The Subcommittee met in the Chapman Conference Center at Miami Dade College, 300 Northeast 2nd Avenue, Miami, Florida, at 1:50 p.m., Daniel Cardinali and Patricia Gandara, Co-Chairs, presiding.

PRESENT:

DANIEL J. CARDINALI, Co-Chair
PATRICIA GANDARA, Co-Chair
JOANN GAMA
LILY ESKELSEN GARCIA
MONICA MARTINEZ
VERONICA MELVIN
EDUARDO PADRON
DARLINE P. ROBLES
MR. CARDINALI: Great. The third would be a top-down approach that systems, superintendents, teachers, unions really see the role of student supports.

The fourth was a notion of human capital, whether it is a third party provider or a school system, be it at the local or state level, the incredible expertise that's required to actually do this well from an evidence-based point of view.

And the final section was around this quagmire of scale, how do you actually grow the work and ensure that high quality implementation is happening routinely.

So that was what the fruit of the day charged the Commission to say, "So, what do you think about this?"

So Patricia and I had a conversation both there and then again, and really concluded that we don't want to boil
the ocean. You could lose yourself in any one of these things.

So the question was really is there a keystone or a key issue that if you got that right it might unlock the other sets of things, or create a kind of alignment as people were working on other sets of issues? Does that make sense to folks? Like a core issue.

So thank god for her expertise. We saw this -- one of the insights that came out of the scale conversation was that if you could in fact expand what schools hold themselves accountable for -- now, don't fly off the table yet. I'm just saying.

The point being that test scores so circumscribed what in fact students needed to be able to manage in the world. That if there was a larger set of indicators and measures that enabled schools to be able to say, "our kids are flourishing, not just getting high test scores," you know, on this
particular measurement.

So this notion of expanding, in fact, what we could hold ourselves accountable for as a country about what kids need to flourish, to be college and career ready and ready to really engage the world as free agents, capable of making choices for themselves as citizens.

So if we got that measurement right, then the human capital issues and the professional development would flow. You'd create a kind of public awareness or you could help move that forward. And, certainly, systems, whether you're an outside provider or an inside provider, would begin to align against those kinds of outcomes.

Does that make sense to everybody? Great. So that is the core insight. I think what we talked about, and what I hope you all will talk about -- because I have to step away for my day job for about 40 minutes, my apologies -- is what this group can do or what
our recommendations are for the Committee.

I know from my day job at Communities In Schools that there are a number of initiatives happening across the country. I know, for example, The Wallace Foundation has funded the Chicago Consortium to do a deep-dive around some of these socioemotional learning or non-academic indicators and measurements.

So the notion is, let's use best science to figure out what in fact we can make a set of recommendations for around expanding and accountability structure to support teachers and principals in their ability to really have the resources they need to be the leaders in the classroom and at the school that they can be.

So my recommendation for this conversation would be -- and I'll be happy to be part of this -- that the Commission charge ourselves with taking a look at what is going on in the country, and not duplicate, but to
I really understand how people are thinking about this.

You've got CASEL, the Collaborative for Academic, Social, and Emotional Learning, out of Chicago. You've got the NoVo Foundation with the Buffetts. You've got a whole group of folks that are beginning to think more intentionally about this.

So to align that work with policy and to really anchor it so that student supports are kind of an integral part of the design of public education rather than as an add-on.

Before I run off, do you want to add anything?

MS. GANDARA: Yes. As a psychologist myself, as much as I think that the socioemotional learning is a very, very important part of this, I think we can even be more basic than that. And that is, are we providing the basic needs so that we get
children to a point when they come into the classroom that they're ready to learn?

And that means reasonable nutrition. That means shelter. That means a safe place to be when you're not in the classroom. So many of the by-products of poverty simply must be addressed. I mean, we've been on this school reform thing for I don't know how long now; many decades. And not acknowledging the fact that really what science tells us is that 60 percent of what happens to children as outcomes of schooling doesn't happen in school. It happens outside of school.

So we can't hold schools 100 percent responsible when 60 percent of it is totally out of their hands. And children cannot be ready to learn unless some of these basic needs are met.

So I think we need to redefine opportunity to learn and come up with a set of indicators that allows us to measure what's
happening with children's development.

MR. CARDINALI: Before I run out, I just want to validate this point that I think is incredibly important. Every year Communities In Schools serves about 1.3 million students and we collect data across half the country that we're working in. We look at the frequency of services that are provided to students.

These are students that 97 percent are on free and reduced price lunch, 83 percent are kids of color. So the target population of really at-risk kids. Every year for the last five years the single biggest service provided to them are basic needs: food, clothing, and shelter. Every single year.

So, to Patricia's point, we don't necessarily have to reinvent the wheel or do massive research. Just collecting basic needs data could be a very profound contribution to this conversation.
With that, I'm going to step aside and turn it over. I'll be back.

MS. GARCIA: Okay. We'll be missing you the whole time. Come back soon.

MS. GANDARA: Lily?

MS. GARCIA: I'll jump in. I love this conversation, because it defies a simple silver bullet answer. Most of the things that are masquerading as reform are, oh, it's just a charter school. What kind of charter school? It doesn't matter, just a charter school. It's vouchers, it's paid by test scores. And people don't want to do the real due diligence on what's the evidence that something like this actually works?

I've looked at and we've been asking our local associations and school districts to give us working examples. Not hypotheses, not if we had everything perfect this is what we could do. But I said I'm looking for some things that are working right now where you're in -- especially if you're in
a school that has a lot of challenges, English language learners, poverty.

And I have not been overwhelmed with examples. But the ones that folks did step up and say, "We're really proud of what we're doing here," it'll never make the 6:00 news because it's not, you know, it's not some shiny thing. And they're very different. But the things that they did were just good science and good practice.

First of all they said, "We hated what we were doing. The district was making us read the script and follow whatever tests we were supposed to do and we hated it."

So when they had the opportunity, what they got was the information. They said, "We are going to get measurements that matter." And they looked at absences, tardies, how many parents were showing up at back-to-school night, and if kids were turning in their homework. You can count those things.
And then as a school community --
and they included the school secretary, the
librarian, everybody in that school -- they
said, "What do we want for our kids in the
school? We know that what we're doing isn't
working. We know we hate working here and we
wish we could all transfer out. And the kids
hate coming to school here and the parents
don't like us either. So something has got to
change." I mean, most of these were like,
"They're about to shut us down."

They got the information and then
they fearlessly looked at that information and
said, "Parents don't like us. What can we do
about that? They don't understand that we're
on their kids' side. The kids don't feel
respected. We don't feel respected. What are
we going to change?"

And they all got together and they
said, "What are our measurables? If it's not
the standardized tests, what are we going to
measure?"
When the design and the intervention came from within, it started to work, even though they were very different designs and different ways to intervene when things weren't working. But they held themselves responsible.

If they said, "Our kids are coming to school hungry," they didn't shrug their shoulders and say, "So there's nothing I can do about that." They went, "So what can we do about that? What are we going to do about that?"

And they got very creative. It really is an amazing story. I can give the Commission three or four examples in Montana, in Milwaukee, places in Florida, where the teachers and the staff actually said, "We're not going to wait for the politicians," no offense, "to get this right. We're the professionals and we need to step up with our own ideas."

So the kinds of things that they
looked at were measuring what mattered, were designing something specific for their school. And when you talk about scale, you can't scale their design, because that's not why it worked. It worked because it was theirs.

So you can't say, "Ah, here's what they're doing in Milwaukee. We'll do that in Salt Lake City." What you can do is the template of how they got to that design.

And once it belonged to them they had this inner pride of, "now I have to make it work." And part of that pride was in every case, "when we see our measurements going in the wrong direction, it's our responsibility to regroup and redesign and intervene and change."

Failure was not -- or looking at something going in the wrong direction wasn't something to hide. They weren't going to get punished for it. I think that's what we need to talk about, is how do you unleash the professionalism. Every single one of those
examples said, "and we can't do this if the
parents aren't on our side." And they
included the parents in very dynamic ways.

MS. GANDARA: Well, this would be
-- I'll come to you, Monica -- this would be
a very good place if Dan were here. Because
my understanding is that really is kind of the
model of Communities In Schools, that they go
in and they do a needs assessment first. They
pull people together to figure out what does
this community need, because that may be
different than another community. And they
work from that as a base.

MS. MELVIN: I want to support
what Lily is saying about the professionalism
of teachers. I'm a big fan. I finished my
book finally. It's out, it's here.

I'm a big fan of teacher-run
schools. Not in the technical term that some
people use it, but teachers being empowered
because they're treated like professionals and
they're given the environment where they can
collaborate and work together.

After the book, we wrote a theory of change on how do you actually transform schools. The first condition was to create that professional and collaborative community of teachers where everyone takes collective responsibility for students.

If you can't get to that part in your school, everything else is top-down that's going to come in. And once they have the collective responsibility and they own the school, then they also own the data and they own their kids.

But you also have to have the right leader, right? And that leader has to be an instruction leader who is going to believe in distributive leadership, and who is going to believe in empowering the teachers and treating them with professionalism.

And I do think that is a key place to go. And you really start thinking about how do you integrate key practices, whatever
they are, if it's deeper learning, if it's IDEA schools, if it's KIPP, if it's whatever.

You've got to start with that foundation, the teachers who are professionals, have this collaborative community where they can take risks with each other, they can observe each other, they can give feedback on each other's lessons plans or whatever you want to call them.

It's a little bit kind of risk-free. But at the same time, because you own students' learning, you're moving towards that progress and making sure that every student is hitting the data points that your school has created.

You can go ahead and use the standardized tests, too. I mean, you can use whatever. But, you know, you have your own measures, or you use the student learning outcomes that people are using.

So I support Lily's focus on that a lot in terms of honoring kind of what
teachers can do when you empower them and provide them with the conditions to work as true professionals guiding students' learning and owning it.

MS. GANDARA: I'm going to push back a little bit on this. Because at the conference that we had in Los Angeles last week, I think one of the key conclusions that there was a great deal of agreement around was that we tend to compartmentalize these things so the teachers are in charge of instruction, and the social worker and the counselor is in charge of socioemotional, and some other person is in charge of the kind of basic needs.

And the problem is it's so fragmented that nobody takes ownership for the kid, for the development of the child.

So what we're trying to do is take what you're saying and Lily is saying and others are saying, and really integrate these things so that it isn't just the teachers
meeting about the curriculum or the pedagogies
but in fact about kids.

MS. MELVIN: No, I agree. And
they do meet about kids. And so it's funny,
because people who believe in, like,
professional learning communities as kind of
your paradigm, they believe that's only for
learning about instruction or curriculum,
right?

But really they're using -- like,
I did this presentation recently. I said,
what are these teachers doing with all this
collaborative time? I said, they're talking
about a student's work, they're talking about
a students' life. They've noticed that Monica
hasn't shown up for school in five days and
they wonder where she is.

Then they're talking about
instruction and they're talking about
pedagogy. But they're also talking about who
is in charge of making sure Monica is getting
to school and who do we have to call.
So it is a more holistic perspective versus --

MS. GANDARA: Yeah. And we do want to pull into that, the basic needs of the kids.

MS. MELVIN: Yes. And then coordinating it.

MS. GANDARA: Who is making sure that Juanita or whomever is getting fed, that this child is so not totally over-stressed in a family situation that is untenable. These kinds of things that we just -- schools have basically washed their hands of and said that's somebody else's problem. I can certainly speak for the state --

MS. MELVIN: Some schools have.

MS. GANDARA: Well, I can speak for the state in which I live in which there is one social worker for every 25,000 kids, where there is one counselor for every 900 kids. I mean, we gave up. We obviously gave up on all of this and just decided that we
would test them into oblivion.

So, anyway, it's the notion of
trying to pull all of this stuff together
under one umbrella.

DR. BADIA: This is the first time
I have attended one of your meetings. So I
don't know how much you deal with dual
language instruction or the importance of
keeping the native language of the students in
order for them to become fully bilingual.

And I'm very much involved in
working with English language learners. I'm
from Florida, I'm from Miami. I'm the
evaluator of all the dual language programs in
the state of Florida. That's my field. After
working 25 years for FIU, I got involved in
working with the community and then with the
school districts.

And I see how kids are doing when
they are in dual language programs because I
have the results and I can see the difference
from students who are English language
learners who are not in dual language programs. The gap is incredible.

So I wanted to know if through this Commission you're thinking about promoting the importance of learning another language. And now with the Seal of Biliteracy in California, Texas, New York -- and I'm trying to get legislation in Florida. I used to be a state representative so I have contacts with the House and the Senate.

But I think the reason -- there is a need for a national movement. I talked to Eduardo. We have been friends for many years. So I talked to Eduardo about what about the Seal of Biliteracy as a national movement to support? Because students need to be encouraged. And if they know that learning a second language is important for global awareness, global education, being competent in our world, 21st century skills, all of those, you know, being college ready -- with college readiness we talk about that all the
time. But we never talk about another
language, being bilingual, being biliterate.

        MS. GARCIA: For all students.
        DR. BADIA: For all students.
        MS. GANDARA: For all students.
        DR. BADIA: But especially we're
talking about the educational excellence for
Hispanics. We need to promote the importance
of being bilingual and biliterate.

        So I think I would like to suggest
that one of the things that we should promote
is the Seal of Biliteracy as something that
will encourage students to become bilingual
and biliterate. Because that is a
recognition. Everybody will support that. It
is recognizing the fact that they were able to
acquire more than one language.

        So I mentioned that to Eduardo and
he said, "Well, you can plant the seed and
talk about it." But, you know, I would like
to see that as a goal.

        MS. GANDARA: You're also talking
to somebody who has also been doing this for
30-40 years. So you have no push-back from me
at all. In fact, we have a book coming out
this year called "The Bilingual Advantage."
And we're demonstrating in there with new data
how it's an economic advantage to these young
people as well.

Because we've tried everything
else. We know it's a socioemotional
advantage, we know that. We know that it's an
academic advantage. But none of those things
seems to have been compelling enough to move
this country in that direction. So we're
going for the next thing, which is the
economic advantage, thinking maybe that, maybe
that will be what pushes it over.

So I would like to have your card
and your information. Because, yes, this is
something that you can be assured will be on
the table as long as I'm here.

I'm not sure that it's -- I mean,
it certainly fits under the socioemotional.
Because there's a lot of evidence now that if we educate children with their home language alongside of English that they have better socioemotional outcomes. So I think we could factor it in there.

I've been involved with the State Seal of Biliteracy and we're now at six states. Washington just came in, what, two days ago I think, or yesterday or something.

DR. BADIA: They're trying to pass it in Florida.

MS. GANDARA: Yeah. Well, you know, it's picking up steam. It's really picking up steam around the country and it only makes sense.

With respect to the integrated student supports, other comments?

MS. MELVIN: I think there's room to merge with what Dan left us with the charge of, which to discuss possible measures that might spur either federal, state, or local efforts to support students and move students
in a better place.

And I don't think people want to
be prescriptive in terms of what it is that
we're doing. You do need those homegrown
ideas.

MS. GARCIA: Some people do. Some
people still think that there's a
prescription, that it looks like this and we
put it in a textbook, you read the script, and
we're done.

MS. MELVIN: Sure. I think that
the one thing we heard pretty loud and clear
at last week's meeting was that in the field
of integrated student services it will look
distinctly different in every single
community, and every single campus even, based
on the particular needs of those students,
that school, the community, the faculty.

And that it does need to be owned
locally. Because if it's not owned locally
it's not integrated. That's what we saw on
the school side. If it's not integrated, if
it doesn't coalesce with the vision of that
school and the culture of that school, it
won't work.

When I think about this -- I mean,
the struggle we had last week that we heard
over and over again is how do you get it to
grow, how do you get this field to grow? How
do you get more schools to realize the value
of supporting students and their families so
that they succeed academically, so that some
of those barriers are overcome?

And I think what Dan is saying is
what measures do we possibly have that can
say, "Hey, guys, here's something that you
should be moving your youth towards"?

That's a hard one to figure out
because there's so many different
possibilities. And it's not something that is
currently measured, nor maybe should be, but
somehow we've got to figure it out.

MS. GANDARA: I guess I would
argue that it should be. Because somehow --
I think it was also mentioned over and over that what gets measured gets done.

MS. MELVIN: Gets done. Yes.

What is it though, Patricia?

MS. GANDARA: The measure?

MS. MELVIN: Yes. What is the measure? I'm not sure that I've been able to figure it out even though I'm doing this work on the ground.

MS. GANDARA: I know. Well, that's why it's going to take more minds than mine.

MS. MELVIN: Well, I mean, there's surveys on school climate, right?

MS. GANDARA: Yes.

MS. MELVIN: Now there's some on grit, right? There's some assessments I thought around grit or socioemotional factors, isn't there?

MS. GANDARA: Yes. But it is really very --

MS. MELVIN: Is it that that
you're measuring?

MS. GARCIA: I think that's what we currently have, is something that measures students' socioemotional well-being.

MS. MELVIN: Right.

MS. GARCIA: And progress over time, potentially.

MS. GANDARA: But there's the things that you just start with. If the kids have no access to medical care, if they have no access to an -- if they haven't had their eyes checked we don't know if they can see either the board or --

MS. MELVIN: So you have to have something then.

MS. GANDARA: Yes. There has to -- well, this is why this division between education and health makes no sense when you're talking about youth development.

MS. MELVIN: Right.

MS. GANDARA: I mean, this really ought to be so integrated.
MS. GARCIA:  I had a really fun
time on Fox and Friends once where -- yeah, it
was Fox and Friends and me, because I wasn't
either.

MS. MELVIN:  Fox and Friends and
then Lily.

MS. GARCIA:  Yeah.  But they had
someone that a lot of people do admire,
Geoffrey Canada, Harlem Children's Zone.  And
I love the concept of the Harlem Children's
Zone.  I didn't appreciate the way that he was
on that program because basically he said
Harlem Children's Zone does what it does
because, "we can hire anyone we want and we
can fire them when we don't want them
anymore."

That's not what Harlem Children's
Zone is all about.  They have a health clinic
there.  They have the most amazing --

MS. GANDARA:  Economic
development.

MS. GARCIA:  They have amazing
parent classes there. I mean, they have a
dentist that comes in. They really do take --
he didn't talk about any of that. It's like,
if you could just hire who you wanted, fire
who you wanted, then you too could be the
Harlem Children's Zone.

MS. GANDARA: And if I had a
billion dollars.

MS. GARCIA: If I had $20,000 per
kid. Yeah. But you know, like I said, there
was an agenda there. But I love the concept
of the whole child and it's mind, body, and
character.

But when you take a look at what
you could measure, if we were -- we're so
stuck on, I need to know if you, Patricia, are
doing your job. So I'm going to look at your
kids' test scores and then I'll know if you're
effective or not. There's these individual
kind of gotchas.

One year I had the gifted and
talented 4th/5th split. They gave me all the
independent workers. And the next year I had 39 5th graders and 12 of them were special needs kids. So one year I was highly effective and the next year I should be fired, if you were just looking at my kids' test scores without any context of what was going on in my classroom.

If you were to take a look at measurements across the system, which we never even want to talk about -- we want those simple little test scores, I know you're good, you get to go to 4th grade, whatever it is, high stakes decision.

What I was measuring, what percentage of my kids when they graduate have already applied to some type of higher education? How many of them were accepted? How many of those seniors made it through their first year?

Then I would know in my -- if that was my measurement and my long-term goal, I'd be looking at a good preschool program. I'd
be saying that's my 13-year goal.

I'd be looking at -- you wouldn't start with 11th graders. If higher education enrollment was something you were going to measure, you'd be saying, "I need to see what's going on in my elementary school to make sure those kids have what they need in middle school to make sure they have what they need in high school."

You'd be working across grade levels. You'd be working across --

MS. MELVIN: Well, I mean, that's what the Cradle to Career is about. But it doesn't get to kind of these -- I mean, we're essentially talking about health indicators, right? What about those nine programs that were in --

MS. GANDARA: Health and welfare.

MS. MELVIN: What about those nine programs that were in the paper? Don't they have -- I mean, surely they have assessments that they measure themselves against that
would -- I mean, just like you're getting to school climate surveys, you're --

MS. GANDARA: That was actually one of the points though that they made.

MS. MELVIN: That they were still missing?

MS. GANDARA: Yes. The evaluation is really very weak in these areas because this has not been well-developed. So we can't really point to this actually affects this outcome.

But, I mean, this is going to require more work than what we can do at this meeting. But I think this is off in that direction.

I'll just tell you that I really view it as a redefinition of Opportunity to Learn. What are the critical things that students need, that young people need? In fact, I don't even like using the word students because it makes them into something other than a child or a youth.
What are the things that youth need to grow up and prosper and do well in our schools? But it's only "and" do well in our schools. That's not the end-all, be-all.

So we will continue to work in this area. We want all of your good thinking and we'll be pushing stuff back to you.

Alejandra, what's our schedule now? When do we have to break this?

MS. CEJA: We're going to be -- everyone will be coming back here at 2:30 and we'll do the report out.

MS. GANDARA: So we only have like seven minutes?

PARTICIPANT: We have a break from 2:30 to 2:45, don't we?

MS. GANDARA: No. I think we can't do the break.

MS. CEJA: No more break.

But I do think on this issue, Patricia, it'll be helpful -- if there are any recommendations, Patricia and Dan will be
meeting with Roberto Rodriguez tomorrow at the White House to debrief him on the Integrated Student Supports forum and any next steps.

He's offered to work with us in terms of what we can actually do or what recommendations we can help elevate, and if there should be a convening at the White House with some of the stakeholders that joined us in Los Angeles.

So we will report back to you all on that conversation and what his guidance is in terms of next steps.

I do want to make sure we take some time to talk about the teacher --

MS. GANDARA: I know. That's what I wanted to say. That's why I was checking my watch.

MS. MELVIN: I think that you mentioned there's a lot of existing resources that have done work on healthy schools. So maybe if we can just check in with some of those, I'll forward-out kind of what we use as
a gold standard.

And there's a number of domains around wellness, physical activity. It's all these whole-child indicators. It's the Alliance for a Healthier Generation Healthy Schools Program. I'll look it up. I'll shoot it to you guys.

MS. GANDARA: Thank you.

MS. MELVIN: And I think that from that we can either kind of promote that or figure out what we'd like on that.

MS. GANDARA: I think we'll look more broadly across the literature on this.

PARTICIPANT: There is a center for socioemotional learning at Yale. They would know some measures as well.

And then there are a lot of measures on youth development through -- there's a lot of really good surveys. I mean, none of those get to what you say. But I think you're right. We can just look across what's out there and identify the gap.
MS. GANDARA: Yes. And to the extent that you guys are willing to continue this, we'll be shooting stuff to you, which would be great.

But now we're down to, like, five minutes or six minutes for the teacher stuff, which we really need to turn to. Because this Committee has had kind of two major charges. One is the integrated student supports, and the other one is the promotion of the teachers for Latino kids. This ends up being either Latino teachers and/or teachers who dedicate themselves to Latino kids and who are bilingual.

In California, as you may know, we have a ban on bilingual instruction for the most part. That doesn't matter in the sense that the bilingual teacher is still at the center for these kids, no matter what language they're learning in.

We have research that shows that the bilingual teacher, and additionally the
Latino teacher, views it as his or her job to reach out to parents. It's built into their job. The monolingual teacher views it as the parents' responsibility to reach out to the teachers. And so it doesn't happen.

If we are to tap into the power of parents, we have to have teachers who can feel comfortable and desire communicating with the parents. So this is one critical piece.

As a part of this initiative, we've had three prongs. One is the campaign to recruit more teachers from the community, more young people, any people from the community to come in and become teachers.

That's a hard sell. When you have 13 percent of Latinos actually getting a college degree, turning it into the job as a teacher is a hard sell.

I'm going to go through this really quickly. And then I'm going to ask Alejandra to comment on some stuff.

For a year now, we've been trying
to work with Teach.org to partner with them, because they've got resources and they've been doing all this marketing stuff. So I'll allow Alejandra to talk about what's happening with that.

The second prong is to honor and spotlight teachers. So these teachers who are doing this fabulous work, let's elevate them, let's make them models, let's get people excited about, "I want to be like you." Lily has helped us with that very much. And we want more help, Lily.

So that's the second. And last year we successfully had a lovely event at the White House that spotlighted some really terrific teachers. But it's not having enough of an impact and we want to think about growing the impact.

Then the third prong in this area is really to find ways to facilitate people making this decision. And that looks like incentives, how can we incentivize becoming a
teacher if you are one of the 13 percent of Latinos who actually gets a degree, or if you're a person who was chosen to be bilingual and to work with this community.

The thing that comes most to our minds is forgivable loans or some kind of pilot program that would pay for, at the very least, the preparation for the teacher piece of this. But something that is attractive that we could begin to see if this works to pull more of these folks in.

What's happened with the campaign and Teach.org, Alejandra, do you know?

MS. CEJA: From our last conversations with them, they have been focused heavily on the marketing and outreach. One of the things that they've asked us to do is identify universities. Because they are piloting across the country in universities rolling out the Teach campaign.

We have been able to identify some HSIs. Obviously they're in need of additional
partners to really scale up the campaign. We are talking to some media partners about the importance of rolling out PSAs highlighting Latino teachers across the country.

I'll be honest with you. I think that the Teach campaign is one where if we give them recommendations they will really use them. If for some reason -- and I know I've come in late to the work on this particular area. But it does seem to have lagged a bit. I think the work with the universities is going to be critical. There are some HSI presidents that have stepped up that are working closely with the Teach folks.

We are going to be proceeding with figuring out if we can generate the media partners to roll out PSAs and what that would look like. And from that, really figuring out, can we have the teacher recognition piece? There could be a vehicle outside of our initiative so that it can continue and it wouldn't just be a one time thing.
MS. GANDARA: Right. Thank you for raising that, because that actually came up I think the last time we had this discussion. We need to institutionalize this so that once this administration goes on and another one comes along, this doesn't just die with it.

MS. CEJA: Right.

MS. GANDARA: And for that we're thinking we really need to talk to NEA and AFT. Or just NEA, whoever we can draw into this to try and institutionalize this and spread it.

MS. CEJA: And I'll just add, we have connected the Teach folks with partners like the Congressional Hispanic Caucus Institute and Hispanic Scholarship Fund. So we are trying to help them facilitate those relationships into the Latino community. So any recommendations of folks that they should connect with, please let us know. Because I think that's where we'll get more traction.
MS. GARCIA: This sounds really weird, but People Magazine. My subscription ran out, like, 20 years ago. They started two years ago a teacher recognition program. I've been involved with it for two years. And we could probably work with the African-American Commission on this too, because they have highlighted minority educators, minority teachers. The last winner was three that started a charter school for bilingual, Academia de Lenguaje Y Bellas Artes, and it was just amazing.

So I thought, those are the -- we have national press.

MS. ESTRADA: Do they do it in the People en Espanol, do you know? And maybe asking, if they don't, if they could target Latino teachers specifically?

MS. GARCIA: They probably don't. They probably don't. But they do have good diversity in their selections.

(Off microphone comment.)
MS. GARCIA: Well, you've got to make it sexy. I mean, it's nice to have the White House. But if you get something that has popular -- you know, people are going to watch television. They're going to get a People Magazine and open it up and go, "Wow. I want to do that."

MS. CEJA: We should talk. We'll connect on how we can partner on this front.

MS. GANDARA: Yes. And if we could get Jorge Ramos to present the teacher that would, you know -- everybody would just fall over dead.

So, anyway, we need to continue this. I guess I wanted to just touch bases, check the pulse of the Committee, if the Committee still feels that there is value in doing the teacher recognition.

MS. MELVIN: I think it sounds like that's an overwhelming yes. And we want to expand it a little bit to make it a little bit more public. And we've thrown out some
ideas for doing so.

MS. GANDARA: Okay. Yes, go ahead.

DR. MINAYA: This is an issue I'm facing in Lee County on the west coast of Florida. They're saying they can't find -- we have 32 percent Latino students and they can't find any qualified Latino teachers.

Is there any kind of a centralized, or any kind of an effort of those that want to become teachers matched up to where there's the jobs? Because we have tons of jobs. It's a growing market.

MS. CEJA: That should be coordinated through Teach.

DR. MINAYA: Through Teach? Okay.

MS. CEJA: We can connect with you. I want to make sure I give you the main --

MS. GANDARA: Also, in addition though, this is a really good idea beyond that. Because that's another incentive thing.
If we can identify the districts who would hire them, young people would be more likely to pursue this if they knew there's a job at the end.

DR. MINAYA: We have a job fair in about a month and they haven't found candidates.

MS. GANDARA: I guess we have to end although I really would have liked a lot more time for this discussion. Thank you so much for the input.

(Whereupon, at 3:15 p.m. the meeting in the above-entitled matter was adjourned.)
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In the matter of: K-12 Education Subcommittee

Before: Educational Excellence for Hispanics

Date: 04-01-14

Place: Miami, FL

was duly recorded and accurately transcribed under my direction; further, that said transcript is a true and accurate record of the proceedings.

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Court Reporter