



**WHITE HOUSE INITIATIVE ON ASIAN AMERICANS AND PACIFIC ISLANDERS
INTERAGENCY WORKING GROUP ACTION PLAN
U.S. DEPARTMENT OF EDUCATION**

PART I: EXECUTIVE SUMMARY

A. U.S. Department of Education's Mission.

Congress established the U.S. Department of Education (ED) on May 4, 1980, through enactment of the Department of Education Organization Act. By statute, ED's mission is to:

- Strengthen the Federal commitment to ensuring access to equal educational opportunity for every individual;
- Supplement and complement efforts of states, local school systems and other instrumentalities of states, the private sector, public and private nonprofit educational research institutions, community-based organizations, parents, and students to improve the quality of education;
- Encourage increased involvement of the public, parents, and students in Federal education programs;
- Promote improvements in the quality and usefulness of education through Federally supported research, evaluation, and sharing of information;
- Improve coordination of Federal education programs;
- Improve the management and efficiency of Federal education activities; and
- Increase the accountability of Federal education programs to the President, the Congress, and the public.

B. ED's Asian American and Pacific Islander (AAPI) Community High-Priority Performance Goals (HPPGs).

During his welcoming remarks at the first White House Initiative on Asian Americans and Pacific Islanders (WHIAAPI) Interagency Working Group (IWG) meeting on July 21, 2010, Secretary Arne Duncan stated that ED would pursue the following three goals with regard to improving the educational opportunities and quality of education for AAPI students during FY 2011 and FY 2012:

- **GOAL 1:** In FY 2011 and FY 2012, identify and highlight three models with potential for replication of how schools and colleges use disaggregated data systems for AAPI students to increase attainment and achievement.
- **GOAL 2:** In FY 2011 and FY 2012, improve access and increase technical assistance and outreach to institutions that qualify for ED's Asian American and Native American Pacific Islander-Serving Institutions (AANAPISI) program and other competitive grants.
- **GOAL 3:** In FY 2011 and FY 2012, identify and highlight three evidence-based anti-bullying programs in schools that have been successful in addressing relevant anti-bullying issues facing various students, including AAPI students, and disseminate this information to schools serving AAPI students and the AAPI community.

In addition to these three agency goals, ED will also pursue the following:

- **GOAL 4:** In FY 2011 through FY 2013, improve delivery of services to AAPI English Learners (ELs).
- **GOAL 5:** In FY 2011, increase recruitment of AAPI teachers.

All five goals are discussed in further depth in Part II below.

PART II: ED PLAN OF ACTIONS

GOAL 1: In FY 2011 and FY 2012, identify and highlight three models with potential for replication of how schools and colleges use disaggregated data systems for AAPI students to increase attainment and achievement.

Statement of the Problem: Although data on educational achievement and attainment are generally disaggregated by major racial and ethnic groups, including AAPI students, a lack of further disaggregation within the AAPI group masks hidden achievement gaps. While educational attainment among East Asian and South Asian groups is high, educational attainment among Pacific Islanders and Southeast Asian groups is relatively low. For example, according to the 2000 U.S. Census, the percentage of Southeast Asian Americans who have earned a bachelor's degree is lower than the percentages for Black, Hispanic, and American Indian/Alaska Native adults. Census data also reveal that 53.3% of Cambodians, 59.6% of Hmong, 49.6% of Lao, and 38.1% of Vietnamese over 25 years of age have less than a high school education. By contrast, 13.3% of Asian Indians, 12.7% of Filipinos, 8.9% of Japanese, and 13.7% of Koreans over 25 years of age have less than a high school education.

Objective 1.1: Identify three data systems that disaggregate data with potential for replication.

Objective 1.2: Provide technical assistance on a voluntary basis to states/districts with significant AAPI populations regarding potential data system models.

Strategy	Time frame	Drivers	Benchmarks
1. Identify three states or school districts that disaggregate data with potential for replication.	FY 2011-12	Office of English Language Acquisition (OELA)/ Office of Elementary and Secondary Education (OESE)	a. Gather information regarding existing data systems and identify models.
2. Provide technical assistance on a voluntary basis to states and school districts with significant AAPI populations regarding potential data system models.	FY 2011-12	OELA / OESE	a. Through the Comprehensive Centers, share and highlight models among states and school districts with significant AAPI populations.

GOAL 2: In FY 2011 and FY 2012, improve access and increase technical assistance and outreach to institutions that qualify for ED’s AANAPISI program and other competitive grants.

Objective 2.1: Increase the number of AANAPISIs who are certified and who apply for funding by at least ten percent.

Objective 2.2: Increase AANAPISI access to other grants and programs available at ED and other Federal agencies.

Strategy	Time frame	Drivers	Benchmarks
1. Increase outreach and technical assistance to institutions that may be eligible for AANAPISI designation,	FY 2011	Office of Postsecondary Education (OPE)	a. Create a listserv of AANAPISI-eligible institutions. b. Conduct two conference calls or webinars re:

but have not yet received designation.			certification and grant applications for AANAPISI-eligible institutions in FY 2011. c. Conduct two conference calls or webinars re: ED competitive grants.
2. Clarify what funding sources AANAPISIs can apply for based upon designation.	FY 2011	OPE / Office of the General Counsel (OGC)	a. Conduct legal research regarding eligibility, prepare a summary of ED programs for which AANAPISIs are eligible along with appropriate guidance, and communicate this information to the public.
3. Increase awareness of AANAPISIs within Federal agencies and philanthropic partners that may provide support to AANAPISIs.	FY 2011 – FY 2012	WHIAAPI / OPE	a. WHIAAPI/ED representative will attend Community of Partners Council (COPC) monthly meetings and provide relevant information on AANAPISIs and AAPI students and provide input on how they may be given greater access to funds and other support. b. Visit other Federal agencies and conduct/receive briefings re: programs available at other Federal agencies. c. WHIAAPI/ED representative will help build better relationships with the philanthropic sector to encourage support.

GOAL 3: In FY 2011 and FY 2012, identify and highlight three evidence-based anti-bullying programs in schools that have been successful in addressing relevant anti-bullying issues facing various students, including AAPI students, and disseminate this information to schools serving AAPI students and the AAPI community.

Statement of the Problem: Bullying is widespread in American schools, with more than 32 percent of U.S. school children saying they had been bullied by other students during the current term, according to a survey funded by the National Institute of Child Health and Human Development (NICHD). This issue has particularly affected AAPI communities in recent years, with high-profile school harassment incidents in several cities.

Objective 3.1: In FY 2011, identify and highlight successful anti-bullying programs and disseminate information on them to the AAPI community.

Objective 3.2: Increase public awareness of bullying issues faced by AAPI students.

Strategy	Time frame	Drivers	Benchmarks
1. Host national conferences on bullying prevention and highlight effective programs.	FY 2010 – FY 2011	Office of Safe and Drug-Free Schools (OSDFS) / Office for Civil Rights (OCR)	<ul style="list-style-type: none"> a. <i>ED held the first conference in August 2010. Conference participants included national advocates from the AAPI community.</i> b. ED will hold a second conference in September 2011, and will highlight findings from ongoing work, including findings relevant to AAPI students.
2. Identify three states or districts with successful models to combat bullying.	FY 2011	OCR / Office of Communications and Outreach (OCO) / OSDFS / Office of Planning, Evaluation and Policy Development (OPEPD)	<ul style="list-style-type: none"> a. Develop a strategy for identifying possible models. b. Meet with relevant stakeholder groups and the Federal Interagency Task Force on Bullying regarding identification of models. c. Integrate AAPI issues into the ongoing investigation of anti-bullying policy implementation.
3. Train educators on best practices to handle bullying.	FY 2011 – FY 2012	OCR / OCO / OSDFS / OPEPD	<ul style="list-style-type: none"> a. <i>ED issued a Dear Colleague Letter on Harassment and Bullying in October 2010. ED also provided technical assistance on guidance to limited English proficient communities.</i> b. <i>ED issued a summary of examples of key provisions of anti-bullying State legislation in December 2010.</i> c. Provide information relevant to AAPI students on the interagency bullying Web site (bullyinginfo.org).

4. Host at least two anti-bullying/harassment WHIAAPI-driven events within the AAPI community to educate it on OCR Harassment and Bullying Guidance, and other relevant guidance and legislation.	FY 2011	WHIAAPI / OCR	<ul style="list-style-type: none"> a. Select cities to hold events and plan events. b. Develop public service announcements and blogs about bullying prevention. c. Solicit support from the broad AAPI community. d. Provide recommendations to ED/OCR and OSDFS as a result of feedback from the AAPI community.
5. Release a fact sheet with data regarding bullying of AAPI students.	FY 2011- FY 2012	OCR / OCO / OSDFS / WHIAAPI	<ul style="list-style-type: none"> a. Evaluate existing data and, if necessary, gather additional data and release a fact sheet.

GOAL 4: In FY 2011 through FY 2013, improve delivery of services to AAPI English Learners (ELs).

Statement of the Problem: Studies and data from the National Assessment of Educational Progress (NAEP) indicate that ELs, including AAPI ELs, are much less likely than other students to score at or above proficient levels in both mathematics and reading/language arts. This goal aims to provide the support AAPI ELs need to be as successful as non-ELs.

Objective 4.1: Increase the number of AAPI-appropriate EL programs.

Strategy	Time frame	Drivers	Benchmarks
1. Identify three states or districts with EL program models that are appropriate for AAPI student populations.	FY 2011-2012	OELA / OESE	<ul style="list-style-type: none"> a. Identify three promising EL program models for AAPI students.
2. Provide technical assistance on a voluntary basis to states and districts with significant AAPI populations regarding potential EL program models.	FY 2011-2012	OELA / OESE	<ul style="list-style-type: none"> a. Through the Comprehensive Centers, share and highlight promising EL program models among states and school districts with significant AAPI populations.

3. Collaborate on an evaluation study of high quality EL instruction, including instruction to AAPI EL students.	FY 2012	OELA	<ul style="list-style-type: none"> a. Provide input on the scope and time frame of the study. b. Implement the study. c. Publish results, and convene AAPI education leaders to share the study results.
4. Hold a series of summits in at least three locations around the country to engage with diverse communities, researchers and practitioners on “What makes a high-quality EL program in the 21 st Century?”	FY 2011	OELA / WHIAAPI / White House Initiative on Educational Excellence for Hispanics	<ul style="list-style-type: none"> a. Identify potential locations for summits (possibly Houston, Seattle and North Carolina). b. Hold open space/kiva summits. c. Document feedback and provide a summary of the summits.

GOAL 5: In FY 2011, increase recruitment of AAPI teachers.

Statement of the Problem: While AAPIs comprise 3.9% of the total enrollment in public elementary and secondary schools, they represent only 1.5% of teachers. The gaps are greater in certain states. In California for example, 11.3% of students in elementary and secondary schools are AAPIs, yet only 4.9% of the teachers are AAPIs. It is important to recruit more teachers who are representative of the student populations they serve and who are trained to educate diverse student populations.

Objective 5.1: Increase the number of recruitment activities targeted at AAPI teachers.

Strategy	Time frame	Drivers	Benchmarks
1. Conduct several AAPI teacher recruitment drives as part of ED’s larger teacher recruitment efforts.	FY 2011	OCO	<ul style="list-style-type: none"> a. Through outreach to AAPI-serving institutions, identify several postsecondary institutions or other organizations in high-AAPI population centers to partner with to implement ways to

			<p>better recruit AAPI teachers.</p> <p>b. Conduct targeted outreach events, such as roundtables with AAPI leaders and ED's Director of Community Outreach.</p>
<p>2. Include AAPI-specific recruitment material on www.teach.gov and increase outreach to AAPI ethnic media.</p>	FY 2011	OCO	<p>a. Identify AAPI ethnic media and include them on ED's distribution list for announcements.</p> <p>b. Work with high profile AAPI individuals and groups to develop and use Public Service Announcements (PSAs) encouraging more AAPIs to pursue teaching.</p>