers to understand and take advantage of ISS (administration/leader)
 - Breakdown and unite silos (and how to incentivize); Districts v. City v. Country
- Integration of funding in order to offer communities more autonomy
 - Integration of policy makers (parents, philanthropy, students) regionally.
 - School board, municipal, county, universities
 - Interagency management
 - Caregiver involvement.
 - Communities apply holistically for incentive funds to:
 - Develop human capital and professional development in ISS
 - Analyze and repurpose existing public funding (asset inventory and streamlining/breaking down the silos)
- Sponsor a series of concurrent, LOCAL, community-based Town Hall meetings. These would:
 - Educate stakeholders about how ISS could benefit those filling the various roles in their community
 - Parents; Students; Teachers; Administrators / Leadership; Policy makers; Funders
- Following this series, community stakeholders would have the opportunity to apply, *holistically as a community*, for resources that could be used for:
 - Professional development (in regard to ISS) for the various stakeholder populations
 - The inventory, analysis and repurposing of existing community funding streams in order to fund ISS and support children more efficiently and effectively.



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BRINGING PROGRAMS TO SCALE

By: Dan Cardinali

The Necessity for Urgency:

Programs and initiatives should begin on a micro level (school, district, city) and once proven successful then adopted by as a uniform program or policy for statewide expansion.

- Based on the Child Trends article, program expansion is only effective if the same high quality implementation provided at the local level is consistent once expanded to a larger macro system. Specific mandatory and fixed supports are necessary for uniformity of all ISS programs, as well as a clear set of best practices in delivering supports to ensure equity and efficiency.
- Leadership and Shared Framework: There is a requirement for clear defined leaders and leadership management styles (autocratic, consultative, democratic, etc.)
 - Leadership Includes: Administrators, School Boards, Educators, School Support Providers and/or Parent Advocates
 - Uniform Framework to create equity and best practices for all children and schools, accountability of student's achievement and needs, and impartial allocation of resources
 - Professional Development: Consistently evaluating teachers' and administrators' performance, encouraging and providing professional development especially around areas of cultural competency
 - Transparency of Student Records and Data: This is imperative for highly transient students that are given additional supports that each school and teacher should be made aware
- Do All Programs Scale Out: If the efficacy of a program would be compromised, do we reinvest resources in the program to take it to scale or do we allow for some programs to remain at the micro level?
 - In Dr. Adelman's article, he referenced that a grave concern of program growth is not only the speed in which it expands but also the lack of resources available to facilitate an effective expansion. Three negative characteristics have been reported: increased fragmentation, marginalization, and engendering counterproductive competition of resources
 - Some programs are best incubated at a regional level where greater support can be given to students and families given the financial and personnel resources that may not be available at the state or national level
- The Practice of Scaling Out Initiatives vs. Policy and Systemic Improvements
 - Currently education policy has focused supremely on academic factors/management concerns (instructional quality, strengthening curricula, school choice, etc.), and assessment of the students' academics needs and strengths have been overlooked. Dr. Adelman asserts that "all efforts to connect school-home-community are marginalized in [the] current school improvement policy" (Adelman, p.4, 2014)
 - There is an ignored component within education policy to include the learning supports that students are receiving from ISS and specialized school support which are in place as a panacea in lieu of policy changes
- Uniform Evaluation: Requiring that all programs undergo a uniform and exhaustive evaluation to facilitate intentionality and effective strategies of scale.
 - Concern with this extensive vetting process is how do we not make perfect the enemy of good
 - The Race to the Top grant is a model of uniformity in evaluation while allowing for local communities to create programs that are successful in providing academic services and supports for children and families. RTTT creates defined parameters and indicators of success for each of its grantees, this could be implemented for K-12 programs



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- **Accountability:** Focusing on children's indicators of concern and creating measures of accountability within the school system to address these gaps in success. Also, there is a question of responsibility for normative positive development of students which requires that the public school system address their domain of influence and responsibility for a child's academic and socio-emotional success.
 - Data will be vital in this measure in order to evaluate the true measures of student performance and liability of education administrators and professionals (e.g. low performance scores, lack of attendance, suspension, recidivism, special needs/IEP referrals and school dropout rates, etc.)
 - Creating a uniformed description of roles and responsibilities of every level of educational leaders within school (including teachers, aides, school psychologist, administrators, etc.)
 - Dr. Adelman explained that there is a failure consistently seen when schools and support services work within their silos with a lack of communication about the same students and families. In best cases, overlapping resources are given to the same student/family, whereas more often, students receive ineffective support because there is no continuum between school and home to create a true integrated service support system

POSITIVE ACTION ITEMS

"School is the place where transformation happens ... Dynamic and alive. How can we make transformation for all students real?"

1. **Accountability and Transparency.** Focusing on creating and making available accurate data reflecting indicators of success for our high return students (e.g. low performance scores, lack of attendance, suspension, recidivism, special needs/IEP referrals and school dropout rates, etc.). Streamlining and uniformity in school roles versus, or in conjunction with, additional support systems. Where can boundaries and collaboration be found? How can uniformity be created in roles (locally, regionally, state, and nationally)? How are resources and information to be shared to optimize the benefits and engagements of students in their academic and socio-emotional success?
2. **Increase advocacy and investment from both the public and private sectors.** Again honing in on creating transparency and relevance in data for students of great concern/great return. How do we get all business sectors and concerned/active citizens in alliance to generate positive social justice and education reform? How to engage the disengaged upwardly mobile professional with no children?
 - a. I thought of many of my friends and colleagues that are highly educated, financially secure and have professional resources yet are not engaged in the dialogue of education reform. They have no touch point to primary education or underserved students. However, this is the population with great government power as we have seen in multiple local and national elections (including the election of Pres. Obama in 2008).
3. **Education reform should begin at the micro level and once properly evaluated and with sustainable resources in place, expanded to the macro level.**



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MEDIA

[Entrevista con Alejandra Ceja Directora Ejecutiva: La Initiative de la Excelencia Educative para los Hispanos](#), **Bereavision**, March 26, 2014

[Preocupa ligera mejoría académica en 30 años](#), **Hoy Los Angeles**, April 4, 2014

Blogs:

[The Experts Have Spoken: Integrated Student Supports Improve Educational Outcomes](#), **Huffington Post**, February 24, 2014

[3 Reasons to Be Proud for Supporters of Education Equality](#), **Huffington Post**, April 8, 2014

[Mapping the Way Forward for the Student Support Movement](#), **Huffington Post**, April 15, 2014

Twitter:

<https://twitter.com/CISLosAngeles/status/449242391484977152>

[Draft1_National Forum on Integrated School Supports Report_AC Edits MAD2.docx](#)



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RESOURCES

The California Endowment
<http://www.calendow.org/>

Child Trends
<http://www.childtrends.org/>
<http://www.childtrends.org/issreport/>

Communities in Schools
[communitiesinschools](http://www.communitiesinschools.org/)

Creative Artists Agency
<http://www.caa.com/>

James Irvine Foundation
<http://irvine.org/>

LA's Promise
<http://www.laspromise.org/>

Say Yes to Education, Inc.
<http://www.sayyestoeducation.org/>

U.S. Department of Education
<http://www2.ed.gov/policy/gen/guid/school-discipline/index.html>
<http://www.ed.gov/parent-and-family-engagement>
<https://www2.ed.gov/programs/promiseneighborhoods/index.html?exp=0>

The White House
<http://www.whitehouse.gov/my-brothers-keeper>
<http://www.whitehouse.gov/administration/eop/ostp>
<http://www.whitehouse.gov/administration/eop/sicp>

White House Initiative on Educational Excellence for Hispanics
<https://www.ed.gov/edblogs/hispanic-initiative/>

These links represent just a few examples of the numerous reference materials currently available to the public. The opinions expressed in the non-federal web pages above, do not necessarily reflect the positions or policies of the U.S. Department of Education, the White House, White House Initiative on Educational Excellence for Hispanics or President's Advisory Commission on Educational Excellence for Hispanics. The inclusion of resources should not be construed or interpreted as an endorsement by the U.S. Department of Education or the White House Initiative on Education Excellence for Hispanics of any private organization or business listed here.



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