



WHITE HOUSE INITIATIVE ON  
EDUCATIONAL EXCELLENCE FOR HISPANICS

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

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TRANSCRIBED SESSION NOTES

**Thelma Melendez de Santa Ana**  
*Assistant Secretary*  
Office of Elementary and Secondary Education  
U.S. Department of Education

**Highlights**

- We are looking for promising practices for a call to action.
- We have challenges: The dropout rate is close to 50 percent.
- We are working to ensure students are college-to-career ready.
- Background: Hispanics represent 1 in 5 students in the K-12 system, and 1 in 4 students in pre-K.
- We want to ensure that parents and communities are part of change via the reauthorization of the *Elementary and Secondary Education Act (ESEA)*.

**Question: How can we support limited-language parents in helping their children?**

- There is currently \$70 million to support parent engagement in [the fiscal year 2011 budget] proposal.
- The goal is to make schools a more welcoming place.
- We are identifying quality programs (e.g., At a Latino parent night in Oregon, parents set up expectations).

- We plan to add an additional \$50 million to identify innovative programs and practices and reinstate the Title VII Fellows Program because there is a cadre of leaders from the program approaching retirement.

**Question: Regarding the Hispanic Caucus Report on technology and Internet access, does a plan of action include that families at home have access to computers and technology?**

- Karen Cator will be able to elaborate on ED and the Administration's technology plan.

**Question: Are there other promising programs?**

- Trainers teaching parents reading, math and writing strategies.
- We are taking parents to campuses since some don't know what a college environment has to offer. Some do not know what the college dream is all about. We also are training parent ambassadors who return from their college visits and engage other parents. [information is received differently] when it comes from [people] within the community.
- We will continue to look for best community practices.

**Question: I am concerned with the disconnect (policy gap) between K-12 and higher education, including financial aid eligibility for students who earn an associate's degree before a high school diploma.**

- *Melendez*: The White House Initiative is working on a pilot to address this issue.
- *Sepulveda (facilitator)*: We have nine communities/regions where we are trying to address the pipeline. One example is with Pharr-San Juan-Alamo Independent School District, Texas.
  - Example: Superintendent Dan King has made changes. High school guidance counselors are now called "college coaches," which fosters higher expectations for all students.
    - College coaches are responsible for students through their four years of high school, in addition to their first two years of college.
    - Their job is not to graduate students from high school, but to graduate them from college.
    - College coaches were moved out of the district office and high schools to community college campuses so they could better connect students to services within and outside of the schools to promote successful academic achievement.
  - Our job is to graduate kids from college.

**Question: What policy can we make to prevent students from dropping out before they enter community college?**

- Part of what we're looking at with reauthorization is reporting out data in middle school and beyond; we want to look at key transition points: between elementary and middle school, and between middle school and high school.
- We need to ensure success by addressing cradle-to-career.

**Question: Are there any initiatives to address vocational educational opportunities?**

- We've been working closely with Ed's Office of Vocational and Adult Education (OVAE). We find that in many districts you can have high standards and vocational opportunities in high school and middle school.
- We can make bridges in the K-12 arena through grants.

**Question: We're losing Latino/African-American males. What are we doing about this?**

- At the national level, we need to continue the work of securing excellent teachers in classrooms.
  - Males are disengaged due to low expectations.
  - Build an accountability system to hold districts accountable and show what is effective.

**Question: What are some specific ideas for dropout prevention/alternative programs?**

- Currently 2,000 schools produce 50 percent of all dropouts and 75 percent of all African-American and Latino dropouts.
- Dropouts are mostly Latino/African-American.
  - Charlotte-Mecklenburg school district has taken on this issue and is seeing success.

**Question: There's been a stick and very little incentive [carrot] regarding drop-out prevention. What are you doing to incentivize?**

- Schools that have been struggling the most have been struggling for too long. We must do something to significantly change what is happening.
- *No Child Left Behind (NCLB)* stated that there was a high mark all students/schools needed to reach. Unfortunately, many schools were punished for partial progress. Now we know that we

not only need to meet the high marks set by NCLB, but if schools are consistently improving, we should reward/praise them for their progress.

- In *ESEA*, we offer four options; we are asking that schools/districts select an option so that we can then provide them with the resources to meet *ESEA* standards.

**Question: Do you have more specifics on parent and community engagement?**

- The Administration wants to double the amount for engagement to \$270 million.
- We want parents to feel that they're welcome in schools.
- We want to share and replicate those programs around engagement that have been successful and we want to identify more and hold systems accountable.

**Question: How can we get public schools to apply the innovative practices of charters [schools]?**

- We're about great schools—some are traditional and some are charter.
  - Lincoln High School in Tacoma, Wash., took the Knowledge is Power Program (KIPP) principles and created an academy within the high school that is voluntary for students. The goal is to grow to whole school. We want to see that in all schools.

**Question: How will value added be included in reauthorization [of *ESEA*]?**

- We're talking about value added with regard to teacher performance—it's part of the School Improvement Grant (SIG) (pilot within them).
- We also gave grants to two consortia to create assessments.

**Discussion/Concerns**

- Request for mentoring programs to further initiatives.
- Suggestion for multiple mentoring opportunities for ages 18-23.
- Suggestion for more mentoring with "second generation" students to attend college (a better opportunity to break the cycle on non-college participation).
- There is a need for tutoring and college credit programs for migrant farm workers.
- There is a desire for an increased role for community colleges to produce Latino teachers, especially since greater than 50 percent of Latino students begin college at that level.

- There is a need for dropout prevention programs that gather feedback on root causes.
- There is a need for materials and a discussion on how education directly links with careers.
- There is a desire for a national registry of “teachers of color” to assist in the identification and placement of these teachers.

### Closing Remarks

- I hope this is the beginning of the conversation.
- Please feel free to share thoughts through Juan Sepulveda and Jose Rico.

**Roberto Rodriguez**  
**Special Adviser to the President on Education**  
**Domestic Policy Council, The White House**

### Highlights

- Education reform is a top domestic policy issue.
- There is a need for comprehensive cradle-to-career reform.
- [Education] is an important moral issue that unlocks doors of opportunity.
- [Education] is the fundamental principle of equity and fairness.

**Question: Is improving science, technology, engineering and mathematics (STEM) an important priority?**

- The White House is hosting its first-ever White House Science Fair. It is a national imperative that seeks to:
  - Increase STEM literacy;
  - Improve STEM teaching to better spark interest and engagement in the early years; and
  - Improve access for underrepresented minorities.

**Question: Regarding opportunities for the White House to improve contracts for women and minorities, is ED playing a part?**

- Yes.

**Question: There are still major issues with the *Family Education Rights and Privacy Act (FERPA)* in K-12 and higher education. Is there any chance to release data to better connect the dots?**

- The *American Recovery and Reinvestment Act (ARRA)* includes monies to improve our data systems across states.
- We are looking at improving school/state-level data.
- Currently, it is difficult to track students; however, we are looking for ways to do so.

**Question: What are we doing with kids to get them involved in STEM?**

- We are helping to support innovative models coming from the science/vocational segments.
- We are promoting engagement strategies (e.g., a high-tech high school in California).

**Question: There has been a lot of talk about funding, but when does it actually get disbursed?**

- When the FY11 budget is approved by Congress, this funding will be used to:
  - Transform teaching and learning;
  - Embrace competencies and illiteracies;
  - Using technology to engage; and
  - Partner with public and private organizations for out-of-school learning hours.
- Karen Cator will talk more about new plans.

**Question: What is the Administration doing to ensure the proper education of young children and English language learners (ELLs)?**

- President Obama has charged us all with the mission of cradle-to-career.
- The first five [years] matter most, as those are critical development years.
  - Because the President is committed to helping all children succeed – regardless of where they spend their day – he will urge states to impose high standards across all publicly funded early learning settings, develop new programs to improve opportunities

and outcomes, engage parents in their child's early learning and development, and improve the early education workforce.

- [Latinos] are the youngest, fastest growing racial group with the lowest participation rate of any minority group in early education.
- We have invested \$5 billion for early learning programs in the federal stimulus.
- Early Learning Challenge Fund: In the Fiscal Year 2011 education budget, the Administration supports pending legislation that will establish a new Early Learning Challenge Fund administered by ED and the Department of Health and Human Services to help states improve the quality of early childhood programs to help children enter school ready to succeed.
  - States would compete to establish model systems of early learning that: drive results-oriented, standards reform across programs; fund and implement pathways to improve existing early learning programs; and ensure that more children enter kindergarten ready.
  - The ELCF would promote the following components of a model early learning system: aligned early learning and development standards; an evidence-based quality rating system; an effective system of program review, monitoring, and improvement; an evidence-based system of professional development; strategies for families and parents to better assess quality; systems to facilitate screening and referrals; a coordinated 0-5 data infrastructure; and an age- and developmentally-appropriate curriculum and assessment system.

**Question: What is happening with the *Development, Relief and Education for Alien Minors (DREAM) Act*?**

- The *DREAM Act* is critical legislation that will enable rising high school students to be able to gain citizenship. The President has consistently supported it; he wants it to be a part of comprehensive immigration reform and has worked with leaders to make it a reality.
- The White House will continue to fight; it is an imperative centered on education reform that will strengthen the economy.

**Question: What are two or three key messages that the Administration wants to drive over the next year?**

- Education is critical, and the reform of it is critical; we must make cradle-to-career a priority.
- The Latino community has been underserved; it is the youngest demographic. There's a huge area of potential education reform for the Latino community.

- The *Higher Education Act (HEA)*.
- The strengthening of community colleges.
- Strengthening and reforming public education—doubling down on the worst schools;
- Recruiting, preparing, developing, advancing and retaining teachers—this is a critical area for Latinos, most of whom are taught by out-of-area, noncertified teachers.

**Question: How do we increase the number of General Educational Diplomas (GEDs)? Can we double access via outreach, particularly through the U.S. Department of State?**

- We are doing more to help young people succeed in the workplace. We have made an investment of \$50 million—an initiative to partner with community organizations that help disconnected youths. We want to do that at scale.
- Half of high school dropouts are from 2,000 high schools; we want to develop multiple pathways to help students get a quality education.
- We are strengthening community colleges.

**Question: What does the Administration see as a main concern for Historically Black Colleges and Universities (HBCUs)?**

- With respect to HBCUs, Minority-Serving Institutions, and Hispanic-Serving Institutions (HSIs), we've made an historic investment through the *Health Care and Education Reconciliation Act*; this is important to us because these institutions are lifelines.
  - The *HCER* provides \$2.55 billion in mandatory funding for HBCUs and MSIs and \$1 billion to HSIs in mandatory funding over 10 years to renew, reform and expand programming.

**Question: What are the Administration's policies around family and community engagement to reduce dropouts?**

- We want to focus on revising the *ESEA* to increase the amount invested in parent engagement.
- New Promise Neighborhoods will have wrap-around services.

**Question: Does the plan for improving low-performing high schools include reforming middle school feeders?**

- The Administration has asked districts to enumerate all levels of the most underperforming schools, including elementary, middle and high schools.

**Question: What is the status of comprehensive investment in preschool?**

- The President supports a comprehensive 0-5 early learning plan; there is more than \$5 billion in the *American Recovery and Reinvestment Act (ARRA)* for early learning.
- Secretaries Sebelius and Duncan have created an initiative and are working with Congress to secure funding.

**John Wilson**

**Executive Director**

**White House Initiative on HBCUs, U.S. Department of Education**

**Question: What does the administration see as main concern for HBCUs?**

- There is a capital impairment and we are trying advancement through economic investment.

**Discussion/Concerns**

- There is a need for financial aid assistance for noncitizens.
- There is a desire to assist males with criminal backgrounds, especially those charged with minor offenses.
  - There are successful role model programs for ex-offenders in California and New York.
- There are concerns for the support of minority students at majority demographic universities. This calls for programs that monitor success.
- There should be a national roundtable for faculty development, especially for Ph.D. production.
- There is a desire for the federal government to incentivize corporate sponsorship by matching corporate donations.

**Rosalinda Barrera**

**Assistant Secretary**

**Office of English Language Acquisition, U.S. Department of Education**

**Highlights**

- I will be starting a speaking tour although I have been on the job for only eight weeks.

- The goal is to improve and expand opportunities for ELLs, which are 10 percent of our total enrollment.

**Question: What is the status on national language acquisition programs or directions for states?**

- We are looking for consistency.
- The Administration strongly supports bilingual education and will work with states, but we cannot speak to the state level.
- We will continue to work with Title III officers.
- In December, we are going to New York on a state visit.
- We are also working with other officers at ED who are involved with new initiatives, such as Race to the Top, etc.

**Question: How can we access more funding for universities to offer ELLs support?**

- We can use special initiative grants or discretionary grants (including Title V).
- Title III is housed in the Office of Elementary and Secondary Education (OESE).
- All teachers need to work with ELLs and need to take bold steps for improvement.

**Question: What are we doing with students to help them pass algebra by the 10th grade?**

- We are supporting discretionary funding for STEM.
- We need to improve and encourage schools to apply for STEM.

**Question: How can we prepare resources for teachers to work with ELLs?**

- We can align universities with noncertified accreditors. For example, 75 percent of students in Texas are in special education training through alternative programs.
- [We] also must look at the quality of alternative programs.

**Question: How can we monitor and hold charter schools accountable for accepting Latinos?**

- As an example, we can look to Delia Pompa from the National Council of La Raza (NCLR) for information.

**Question: Are heritage, language, research and different needs being taken into account with your office?**

- It is a continuing conversation.

**Question: There is a concern about the psychological problems and trauma associated with being forced to take exams such as states' standardized tests. ELLs are exempted from language tests, but not from those on math and science. How can we improve this?**

- We can work with Title I and Title III.
- Formula grants also are available.

**Question: What is the status of the Limited English Proficiency (LEP) partnerships that haven't been in effect since 2008?**

- I have some latitude in structuring the activities of the office; we will be building the mission of the office during the course of the rest of the year, based on comments from the field.

**Question: We have the opportunity to have bilingual students. Can we make languages assets and graduate multilingual students?**

- *Barrera*: There are two divisions with which we work: special initiatives, and discretionary grant. We want these to work together and have the opportunity within discretionary grants.
- *Sepulveda (facilitator)*: The President and Secretary Duncan believe that speaking multiple languages is a good thing; our executive order talks about the assets of bilingualism in a global economy.
- *Barrera*: We need a 21st-century perspective through which we provide all skills to ELLs [not just languages].

**Question: Our ELLs aren't monolithic. Is there any differentiation in legislation to support ELLs at all levels—monitoring, assessment, etc.?**

- We are looking into that.

**Question: We say two languages are good, but how can you help us prove that?**

- There is no set answer for that. We want to issue a different message from OELA about the assets ELLs have and then take that message to a broader audience.

**Question: Shouldn't the President, by executive order, mandate bilingual education from the preschool/elementary level?**

- Discretionary grants and special initiatives, together with the Office for Civil Rights (OCR), are focusing on this. We want to build up sites where we have promising practices.

**Question: What is OELA doing to increase the number of teachers trained to work with ELLs? Most teachers are monolingual and Caucasian with little training to work with ELLs.**

- We're looking at teacher quality partnerships to see if these programs are effectively preparing teachers to work with ELLs. We need to speak with higher education officials, superintendents, etc.

**Question: There are 40 languages represented in our district. Has OELA identified critical languages?**

- Yes, we have critical languages we've identified; discretionary deals mostly with Chinese. We also will talk with U.S. Department of Defense.

**Question: Is there a list of priority states (i.e., Arizona is a border state with a lot of issues)?**

- *Barrera*: I don't know of such a list, but OCR is working with a number of school districts, including Los Angeles Unified and Austin.
- *Sepulveda (facilitator)*: We're working with the President to change the overall framework by keeping formula funding for each state so that states will take care of ELLs. To strengthen the field, we're sharing best practices to help emerging communities, such as North Carolina and Georgia, for example. We want to share what has been working to help newer states learn from those who are more practiced in working with ELLs. Finally, we're proposing a \$50 million fund in the FY11 budget to help with professional development, fellowships, conferences, etc., to facilitate learning and research.

**Question: What is the next priority for discretionary funds for NPD?**

- *Barrera*: The Secretary has identified a number of priorities from cradle to career; we're taking those that make the most sense for these grants.
  - Under NPD, there have been a number of grants awarded with various priorities: early learning; data-driven decisions; and diversifying school district offices.
  - We will look at the Secretary's priorities and grantee needs.

- *Sepulveda (facilitator)*: In the past, ELLs have not been designated as a targeted group that would earn applicants extra points if ELLs were included in proposals that were not specifically aimed at them. Now, for example, with Race to the Top and the Innovation Fund, if an applicant includes ELLs in a proposal, they receive extra points. Therefore, we are encouraging applicants to directly address the needs of ELL students.

**Question: Are community colleges included in proposals?**

- Priorities include postsecondary education. If priorities overlap, we can address them (e.g., teacher training).

**Question: The phrase English Language Learner is an old way of thinking. Can we reframe it or rename it?**

- *Sepulveda (facilitator)*: We're in the middle of conversations around that; stay tuned.

**Discussion/Concerns**

- There is a need for a program that helps move second-language students into college (i.e., college-level credits provided within precollege programs to inspire college pursuit).
- There are concerns that there is no paradigm for best practices, common frameworks, ideal policies, balanced program menus, etc.
- There is a need for more holistic second-language teachers who can teach the complete broader spectrum of curricula.
- Programs need to be altered and renamed to reflect current learning environments.
- There is a need for programs to develop more second-language teachers in general.
- We must target child development centers with fundamental reading, vocabulary skills, etc.

**Gabriella Gomez**

*Assistant Secretary*

**Office of Legislative and Congressional Affairs, U.S. Department of Education**

**Highlights**

- I am the adviser to the Secretary on legislative and congressional matters and work closely with Carmel Martin.

- I monitor the status of legislation, which is a big chunk of reform and the budget.
- I provide briefings and opportunities for representatives and staffers.
- Key legislative activities include:
  - *ARRA* (monies out);
  - Race to the Top;
  - Innovation Fund;
  - *Student Aid and Fiscal Responsibility Act (SAFRA)*;
  - Working with Congress on funding of education jobs;
  - *ESEA* blueprint that has been sent to Congress;
  - *Workforce Investment Act*; and
  - Thomas.loc.gov.

**Question: Please give us a status on the *DREAM Act*.**

- The Secretary was aggressively making calls to both sides.
- Both the President and Secretary are fully committed to the passage of the *DREAM Act*.
- The Secretary is personally invested in this and sees it as a “no brainer.”

**Question: *ESEA* looks like Obama with a twist. Can you comment?**

- We put out the blueprint in March. Carmel Martin can speak more on this issue.
- We look at accountability differently:
  - We focus on lowest 5 percent of schools;
  - We see declines over time;
  - We want to consolidate and do fewer things better;
  - We want to have the majority of work occur at the local level; and

- We must have more parent engagement.

**Question: Is the youth division coming back?**

- This stems from the *Workforce Investment Act* in the U.S. Department of Labor.
- We are interested in having a youth component.

**Question: [Can you comment] on the education agenda?**

- We are looking at a number of things such as program integrity rules for Title IV, the Innovation Fund, gainful employment, Teach.gov, and incentives for students to go into teaching.
- The Secretary is interested in male minority teachers. It is important for students to see themselves in the classroom.
- There also are embedded concepts in *ESEA*:
  - Large number of retirements coming up; and
  - A focus on underrepresentation in fellowships.

**Question: Is there any opportunity for [legislative] language to include state matching of federal funds for adult basic education programs?**

- The *Workforce Reinvestment Act* is largely out of the U.S. Department of Labor; ED's part includes adult education and English as a Second Language.
- We are focused on this and the Assistant Secretary of OVAE is in talks with Capitol Hill regarding that.

**Question: I commend ED for reeling in the for-profit colleges and universities and encouraging public funds going to public institutions.**

- We are concerned with postsecondary institutions burdening students with debts without also providing them with a high-quality education that leads to gainful employment.
  - For example, we want to hold institutions and their programs accountable for preparing students for gainful employment by providing prospective students with each eligible program's graduation and job placement rates, and that colleges provide the Department with information that will allow determination of student debt levels and incomes after program completion.
  - More information can be found at <http://www.ed.gov/gainful-employment-regulations>.

**Question: How can ELLs be an integral part of future legislation?**

- It is front-and-center in our talks on Capitol Hill; it is an embedded part of all that we're doing. This also is a better question for Assistant Secretaries Thelma Melendez or Carmel Martin.

**Question: The prison systems and education systems compete for federal dollars. Are there any interagency working groups?**

- The Secretary would agree with what you're saying—it's a crime; the Secretary is working with Attorney General Holder.
- Secretary Duncan thinks that the best way to avoid incarceration is to provide better and more services at schools.
- Let's get money and resources used as early as possible to avoid point of competition between jails/schools.

**Question: What legislation is most likely to pass and what are the key issues?**

- A lot depends on what happens in November; we would like to wrap up appropriations and focus on the reauthorization of *ESEA* and the 2012 budget.
- On the funding side, we face a struggle between the critical extremes of too much spending/too little spending and too large a federal role/too small a federal role.

**Question: You mentioned the *Workforce Reinvestment Act*. Is there a component to address the needs of special and vocational education and youth support?**

- Definitely part of the discussion.

**Discussion/Concerns**

- There were multiple concerns for program funding beyond 2011.
- There is a need for more "cultural competency" in legislative language and frameworks.
- There exists a desire for more accountability for graduation rates (not acceptance rates), and also addressing the lower percentage of schools that produce the majority of dropouts.
- We need more federal assistance and coordination with state legislators.

**Carmel Martin*****Assistant Secretary*****Office of Planning, Evaluation and Policy Development, U.S. Department of Education****Highlights**

- I work closely with my team on reauthorization, and with the Secretary and assistant secretaries to develop an agenda.
- Everything is being driven by the President's 2020 Goal.
- There is a systematic approach to help all students and fill gaps to fill equitable opportunities.
- [There is] no way that we'll reach the 2020 goal without Latinos.

**Question: [Can you comment] on engaging students outside of "learning hours" and summer learning?**

- The President and Secretary fully support this.
- There are school turnaround programs such as extended learning day.
- Title I looks at 20 percent to cover extended learning hours and summer learning.
- 21st-century community learning is expanded learning time.

**Question: [Do] community-based organizations need to strengthen their roles?**

- Yes. There needs to be more expanded learning opportunities, but not necessarily more of the same. They need to look for enrichment programs.

**Question: When it comes to policy priorities, how concerned is the Administration with potential midterm election outcomes?**

- The Secretary is committed to not making ED partisan.
- [There also exists] strong bipartisan partnerships with the "Big Eight" who are responsible for ESEA.

**Question: [Can you comment on] community/neighborhood schools?**

- The reauthorization includes greater autonomy.

**Question: [Can you comment on] parental engagement to higher education and Hispanic immigrant parents?**

- [We have] proposed the doubling of funding in Title I for parent engagement.
- [We are] looking for evidence-based ideas and programs to incentivize and reward with grants.

**Question: [Can you comment on] supporting merit-based pay?**

- The policies are based on identifying highly qualified teachers and rewarding them for their success.
- [We must] build professional development programs (e.g., master-teachers sharing best practices) and develop a culture of continuous development.
- This approach must be holistic and create compensation around this.

**Question: [Can you comment on] what we learned from District of Columbia Public Schools Chancellor Michelle Rhee?**

- She built strong foundations that will carry over.
- She worked in partnership with unions.
- What she did was not just an experiment, but a movement.

**Question: To reach the President's goal, we must focus on the entire spectrum. What can we do to incentivize to help the whole spectrum?**

- A lot comes down to a question of alignment. We need to ask early learning programs if there are standards for success.
- With regard to K-12, we have standards to ensure career and college access and a culture of success by making sure kids are prepared and have resources to be successful in college.

**Question: With regard to encouraging new funding for state colleges and universities, there are no incentives for institutions to serve low-income students. Can we reward colleges with high numbers of low-income students and Pell grantees?**

- With health care reform, we do have a policy in place, including \$40 million for Pell grants.
- The *College and Completion Act's* goal is to incentivize.

- The proposed renewal of the Perkins Loan program will tie to institutions taking on disadvantaged students.

**Question: When we identify best practices at the K-12 level and higher education, what policies ensure that people know about these? (Also, we have Pell-eligible students, but they have not completed high school; therefore, there is a need for private funds.)**

- The Office of Federal Student Aid (FSA) and the Office of Postsecondary Education (OPE) are looking at what we can do to support an early college model.
- We proposed a new college pathways fund to support college coursework at the high school level.
- We're trying to work on the financial piece.

**Question: How can you connect us so that we can partner and work together after this summit? How can we overcome barriers to accessing education?**

- *Martin:* My door is always open.
- *Sepulveda (facilitator):* We need strategic connections; that is the purpose of this summit.

**Question: Schools are designed never to change. Can Washington, D.C., help us with that?**

- This Secretary recognizes the limits of his power, but also wants to see how he can be "disruptive" while building capacity.
- One way in which we're doing this is with the standards movement. Reauthorization allows states to not choose common standards; however, whatever standards they have must reflect college and career readiness.
- We are trying to build up the profession by giving communities a foundation; but then communities must act.
- We're investing an unprecedented amount of funding in low-income/failing schools with the expectation of accountability.

**Question: There is a lack of accountability for school boards. How will policy support active engagement and support of board members?**

- We want shared accountability in reauthorization, as well as additional resources at each level; we've been engaging the National School Boards Association.

**Question: In terms of long-term policy changes, how close is policy from achieving the creation of a strong workforce of bilingual educators?**

- We have several initiatives focused on bringing qualified teachers in, including the Teacher Incentive Fund grants to obtain ELL teachers. We also are open to additional ideas.

**Discussion/Concerns**

- There is a need for after-school programming with a focus on schools being “centers of activities” that coordinate with nonprofits to provide a positive comprehensive environment for development.
- We need curricula development that reflects and leverages the “information age” as well as encourages innovation.
- There is a desire for better real-time tracking of school productivity results.
- There is a desire for a focus on graduation versus enrollment rates at HSIs (proposing access and completion programs).
- Suggest more multiple-path programs for working students, parents, etc., that are beyond the standard four-year, full-time student.
- There is a concern that there is not enough alignment between early childhood development, K-12, and the university levels. There are too many silos and disconnects.

**Jeff Capizzano**

**Senior Policy Adviser, Early Childhood Development**

**Administration for Children and Families, U.S. Department of Health and Human Services**

**Highlights/Priorities**

- Re-competition of Head Start.
  - Prior to 2007, there was no limit on the length of a grant; now the limit is five years, so there is a trigger to reapply. This is currently open for comment.
- The Child Development Block Grant is currently open for comment.
  - Home Visitation Program
- [We must] engage agencies with a stake in early child development.

- Secretaries Sebellius and Duncan announced a policy board designed to coordinate federal policies across agencies.

**Question: How do you engage stakeholders to advise DPC and the new policy board?**

- We hold stakeholder meetings often. The last one was on Oct. 1, 2010.

**Question: How can we better collaborate?**

- We can use interagency policy boards.
- The state level just funded state advisory councils for juvenile/homeless children. We will be posting information in two weeks.

**Question: [Can you comment on] the need for Congress to invest in early learning?**

- We must show that programs are working.
- The highest quality programs must be continuously rewarded.
- To foster human capital in the United States, the best place to start is with early learning.

**Question: [Can you update us on] STEM and early education within the Administration?**

- We revised Head Start outcomes framework by:
  - Assessments;
  - Curricula; and
  - Professional development, etc.
- Strong STEM component.

**Question: [Can you comment on] women and minority entrepreneurs?**

- We are looking for the highest quality programs to better serve Latino students.
- We are encouraging Women and Minority Business Enterprises to compete for grants.

**Question: How are we reaching out to students with disabilities?**

- As part of the 2007 act, 10 percent must engage students with special needs and students with disabilities.

**Question: None of the early childhood programs include a requirement that parents be simultaneously educated. Are there any plans to include such a requirement?**

- Parent engagement is the cornerstone of our work.
- We've formed the Center on Parent Engagement, and the staff will conduct research and hand-distribute to Head Start centers and other early childhood programs in general.
- We've also established the National Center on Linguistic and Cultural Diversity, which is another center to help.

**Question: Have you thought about partnering with private companies to do this work?**

- The private sector is eligible to apply for grants. We need to think more about this.

**Question: Is there a similar push for standards at the childcare and pre-school levels?**

- We are in the process of creating standards for Head Start and will request comments.
- On the childcare side, many states have quality rating systems, and we are creating a compendium to review state criteria for quality. We're working on it at the federal level to ensure standards of quality.

**Comment: Ounce of Prevention made a big impact on birth-three-year-olds; the implications of the study are a positive impact.**

- I agree. Return on investment is incredible; the key issue is getting programs to a level of quality that produce these outcomes. We're working on it.

**Question: How is ED working on Latino access to Head Start information?**

- A key part of our performance standards is to ensure outreach in the community.
- We will be talking about access with the Center for Linguistic and Cultural Diversity.

**Comment: Another program that works well is school-based services from Medicaid for students with disabilities. Please help to ensure that funds keep coming.**

**Question: The governor [of Washington State] has established an office of early learning. Parent involvement is critical to a child's learning. Is Head Start funding able to provide ongoing parental involvement in the absence of Temporary Assistance for Needy Families (TANF)?**

- As part of our interagency group, we have goals for family engagement, including:
  - Connecting families to other services; and
  - Innovative strategies and strong advocates for children's education.

**Question: What are the innovations in early childhood education around quality and access?**

- With the redesign of systems, we're expecting centers to apply best practices research.
- In addition, our two new centers will help with the access issue.

**Question: What are the efforts to move beyond talk to implementation of these programs?**

- Pre-2007, we stifled innovation and quality; now, we can ensure that the highest quality programs are funded.

**Question: What would it take, in terms of dollars, to ensure every child receives Head Start?**

- The first step is to ensure existing Head Start programs are high quality, and competition programs can do that.

**Question: Do you apply systems integration?**

- We're trying to work at the local, state and federal levels.
- There are state advisory councils with whom you can connect.
- Advisory applications will be online shortly.

**Question: Does funding for home visits include K-12?**

- Funding is for early childhood and evidence-based programs.

**Discussion/Concerns**

- We desire to know what plans are in place for early childhood workforces, especially the first three years of children's lives.
- We need programs that focus on pregnancy prevention and the education of young mothers.
- There are concerns regarding federal fund matching programs, given the economy.

- With a growing number of ELLs in the education system, the curriculum and teachers are not tailored to match this demographic. We need workforce development and a quality rating system.
- There is a need for other Head Start early childhood development facilities. Head Start is “saturated.”
- We must train and develop more early childhood education teachers.
- There exists a desire for a broader cultural approach to early childhood development with Latinos focusing on health, lifestyles, etc.

**Jane Oates**

***Assistant Secretary***

**Employment and Training Administration, U.S. Department of Labor**

**Highlights**

- The Employment and Training Administration has a \$13 billion budget.
- The Labor Department is a one-stop shop, including job training.
- The agency distributes \$1 billion in discretionary funds.
- This year, we will award \$750 million.
- [We] realize that we don’t always get to the communities we need to reach.
- [We] also serve youths and operate two national programs.
- JobCorps develops education and workforce skills.
- YouthBuild gives training in construction.

**Question: How are you focused on STEM?**

- We are looking to expand.

**Question: [Can you comment on] expansion strategies?**

- We can do this through contracts and contacts.
- We also can encourage STEM programs.

- We currently have three centers.
- As we roll and re-compete, we will reach out more aggressively.
- We have an engineering focus. In addition, jobs will double/triple in this expanding field.

**Question: [Can you comment on] the probability of the *Enhancement Act* being pushed back?**

- There are no changes anticipated.
- We are looking to get mobile units as education centers. Students who have to follow their parents will have access to buses that can bring their academics to them, much like emergency response units.

**Question: Can you talk about Labor Department grants?**

- Our grants are generally large. The community organizations are key.
- The best ways to access are via partnerships with community colleges, etc., to get in with grants (or partner with a larger community organization such as the Urban League.)
- We have green jobs, transitional jobs and other grants that are multimillion dollar grants.
- Go to [www.doleta.gov](http://www.doleta.gov).
- We must try to figure out how we can support one another at the local/regional levels.
- You can go to a local workforce center and see how you can be partnered with formula monies.
- Governors take 15 percent from workforce monies. Go to them and suggest what to do with that money—it has many uses.
- Background: in 2025, 1 in 4 individuals in the workforce will be Latino.
- There is not a city that does not have a workforce investment center.
- Visit [www.myskillsmyfuture.com](http://www.myskillsmyfuture.com).

**Question: What percentage of Latinos is in the Job Corps?**

- Approximately 23 percent.

## Discussion/Concerns

- There is a desire to know what policies are being developed to assist displaced workers 40+ years of age.
- There needs to be more support from community colleges on labor issues.
- We need to know if there are programs that do not eliminate participation due to previous or current drug use, unlike other programs that do bar participation.
- Are there alternative short-term programs that develop specific skills that fit “regional” industry demands (i.e., fishing, marine recreation, etc.)? Department of Labor efforts need to be “stackable,” and it is hard to provide local versus national qualifications.

### Bill Taggart

#### *Chief Operating Officer*

#### Office of Federal Student Aid, U.S. Department of Education

## Highlights

- Federal Student Aid (FSA) is ED’s business-unit.
- FSA is responsible for disbursement of grants, loans, and campus base programs.
- Last year, we disbursed \$113 billion to more than 13 million Americans through more than 6,000 institutions of higher education:
  - \$29 billion in Pell grants;
  - \$480 billion in loans originated last year; and
  - \$3.2 billion in campus-based programs.
- We’re investing in our future, one student at a time.
- To what degree do we understand our customers (parents and students) and what they need?
- [We must do a] better job with outreach.
- [There are] too many students who enroll [in college], but don’t graduate.

**Question: Can you discuss legal status and FSA?**

- [This is] debated at every level.
- [We must act] based on current legislation and regulations.
- [We] can only disburse according to the rules of the land.

**Question: How can we reach out to parents early?**

- Go back to the sixth grade, then to the third grade. The earlier the better.
- To get children where they need to be, you must bring parents along.
- We need to engage the students, parents/legal guardians, and the community.

**Question: [Can you discuss] set-aside grants?**

- It's more of an idea of K-12.

**Question: [Can you summarize] the Teach grants?**

- [They] help students who want to go to education jobs.

**Closing Remarks**

- [There are] two challenges: 1) increasing costs; and 2) decreasing federal support.
- We need to find the best way to leverage this.

**Discussion/Concerns**

- What is being done to reach non-online/Internet audiences?
- There were multiple questions on how the *Free Application for Federal Student Aid (FAFSA)* and financial aid in general were being simplified.
- What financial-aid training is available for students, teachers, etc.?
- There are multiple concerns over financial aid for students with immigration status problems.

**Bryan Greene**  
**General Deputy Assistant Secretary**  
**Fair Housing and Equal Opportunity, U.S. Department of Housing and Urban Development**

### Highlights

- Reaching out to the Hispanic community is a major priority for HUD.
- 1 in 4 Hispanics face housing discrimination.
- A 2010 study update stated that 10 years have made a difference.
  - There is an influx of Hispanics in communities.
  - This study is looking at other forms of discrimination (e.g., language, non-English speakers, etc.).
- With regard to National Fair Housing Collegiate Partnerships, we must:
  - Educate students on fair housing;
  - Utilize service learning opportunities; and
  - Encourage individuals in public service careers.
- We would like to hear from you!
  - HUD is very interested in fair housing practices. Call 1-800-669-9777.

**Question: How can we tie public housing requirements for children staying in school and add in a number of positive incentives?**

- We can look into it. We would have to look at the implications and consider a host of issues associated with that.

### Closing Remarks

- There are funding opportunities, such as University Funding grants: \$600,000-\$1.2 million over three years. Visit [www.oup.org](http://www.oup.org) for details.
- *Comment:* The Housing Office in Los Angeles provides free housing to students in return for their services.

## Discussion/Concerns

- There should be a partnership with student groups, etc., regarding educating student bodies on discrimination identification and the appropriate responses.
- There is a desire to assist with the investigation of local and city discrimination complaints.
- There is a need for more literature access.
- There is a desire to know if HUD reports or exposes the immigration status of complaints and how they protect status information.
- There is a desire to know what mortgage foreclosure and stabilization programs exist for Latinos and whether there are metrics to determine access to and adequate resources for these programs.
- There is an interest in learning more about fair housing partnerships and highlighting successes of funded housing projects to promote more investment.

## Larkin Tackett

*Deputy Director, Promise Neighborhoods*

**Office Innovation and Improvement, U.S. Department of Education**

## Highlights

- There are 21 Promise Neighborhoods grantees.
- They must have demonstrated vision.
- We took the model of the Harlem Children's Zone and duplicated it in the Promise Neighborhoods program with schools and neighborhoods.
  - We address poverty and the improvement of schools
- In the first budget, the President allocated \$10 million.
  - This reached 12 states and the District of Columbia.
  - Three institutions of higher education, one on an American Indian/Native American reservation.

- For the Latino community: Los Angeles, Hayward, Calif., Houston, San Antonio and Lawrence, Mass.
- [We] received many more high-quality applications than we had money. We posted top applications that scored 80 or higher.
- Requested additional \$210 million more to support a second cohort of competitive one-year planning grants and the first cohort of five-year implementation grants to community-based organizations for the development and implementation of plans for comprehensive neighborhood programs.

**Question: Where is this within other priorities?**

- It is aligned with *ESEA*.
  - It promotes successful, safe and healthy students.
  - It is an expansion on 21st-century neighborhoods.
  - It engages community and turns around low-performing schools.
- We are working with the White House and other agencies.
  - For example, HUD's Choice Neighborhoods Initiative: Will transform distressed neighborhoods and public and assisted projects into viable and sustainable mixed-income neighborhoods by linking housing improvements with appropriate services, schools, public assets, transportation, and access to jobs.

**Question: [Can you discuss] communities with limited capacities?**

- We are looking to improve conditions. We recognize that where we live or where we're born should not dictate our future or promise.
- We are working with institutions of higher education, since they are the key to their local responsibility.
  - (e.g., Eastern Kentucky. There are no nonprofit infrastructures within three counties and within a 45-mile radius; here, the university is stepping in to fill that void.)

**Question: [Can you discuss] capacity and high need?**

- We are looking into how to work with local governments and organizations to spend money more effectively, because they don't have the capacity to spend funds more effectively.

- We are breaking down silos, schools and city, county and state governments.
- There is a map for a cradle-to-career continuum for serving children.
- The planning grant is \$500,000.
  - The process includes peer-review.
    - The evaluation breakdown is: 20 percent need, 40 percent vision, and 40 percent capacity/administration plan.

**Question: How are you addressing outreach strategies?**

- Through Web sites such as the Promise Neighborhoods Organization's in Oakland, Calif.
  - Promise Neighborhoods Institute at Policy Link in Oakland.
  - National Neighborhood Alliance.

**Discussion/Concerns**

- There is a desire to know about charter schools with Promise Neighborhoods.
- There is interest in knowing other programs related to renovation, partnering, etc.
- There is interest concerning whether there are programs that focus on teacher quality.
- Are there mentoring programs for teachers?
- Has there been any focus on the "dropout factories" and the discussion yielded that your Department has grants to improve these institutions?

**Karen Cator**

**Director**

**Office of Educational Technology, U.S. Department of Education**

**Highlights**

- [There is a] National Education Technology Plan.
  - We are placing in context what is happening today.

- We are focusing on mobile technology.
- There is a proliferation of information on the web.
  - There is a proliferation of social networks and universal design for learning.

**Question: What does learning and the learning environment look like in the 21st century?**

- First part of the program:
  - Learning;
  - Doing what they need to do, when they're doing it;
  - Doing what is most productive to inspire; and
  - Asking how to connect formal learning with informal learning environments.
- Regarding teaching, we must realize that:
  - Technology does not replace teachers, but augments the human experience.
  - It is the highly connected teacher we are thinking about.
- We must ensure access and support infrastructure with broadband everywhere.
- Our goal is to have the highest per capita graduation rates.
- This needs to be an all-hands approach.

**Comment: [What about] STEM?**

- Within the recommendations, there are lots of opportunities for action.
- We can use the computer science platform.
- Great Minds in STEM is giving engineers opportunities to go back to school. Their program provides:
  - Access to experts who want to engage; and
  - Use of online communities of progress.

- We are doing design research to connect environments for interaction and have been working on a plan for a year that will be published in the next three weeks.

### **Discussion/Concerns**

- There was concern from a university representative on her efforts to work with a broadband provider to get Internet access in a rural community. She has not been successful and was curious to know of federal efforts to encourage broadband access.
- There is interest in knowing with whom (what contractors) Cator's technology department has worked to develop current technology strategies and implantation plans. The discussion yielded that there were focus groups and an assisting consulting firm (SRI) to help develop plans.
- There is a desire to know the learning standards and processes that drive the department.

### **Eduardo Ochoa**

#### ***Assistant Secretary***

#### **Office of Postsecondary Education, U.S. Department of Education**

### **Highlights**

- OPE is in charge of administering \$1 billion in grants to HSIs.
- It administers 70 programs and a \$2 billion budget.
- The office manages process of accreditation to qualify for federal aid.
- The office also oversees many well-known programs such as:
  - Gaining Early Awareness and Readiness for Undergraduate Programs (GEAR UP);
  - TRIO (1,034 awards totaling \$300 million);
  - Talent Search (463 awards totaling \$141 million);
  - Upward Bound (700 awards totaling \$257 million);
  - We are focused on minority STEM improvement and HSIs:
    - Developing HSIs (194 awards totaling \$117 million);

- Promoting bachelor's degrees to Hispanics (43 awards totaling \$22 million); and
- STEM for HSIs (distribution to be determined, totaling \$100 million).

**Question: Can you comment on the fact that there exists dual programs in high school, but there is no aid?**

- We are aware of these programs, but must look into how we fit in.