



WHITE HOUSE INITIATIVE ON
EDUCATIONAL EXCELLENCE FOR HISPANICS

NATIONAL EDUCATIONAL SUMMIT AND CALL TO ACTION
MONDAY, OCT. 18, 2010

END-OF-PANEL CALL TO ACTION

Question: Now that you have had a conversation with Obama Administration officials, what are your best ideas to take action in your community?

Answers:

1. Increase use of technology for Latinos to help them academically.
2. Provide more community-based activities to increase support.
3. Limit government officials from taking too much money away from education to allow more effective programs to be funded.
4. Focus on science and technology in learning.
5. Create more college-bound preparation programs.
6. Address the testing requirements.
7. Create more jobs in education; it really seems like a stalemate.
8. [Add] summer learning.
9. Address Hispanic underrepresentation in Head Start.
10. Reinstate Title VII fellowships.
11. Take parents to college campuses.
12. [Instill] greater support for parents.
13. [Add more] K-12 science, technology, engineering and mathematics (STEM) learning.

14. [Add more] early learning programs.
15. [Improve] partnerships with community-based organizations.
16. [Increase] professor development grants.
17. [Make more of an] investment in STEM in the early years.
18. Promote parental involvement at the local level.
19. Look at Oyster School in Washington, D.C., as an example of a strong parental engagement program.
20. We need to track more students in the STEM fields.
21. Why are the programs for English language learners (ELLS) in K-12 disconnected from those for adults?
22. Incentivize and encourage K-12 systems to engage existing partners that are embedded in the community and to access untapped resources. (For example, invite scientists and researchers who are doing work in the community to schools to infuse their knowledge into curricula and improve teacher quality. Teachers also can visit these sites for one to two weeks for relevant experience.)
23. Promote a federal tax credit for technology to help close the technology gap.
24. Help educate long-time teachers on the effectiveness and benefits of technology/social medial in the classroom and at home.
25. Help us collect and track the student data we all need. (We cannot use Social Security numbers as a unique identifier anymore; they are not secure. What else should we use?)
26. Reach out to Latino parents in Washington Heights by providing them with information about higher education. Our goal is to promote Hispanic student efforts to attend college.
27. Spread the word about education and scholarship opportunities at the local level.
28. Foster increased dialogues with the U.S. Departments of Education and Labor.
29. [Issue] children identification numbers at school so parents can access their children's grades and teachers' notes, and so that there is an open dialogue via cyberspace.

30. Get parents involved in “parent nights” to provide ELLs with new topics, because children are learning one set of ideas in school while parents are working from their own set. Integrate the two worlds.
31. Separate fathers and mothers so they learn ways to reinforce the learning that is done during the day at school.
32. Work with the seasonal and migrant farm worker population. What happens to this forgotten population? Youth funding was cut in 2004; is there any hope of that coming back?
33. What about a universal education versus state-based (i.e., passing state exams)? Focus more on national education.
34. [Create a] national student registry where children and families who migrate don’t have difficulty accessing records. Schools automatically know where children are with regard to education levels.
35. Institute ELL [instruction] for parents of children who are ELLs, because there is a disconnect between parents and children. In Latino families, parents are the final decisionmakers; this often creates conflicts between children and their education opportunities because [the latter] does not fit in with cultural ideas.
36. [Create an] initiative to bring in teachers who look like and understand their students.
37. [Have a] universal qualification for determining ELLs and have strategies for teachers to deal with children in other classes, such as math and science.
38. Research languages so that children are not left behind because parents speak a [certain] dialect. [This will prevent] children from learning in three languages and [having the] parents miss out on their children’s education—especially if the children are forced to be translators. There is a great opportunity for communication to be lost
39. Publicize to minority communities these initiatives on the acquisition of minority educators, loan forgiveness, and public service. Stop villianizing young minority males at an early age in the classroom, and instead provide more focused education opportunities.
40. IF the WIA-167 youth division is not reinstated, create other innovative labor and education programs with money for seasonal and migrant farmworkers’ children.
41. Expand flexibility on guidelines of the enrichment opportunities for extended learning time.

42. [Encourage] grammar school parental involvement of immigrant parents to advocate for children. Who is going to advocate for the parents? [There should be] less formality; more of a roundtable atmosphere.
43. What are the plans to provide teachers with more hands-on support for instruction, allowing them to teach more instead of constantly testing students and educating for exam passing?
44. How are Head Start programs going to reevaluate the manner in which information is being disseminated to migrant and seasonal farm workers and make it easier to access services?
45. Implement more bilingual education.
46. [Have] Promise Neighborhoods work in conjunction with Office of Migrant Education to develop a community for migrant and seasonal farmworkers.
47. [Have] mobile education units that provide universal education to rural/hard-to-reach places.
48. Ask the same of our New Mexico agencies as we do of federal agencies: cross-communicate and coordinate.
49. Bring together workforce development, education and technology innovations of 21st century education.
50. Strengthen the local work around changing the language around ELLs to focus on bilingualism as an asset.
51. Define cultural competency (e.g., respecting and valuing all cultural experiences) and have high expectations for all students.
52. Encourage community conversations.
53. Focus on ECE with true parental engagement and sustain it up the pathway through college graduation.
54. Continue the conversation/push for technology.
55. Continue the focus on STEM.
56. Develop more partnerships in order to have our local school sites become the centers of community.

57. White House Initiatives: [We] would like to be part of the conversation on identifying the key languages [on which to focus].
58. [We] would like to be part of the conversation on school district board “reform.”
59. More strategic and collaborative use of TRIO, Gear Up and Talent Search to expand college access across systems.
60. [Bring] a strategic expansion of broadband to underserved communities.
61. [Find] creative ideas to discover an integrated, systematic approach to early childhood.
62. [We can] promote ourselves as bilingual cities.
63. Expand funding opportunities. Seventy percent of students need financial aid.
64. Concerning the education pipeline for Latinos in higher education: ensure professors are culturally competent.
65. [More] FAB LAB-technology, computer science, engineering and STEM curriculum.
66. Parent engagement is a huge factor for children. What they are doing in New York with training parents sounds like a great idea. In addition to that, once parents are trained, it is important that they talk to other parents as they do in the *Padres Promotores* program, where parents talk to other parents who are enforcing the values of *compadrismo* in the Latino community.
67. Support research and resources for young Latinos.
68. Bring back Title VII and publicize it.
69. [Give] more support to teachers as they increase technology in classrooms.
70. Need legislation that supports bilingual education.
71. Develop programs to bring parents to college campuses early on in a student’s education cycle.
72. Develop programs that will provide STEM-experienced teachers in the classrooms.
73. Introduce parents of high schoolers to the university campus.
74. Make sure that the school districts know the importance of orienting Hispanic families to the new reforms. School districts should have a rollout plan.

75. Identify/zero-in on the common reasons why Hispanic/Latino kids are dropping out of school.
76. Focus more on the remedial courses that students need to take to succeed in college.
77. Bring different “already in practice” programs to communities to find one that fits. (Present a clearinghouse of all successful programs that engage parental involvement.)
78. Directors of all new administrative programs should ensure community engagement.
79. Comment: ELLs are not special education students; they should be helped as normal, non-disabled pupils.
80. The U.S. Department of Education should work or partner with the Federal Communications Commission (FCC) to ensure that every child has access to the Internet. The FCC should be represented next time.
81. Use school board personnel, such as parent coordinators, to engage and educate parents on critical issues like early childhood literacy, college prep and financing (through a financial training program).
82. Use CBOs for targeted education programs for Spanish-dominant parents of ELLs.
83. Fund early childhood programs that educate parents as part of learning and literacy teaching at home.
84. Monitor the ability of ELLs to participate in charter school/alternative school settings. In certain cities, these students are generally underrepresented. (This is due to the hiring of teachers as well as curriculum needs and costs. Charter schools steer clear of actually recruiting them. Analyses show that Latino-developed and local institutions are more willing to recruit and serve them more successfully, for the most part.)
85. An important factor to consider is that if every student were graduating from high school and continuing to college, there would be a severe lack of classroom space. As it is, our schools are bursting at the seams. School facilities funding is an egregiously unaddressed issue.
86. Develop ties between elementary/middle schools with universities.
87. Innovate and improve; move the needle to graduate more students with a bachelor’s degree.
88. It takes a village to raise one child.

89. Move *La Academia* to one of the local colleges (we are presently renting a facility). This will enable us to hold conversations with local college presidents.
90. More collaboration and cooperation among different sectors and stakeholders.
91. Restore Title VII fellowship.
92. [Institute] student loan forgiveness for dual-language teachers.
93. Increase parental involvement mechanisms.
94. Career paths for immigrant youths are in need of federal attention.
95. Support the *Diploma Act*.
96. Support and reinforce cultural competency.
97. [Provide more] innovation and change. Bottom line is: Latino student success.
98. Look at the programs that are working and put money in and expand them to reach more students.
99. We need all of our students to graduate from college. [We need] more counseling, marketing and financial funding.
100. Include parent involvement and participation in federal state funding.
101. Provide more incentive funding. Schools that do well need a boost as well.
102. Look at the student in a holistic way. Quality teaching, affordable family advocacy, wage jobs—these work. Many factors use a student's ability to learn.
103. Open the door for Latino students to higher-demand areas: engineering and medicine.
104. Create a partnership with others: federal and state agencies, CBOs, and parent and student groups.
105. The U.S. Department of Education is the worst agency to work with if you are not an education institution, especially in STEM education.
106. Engineering accreditation is a huge need at Hispanic-serving Institutions (HSIs). I know of only nine HSI campuses that are accredited. We need to look at this from a national level.
107. Without structural change, using technology is like putting a rocket engine in a biplane.

108. Parents need to have firsthand knowledge of a university.
109. The departments need to change; they are just tinkering around the edges.
110. Accountability without flexibility and resources is cruel.
111. I need to work to better align my efforts in higher education to the work done at elementary, secondary levels and at community colleges. I am going to do it through the lens of a focus on simplification for enriching the pipeline to promote greater faculty recruitment in institutions of higher education.
112. Reach out to Latino small business owners to involve them in the education process; a work-study for small business owners.
113. Compliment university encouragement with vocational information.
114. Education reinforces cultural competencies in terms of high expectations.
115. Emphasize the role of grass roots organizations in providing direct services as well as in bringing about systemic changes in education.
116. Enlist the help of grassroots organizations.
117. [Add] a new measure that speaking more than one language is important; however, we cannot reduce services to ELL students.
118. Are the 2,000 dropout factories included in the 5,000 high-performing schools?
119. Family engagement needs to cover a larger area than just advocacy, closing the divide, financial literacy, etc.
120. [Have] community meetings with Hispanic groups, and have high school counselors teach why and how to complete the *Free Application for Federal Student Aid (FAFSA)*.
121. Great summit! [I suggest] separating sessions by subject theme (e.g., A: Preschool, Head Start; B: Postsecondary; C: Education Technology).
122. Great speakers. [It was] a good idea to have the “go-to folks” speaking to the groups. Love the concept! [Need] more summits in the Washington, D.C. area.
123. Connect the dots; follow up with new contacts and relations.
124. Identify from follow-up conversations the internal strategies that align with our funding priorities and goals.

125. Preach to our local constituents and membership groups.
126. Collaboration and asset-sharing is the key to universal success. Move away from silos.
127. Global thinkers = cultural competence.
128. Border crossers = bilingualism.
129. Creative geniuses = STEM.
130. Share the existing models of student success.
131. Support the *DREAM Act* and reauthorize the *Elementary and Secondary Education Act*.
132. Help meet the President's 2020 Goal with TRIO programs.
133. In terms of health education, Florida International University has a community program based in lower-income areas called Neighborhood HELP. Using a multidisciplinary approach (social work, medicine, public health, nursing, etc.), our students offer free medical services/education to the south Florida community. The intention is to offer services to a community generally lacking access, funds, knowledge of and access to medical services.
134. Redouble efforts to find ways to create digital infrastructures for rural areas.
135. Work on ways to accelerate learning and tailor curricula to student's skills rather than seat time.
136. Think about promoting (to my congressional delegates) a new national defense administration act/fellowship to encourage production of top educators, scientists and engineers to keep out international preeminence in higher education, science and technology.
137. Very interested in Title VII doctoral programs.
138. Follow up to showcase our best practices.
139. Keep working on dissolving silos; this is an important model for all of us.
140. Push STEM success. We may need to find money for new science buildings at the university level since all are aging and state funds are disappearing.
141. Start an Hispanic educator's conference in the state of Kansas to get us all on the same page.

142. All of the leaders of the White House Initiatives need to empower the students themselves. How about filling the National Mall with “tomorrow’s leaders,” who, as students today, can speak eloquently for themselves.
143. We need to work together and continue to build collaborations for high impact and sustainability.
144. [Host a] follow-up “action” summit to highlight best practices.
145. When we look at the pre-K to career ladder, we need to be able to pull examples of excellence. We need to have access to the separate conversations that were taking place. Use the talent in the room to move conversations forward.
146. Need to revitalize the Title VII FTA.
147. Prepare our communities to compete for innovation dollars (e.g., Dual language instruction).
148. [Facilitate] community dialogues on emerging federal policy priorities.
149. [Have more] innovative, challenge grants for parental engagement along the lines of the model by the New York Hispanic Federation.
150. [Encourage more] parental visits to colleges to build an understanding of why college matters and what college is.
151. How are STEM investments tracking demographics and ethnicity at the district and state levels? Examine this.
152. How can good policy find traction in rural areas, especially where infrastructure and need are high?
153. Engage local philanthropic organizations in understanding how to prepare CBOs to partner with ed.gov.
154. Continue to engage students and members year round.
155. Involve parents of students who might not have a STEM background.
156. Work to provide technology experts to students.
157. Think about how we can help high school teachers with training.
158. Teach parent how to become involved in local school boards.

159. Use media to educate and innovate. Digital opportunities: mobile apps for parental engagement, messaging etc.
160. Create dual language and multi-language program content.
161. Target/engage parents.
162. [Foster] partnerships between schools and CBOs to offer cultural competency training to teachers/staff and students. Have Latino-centric-based curriculum supplements.
163. Needs to be a dual-language component to teacher education programs.
164. What is my community doing to train its teachers?
165. Closer involvement with local school boards.
166. Who can we model to make change?
167. Technology is a big part, but what about the digital divide?
168. Create a Promise Neighborhood to create change.
169. Create resource maps to use information.
170. [Increase] Title VII fellowships
171. Create an endangered list.
172. Attend school board meetings; raise issues and make suggestions with regard to the Latino community.
173. Stay current with the actions of senators and representatives.
174. Support and volunteer with the Arizona DREAM Act Coalition.
175. Share ideas with my district's AVID coordinator.
176. Raise awareness among high school students about federal student aid and possible teaching careers.
177. Work on engaging Latino parents in my community.
178. Create a regional forum.
179. Create a 21st-century reimagining of schools. [Use] technology.
180. Media is a way to reach the community along with the key leaders in the community.

181. Talk to the U.S. Department of Housing and Urban Development to create a partnership between K-12 education and higher education.
182. Expand funding for college for Hispanic students.
183. Reward programs that are successful in college outreach.
184. The HSIs need greater resources for capacity building.
185. Improve outreach to young students interested in attending college.
186. Host a “cradle-to-career” forum with all agencies (Pre-K to business community.)
187. As a school board member, I would like to partner now with HSIs in developing quality teacher preparation programs for Latino teachers.
188. Develop and build on adult education job training programs and articulate between adult education programs and two-year colleges.
189. Reimage schooling differently to meet 21st-century skills.
190. Break down silos and begin to create seamless linkages in pre-K-16 and special programs.
191. Need for federal lead in accurate calculation of graduation rates.
192. Push for information from the U.S. Department of Education on how to sustain funding for early college high school.
193. [More] Title VII doctoral fellowships.
194. Work to get state graduation requirements to allow students to earn advanced diplomas if they are bi- and multilingual.
195. Create a list of best practices in how to teach ELL students, and provide engaging training and development in this area.
196. Work with cluster elementary, middle and high schools to create a cradle-to-career mentality and process.
197. Push school boards to implement a dual-language mentality in our school systems.
198. Push our schools to develop an education reform plan for our schools and not to wait for others to lead the way (reimage education).

199. Adopt the national technology plan into our plans for education reform.
200. Create an entrepreneurial program for adults in our communities and for undocumented students who have no other viable options.
201. Continue to link with Institutions of Higher Education (IHEs) to increase the college-going culture in our district.
202. Link with other groups doing the same work to share best practices.
203. Convene my regional folks and go through the same meet-and-greet.
204. Convey message from the federal government that two or more languages is good.
205. Make it so that all teachers learn to work with ELLs.
206. [Provide] money for more professional development.
207. [Need] credit recovery programs for high school dropouts in the same institutions where they can receive associate's degrees.
208. Get public K-12 systems to learn innovative practices.
209. Promote the college going culture in the early grades.
210. Start a parent engagement series. Our region will take on this issue. It will be a "LEAD" collaborative project; we will create the metrics and have a public accountability piece.
211. Develop strategies that attract students at an earlier age to think about college (start in middle school).
212. Provide funding/policies that allow GED students to enroll in dual-credit programs. Integrate remedial education competencies into credit-earning courses, especially vocational/career/technical courses. Funding needs to be available for this initiative. Otherwise, students remain in developmental education for too long.
213. How about engaging in conversation with some of us "up-and-comers?" We may not be in the office of the president at a college, but we are engaged in our communities and with nonprofits, etc.
214. I do think there is something to be said for holding states accounting for cutting education.
215. There are many things I would like to take back with me. Sadly, the climate is very negative. Frankly, I need help. I work with USACL, and there is so much I could share in

- Arizona to show we aren't backing down; however, I need the commitment from the Administration to send people out to help.
216. Reach out to community organizations and universities to see what works and what can be done.
 217. Create a list of "what works" around the country and make it available to everyone. Divide it by discipline.
 218. Do a needs-assessment of the needs in a community.
 219. Work on a legislative agenda—an action-based project—to help undocumented immigrants/students.
 220. Work together with the African-American community. We need to work together.
 221. Encourage our students to go back in our communities to work and provide resources to our communities.
 222. Reach out to states that have experienced a growth in the Latino population, not just the South, but Eastern states with growing Latino populations.
 223. Work with families in communities.
 224. [More] GED-community outreach.
 225. [Have the U.S. Department of Education] send out funding opportunities to communities.
 226. Work with East Coast trader and teachers' assistants.
 227. Teacher preparation is critical.
 228. It would be nice not to be elitist and instead invite all to the signing. Again, community leaders don't get in! However, it was a great summit. Very informative.
 229. Better coordinate and centralize resources to secure high-need students and help them succeed.
 230. Use federal money to create incentives for states and systems to better serve Hispanics and other students of color (i.e., incentives centered around Pell Grants for institutions that serve a minimum of 20 percent Pell-eligible students).

231. Activate a group of young Hispanic professionals to inform the Hispanic community through Hispanic media of programs/opportunities available to them to improve their quality of life.
232. [Need] scalable solutions.
233. [We need to use] more technology throughout all our programs.
234. Graduation persistence improvement rates.
235. [More] STEM.
236. [Focus on] preschool to third grade.
237. [Focus] communication and public relations.
238. Path out of poverty = link to education.
239. [Develop] special programs for Hispanic and African-American males.
240. [Focus on] technology and its impact on youths; 21st-century schools; Upward Bound and Talent Search.
241. Expose elementary students and youths to college programs.
242. [Utilize] the Promise Neighborhood Program.
243. More parental engagement with children.
244. [Increase] English language learning.
245. Emphasize funding for preschool education and sustain it.
246. Concentrate on accountability.
247. Assist public institutions with low charges.
248. Find ways to maximize parental involvement.
249. Concentrate attention on the success of male children.
250. Realign counseling services.
251. Coordinate all outreach programs within the Long Beach college promise.
252. Connect with California State University, Dominguez Hills as part of the Long Beach college promise.

253. Continue the Promise Neighborhoods initiative in the North Long Beach Area.
254. [Foster] partnerships with junior high students or adopt junior high students (mentoring).
255. [Bring] college coaches to community college forums and high schools.
256. Partnerships with K-16 programs with accountability measures.
257. We need to communicate (and do a better job of communicating) the great work of the White House Initiative on Educational Excellence for Hispanics. Working together with us is a productive and intentional process that needs to be highlighted and continued.
258. The U.S. Department of Education needs a more concise series of public messages so that advocates, parents and other Latino stakeholders can focus their advocacy on key matters/policies and dilemmas that challenge the progress of Latino students in completing college.
259. Tailor parent engagement resources to support school improvement, adopt common core curriculum, and ensure every Latino student is taught by an effective teacher.
260. Ensure that every eighth-grade student is taught algebra before enrolling in high school.
261. Ensure that resources, messaging and function are focused on students of color.
262. Elevate to the public state's efforts to align student progress data (P-20). Univision and BET's networks could share a great deal to the public.
263. Create more K-12 and higher education funding flexibility and tax benefits so that states can expand the number of early college high schools, dual enrollment programs and opportunities for high school students to earn transferrable college credits before enrolling and matriculating in college.