

Delaware's Promise Dropout Prevention Committee Meeting Highlights

Cabinet Room, Townsend Bldg.

June 7, 2010

1:00 – 3:30 pm

- Dr. Coffield welcomed the committee members and asked for introductions. She recognized two new members of the committee. Christina Andrew of the Parent Advisory Committee Delaware and Barbara Riley from the Department of Labor Division of Vocational Rehabilitation joined the committee. We look forward to the expertise they will bring to the work. Committee members received hard copies of the meeting highlights for the January meeting. These highlights were also emailed to all members. No edits or corrections were received.
- Dr. Felix Fernandez provided an overview of the final Regional Education Lab (REL) Mid-Atlantic Report *Creating an Early Warning System: Predictors of Dropout in Delaware*- Hard copies were distributed. The report can also be found on the P-20 Council website under the Delaware's Promise Subcommittee subheading. The Technical Brief presents an historical analysis of key indicators of dropout for Delaware students in grades 9-12. Cut points for key risk indicators of high school dropout for the State of Delaware are provided. Using data provided by the Delaware Department of Education (DDOE), relationships between student dropout and several student indicators were empirically evaluated. Three key indicators of dropout were identified:
 1. students' attendance,
 2. students' math course grades, and
 3. students' English language arts (ELA) course grades.

Dr. Fernandez shared that this report has received the most attention of any report done at the REL and that it was very well received. They are currently submitting the report for publication. In addition, the REL will be replicating this work for the District of Columbia.

Dr. Coffield has begun conversations with the REL to replicate work originally proposed and conducted by Dr. Balfanz for other states. This work will enable the state to backward map the number of students that will need to be retained each year by district and school in order for the state to meet annual benchmarks and its 2014 target of 90% graduation rate calculated using the NGA graduation rate. Dr. Fernandez and Dr. Coffield are working with Ryan Reyna from the National Governor's Association (NGA) to obtain details to replicate the process using Delaware data.

- Dr. Bruce Dacey, Technology Management and Design, Department of Education, provided an update on the status of the release and implementation of the Eschool Student Success Plan Module. The release date has been pushed back to late July. He is seeking a proposal from the vendor to do preliminary setup in the module for all

districts using the predictors and cut points defined in the REL study. In September, the Department plans to send trainers out to districts. In January 2011, the Department will seek feedback from the districts regarding the functionality and implementation of the module. The Department will use this feedback to conduct a gap analysis of the current functionality with the district needs. In Spring, the Department will go back to the vendor to request customization based upon the gap analysis.

- Joanne Reihm, Assessment and Accountability, Department of Education, provided an update on the graduation rate as it impacts the state and districts in terms of NCLB Accountability Ratings and Delaware's Accountability Workbook. The Department is currently working with the USDOE through the Graduation Rate Peer Review Process. We are moving to using the NGA Graduation Rate for our NCLB calculations. A second change is that we must move to the new race and ethnicity codes. There are two issues that the revisions to the Accountability Workbook raise: 1) the NGA rate is typically lower than the currently used 9th grade cohort calculation and 2) we must move to the new race and ethnicity codes in our accountability calculations for 2011-2012 which increase the number of cells which may not meet the target. In addition, the USDOE has defined "substantial growth" as meaning a minimum of 2% points to qualify for meeting the substantial growth target for the "all students" category. The Department is building a case by applying the new calculation and disaggregation to current data to support a waiver request that we use differential bands instead of making the high bar "all students" targets. The Department is also currently working on a new dropout entry module. No student will be removed from rosters without proper documentation. Quality control measures are being added to ensure accurate reporting.
- Dr. Coffield reminded the committee of two opportunities that were extended to Delaware because of applying for the National Governors Association's (NGA) *State Strategies to Achieve Graduation for All Grant*.
 - Dr. Susanna Lee provided a report about the Delaware team's participation in a fact-finding trip to Boston, Massachusetts on March 24-26, 2010. This trip was organized by AYPF in partnership with APA and NGA. This learning experience offered an opportunity to engage in substantive policy discussions with key leaders about critical issues related to dropout prevention and recovery and to participate in strategically designed and intensive visits to research-proven programs that reengage at-risk youth. Sessions on this trip included a conversation with Secretary of Education Paul Reville, panel discussion with members of the Graduation and Dropout Prevention and Recovery Commission and visits to nationally recognized dropout recovery programs. (See attachment 1.)
 - Dave Hilyard provided a report about the opportunity to attend an invite-only technical assistance training sponsored by America's Promise Alliance in partnership with the Everyone Graduates Center at Johns Hopkins University and NGA. This training provided an ideal opportunity

to move from action planning to implementation. Top national experts and leading practitioners provided technical assistance and guidance to invited teams. This training took place in **Arlington, Virginia on April 22-23, 2010**. Topics addressed included implementing dropout early-warning systems; developing state dropout communication initiatives; and creating effective business partnerships. (See attachment 2.)

- Dr. Coffield told the Subcommittee that as Chair, she received a request from the P-20 Council to provide a progress report regarding the Subcommittee's work at the Council's next meeting on July 29 2010. The request specified that they report should address:
 - Subcommittee Charge
 - Membership
 - Accomplishments
 - Next Steps

Dr. Coffield shared a preliminary draft of a report that she used to facilitate a conversation with committee members. She walked the group through each section of the report and solicited their input. The attached draft was developed based upon the committee input (See attachment 3). The draft was emailed to all committee members so that those not present would have an opportunity to review and provide feedback.

Attachment 1

Boston AYPF Field Trip Summary

Date: March 24-26, 2010

Team Members: Susan Haberstroh, Legislative Liaison DOE, Judi Coffield, Policy Analyst for the State Board of Education, Eugene Montano, Principal of Dover High School, Susanna Lee, President of Jobs for Delaware Graduates, Rebecca Fox-Lykens, Director of the Center for Teaching and Learning at DSU

Summary

This study mission, funded by the Bill & Melinda Gates Foundation, enabled participants from Alabama, Delaware, Kansas, and South Carolina to learn from Massachusetts' comprehensive efforts to improve support systems for high school students at risk of dropping out. Panel discussions, presentations, and site visits showcased the state's use of early warning systems, alternative education, community partnerships, and longitudinal data systems in their prevention and recovery strategies.

In addition to our discussions with key state leaders, we saw Massachusetts' prevention and recovery strategies in action. Our first site visit was to the **Gateway to College Program at Mount Wachusett Community College** in Gardner, MA. The Gateway to College program forges formal partnerships between colleges and school districts in a dual-enrollment model that allows students to concurrently earn a high-school diploma and significant college credits. This national program, currently offered at 27 colleges in 16 states, is improving attendance rates and academic performance for students aged 16 - 20 who have dropped out or are at risk of dropping out. The branch at Mount Wachusett Community College, one of three locations in Massachusetts, was opened in 2006 and is supported by foundations and K-12 Chapter 70 (School Choice) funds. This program enrolls approximately 90 students annually.

Our second site visit was to the **district of Brockton, MA's** multifaceted effort to ensure all students have an opportunity to graduate. A small city of approximately 100,000 residents, Brockton Public Schools (BPS) is a regional leader in aligning and leveraging national, state, and community resources to identify and assist students in need of extra support towards high school graduation. The school system boasts the largest high school in the state at 4,100 students, supports 64% of district students on the free lunch program, and for nearly a third of district students, English is a second language. To address the number and diversity of their youth, BPS has developed an early warning system, called WHISTLE, that stores student attendance records, grades and behavior in a data warehouse that can be accessed. Once identified, at-risk students count on a plethora of support options, including alternative education options within the district, mental health services, tutoring, and mentoring. These academic initiatives are bolstered by significant community programming, including Brockton's Promise, a coalition of 70 local partners that provides developmental resources to the city's youth, and the Brockton Teen Center.

Next Steps for Consideration:

<i>What does Delaware do well?</i>	<i>Work in progress...</i>	<i>Where could Delaware improve?</i>
<p>Collect Data</p> <ul style="list-style-type: none"> • Longitudinal Data System • Dropout Early Warning System (DEWS) 	<p>Use of data... the group recognized work that is currently underway that will allow the use data in an easy and efficient way.</p> <p>(?) Check into the dropout codes- do not make sense or do not provide the appropriate options.</p>	<p>Options for students</p> <ul style="list-style-type: none"> • Alternatives limited access across state and in their capacity (# of students they can serve/seats-underfunded) <ul style="list-style-type: none"> ○ Daylight/Twilight ○ Correspondence ○ Groves/ABE • Supports <ul style="list-style-type: none"> ○ Implement exit interviews to inform what supports are needed ○ Credit recovery • Lack of flexibility in existing programs for “these types of kids”- overage, discipline, etc.
<p>Easy access to stakeholders/ Technical Assistance</p>	<p>Sharing of best practices- i.e. DE Stars, Models of Excellence</p>	<p>Communication/outreach to all stakeholder groups (limited- sketchy or patchy)</p> <ul style="list-style-type: none"> • Students/parents • Educators- superintendents, principals, teachers, guidance counselors
		<p>Policies (local &/or state)</p> <ul style="list-style-type: none"> • Some create barriers/obstacles <ul style="list-style-type: none"> ○ District grading/attendance/summer school (req. 60%) ○ Guidance Counselors as “gatekeepers”- provide a checklist ○ Dual credit “strings” and costs ○ Selectivity of Vocational HS • Some need to be “beefed up” <ul style="list-style-type: none"> ○ Compulsory attendance age-w/supports ○ Tie attendance to obtaining a driver’s license (unless employed) ○ Require an “exit plan” ○ Fiscal Cuts- PD for teachers /DAPI transportation cut

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Attachment 2

Arlington GradNation Spring Training

Date: April 21-23, 2010

Team Members: Judi Coffield, Policy Analyst, State Board of Education; Carlyse Giddins, Director, Division of Youth Rehabilitative Services, DSCYF; Dave Hilyard, Director, Delaware AfterSchool Alliance

Summary

The Spring Training Session provided a unique opportunity for 151 individuals from 25 states and the District of Columbia to come together to learn and discuss the work being done by CBO's, educational institutions, collaborative groups, and individuals in the area of dropout prevention. Each state's team was pre-assigned sessions for the conference, but each team was able to participate in at least one session from each of the main conference topics:

In the Building Civic Capacity workshop, the team engaged in discussions on ways to build effective public awareness campaigns and explored what it takes to turn community concern into focused, lasting systems change. This session include discussions about closing bad schools and reopening new schools in the same location and provided some insight into what other states have been doing.

In the Locating and Analyzing Policies and Resources workshop, attendees learned how to analyze current policies and evaluate resources within their respective communities. It also covered effective relationship building across the business, nonprofit and government sectors, to ensure that resources are adequately disbursed for youth-specific initiatives. Additionally we were re-acquainted with what REL (What is REL?) from the mid-west had been doing to support other state's initiatives.

During Going to Scale session, attendees concentrated on topics including building comprehensive early warning systems and tiered response systems to help identify students who are off-path to graduation and to implement effective interventions to get them back on track. Additionally, there was discussion of secondary school turnaround strategies, building attendance campaigns, providing multiple pathways to success and alternative recovery options for older youth, along with other rapid impact strategies that turn high dropout rates into high graduation rates.

A lunchtime presentation and panel discussion featured Michael Sarbanes, Director of Partnerships, Baltimore City Public Schools and Forrest Moore, Senior VP Knowledge & Management APA. Both presenters provided insight into issues facing parents, teachers, school administrators, and students in turning around schools and increasing the graduation rate at Baltimore and Chicago public schools.

The final day's lunchtime keynote speaker was Dr. Shelley Stewart. He discussed his personal journey during his formative years from the perspective of the value of an education. He created the Mattie C. Stewart Foundation in honor of his mother and he has produced a documentary – *Inside Out – a message of truth from inside prison walls: think before you drop out.*

Attachment 3

**Delaware's Promise Dropout Prevention
Subcommittee of the P-20 Council
July 2010**

Charge

This committee was established by the co-chairs of the P-20 Council to sustain the work begun with Delaware's America's Promise Dropout Prevention Grant. The goal of the grant was to improve high school completion rates. This committee's charge is to implement the Action Plan developed through the America's Promise grant activities. The plan includes actions to increase awareness, encourage and facilitate collaboration and facilitate action across agencies, within districts and in communities to improve graduation rates.

DE's Promise Vision & Goals

All of the youth of the state of Delaware will graduate from high school ready for post secondary education/training, work, and life. The 10-year goal is that 90% of Delaware's youth, as calculated using the NGA graduation rate methodology, will be graduating from high school ready for post secondary education and/or training.

Strengthening Schools- Delaware will see increased centralized oversight and collaboration among dropout prevention entities in support of public schools. Delaware will increase its ability to identify and target areas and populations with low graduation rates and provide support and resources to schools.

Supporting Students- Delaware will become proficient in identifying individuals at risk for dropping out, starting in early childhood programs. Supports will be provided, including but not limited to the services of community based dropout prevention entities, dual enrollment/credit opportunities and real life experiences to provide job and life training and enhance student motivation and understanding of higher education and workforce expectations.

Building Effective Policies- Delaware will expand the role of the Department of Education in dropout prevention oversight and coordination. A Dropout Prevention Advisory Board will be formed to ensure the path forward of dropout prevention initiatives and support to schools in Delaware.

Employing Data Systems- Delaware will become proficient in identifying individuals at risk for dropping out, starting in early childhood programs. Supports will be provided, including but not limited to the services of community based dropout prevention entities, dual enrollment/credit opportunities and real life experiences to provide job and life training and enhance student motivation and understanding of higher education and workforce expectations.

Action Plan:

1. Inventory & evaluation of current efforts-

- 1.1. Who in Delaware is working on dropout prevention and what are they doing?
 - 1.2. Evaluation of outcomes/effectiveness and/or use of best practices methodology
 - 1.2.1. Regional Education Lab
 - 1.2.2. United Way
 - 1.2.3. Self-Assessment Tools (review those currently available and adapt or adopt one)
 - 1.3. Develop & disseminate technical assistance and professional development resources grounded in research-based best practices to address gaps in current practice and to promote capacity building for teachers, building administrators, community based organizations and others.
- 2. Develop a dropout risk assessment tool for district and school use by tapping into the Data Warehouse with specific queries.**
- 2.1. Develop the queries and user interface for the tool.
 - 2.2. Develop and disseminate technical assistance and professional development on the use of the tool.
 - 2.3. Once we are able to identify vulnerable students based upon proven indicators, take preventative action. (See a, iii above: Develop & disseminate technical assistance and professional development resources to address gaps in best practice and capacity building) for teachers, building administrators, community based organizations and others.
- 3. Communication/Collaboration Across agencies (DOL, Kids Dept., etc) and with community partners and non-profits**
- 3.1. Discuss with other Cabinet Secretaries to ensure their awareness of the dropout issue and the economic impact. Establish a partnership in the effort to address the crisis.
 - 3.2. Agree upon and send common key messages (call to action, economic impact, stats...)
 - 3.3. Look for efficiencies by reduction in the duplication of efforts
 - 3.4. Share relevant data
 - 3.5. Share best practices for replication

Accomplishments

The action plan developed by DE's Promise accomplished the following:

- DE's Promise conducted an online survey of a variety of providers, non-profits and other community based organizations to develop an inventory of current dropout prevention efforts. The survey results have limitations and should be cautiously interpreted; however, they could provide some basis for decision making around next steps. Results of the survey indicated:
 - More providers address students at the high school level than the middle school level.

- Approximately half of those who responded stated that they were **NOT** using a scientifically research-based or outcome-based program.
- Of those who responded to the survey, most indicated their programs focus on prevention and intervention.
- Of those who responded to the survey and indicated their program focused on prevention- homework assistance, tutoring and social skills were most frequently cited interventions/strategies.
- Of those who responded to the survey and indicated their program focused on intervention- mentoring, behavior management and life-skills training were most frequently cited interventions/strategies.
- Of those who responded to the survey and indicated their program focused on credit recovery- teacher directed interventions were most frequently cited interventions/strategies. Several respondents indicated that their programs were utilizing computer based credit recovery options (ex: Plato, Novel) and Twilight Programs.
- Nearly 80% of the respondents indicated that their programs did not charge students a fee to participate/were NOT fee based.
- Through a partnership with the Regional Education Lab Mid-Atlantic (RELM-A) an historical analysis of key indicators of dropout for Delaware students in grades 9-12 was conducted using data housed in the longitudinal data system. Relationships between student dropout and several student indicators were empirically evaluated. Cut points for key risk indicators of high school dropout for the State of Delaware were provided. Using the predictors and cut points identified in the study, a dropout early warning system (DEWS) for students at-risk for dropping out was developed.
- The DECAN Subcommittee developed a grant proposal for the NGA Graduation for All Grant. Although the state was not awarded the grant, our proposal was recognized for its quality. The grantors stated that Delaware is well on its way to addressing the dropout problem, and has a very good data system, so it is likely to accomplish all activities regardless of the grant. However, in recognition of the strength of our proposal, we were one of a handful of states invited to participate in two opportunities to help Delaware continue to harness the energy in our state around increasing high school graduation and college readiness rates. We sent a team of policy leaders to participate in two learning opportunities from America's Promise Alliance (APA) and the American Youth Policy Forum (AYPF). These sessions provided resources and tools to support our efforts to end the dropout crisis.
 1. Delaware sent a team to in a fact-finding trip to Boston, Massachusetts on March 24-26, 2010. This trip was organized by AYPF in partnership with APA and NGA. This trip offered an opportunity to engage in substantive policy discussions with key leaders about critical issues related to dropout prevention and recovery and to participate in strategically designed and intensive visits to research-proven programs that reengage at-risk youth. Sessions on this trip included a conversation with Secretary of Education Paul Reville, a panel discussion with members of the Graduation and

Dropout Prevention and Recovery Commission and visits to nationally recognized dropout recovery programs.

2. The second opportunity was an invite-only technical assistance training sponsored by America's Promise Alliance in partnership with the Everyone Graduates Center at John Hopkins University and NGA. This training provided an opportunity to move from action planning to implementation. Top national experts and leading practitioners provided technical assistance and guidance to invited teams. This training took place in Arlington, Virginia on April 22-23, 2010. Topics addressed included implementing dropout early-warning systems; developing state dropout communication initiatives; and creating effective business partnerships.
- Communications and Outreach Efforts
 1. Yes You Can! Website
 2. RELM-A Bridge Event on Dropout Prevention held on February 24, 2010 at Delaware State University. A Dropout Prevention Summit was held on February 24, 2010, at DSU in collaboration with the RELM-A. The RELM-A sponsored the morning Bridge Event featuring Linda Clark, one of the authors of the What Works Clearinghouse IES Practice Guide on Dropout Prevention. The afternoon session focused on the release of the REL study and the rollout of the DEWS tool (see bullet below).
 3. Roll out of the *Creating an Early Warning System: Predictors of Dropout in Delaware* Report and Dropout Early Warning System held on February 24, 2010 at Delaware State University. This study received more the most attention of any report done at the REL and has been very well received. The RELM-A are replicating the study for the District of Columbia and has submitted the report for publication.
 - Student Success Plans

Measure of Success

Evaluation Metric-

- 2006-2007 NGA graduation rate for all students 77.87% (baseline)
- 2008-09 NGA graduation rate for all students 80%

Recommended Next Steps

1. Promote graduation for ALL.
 - a. Conduct or commission a statewide policy review related to school, district and state policies that relate to staying in school (i.e., promotion, grading, attendance, and discipline), dropping out and graduating.

- b. Conduct or commission work to identify by district and school the number of students that will need to be added to the graduation count to reach statewide benchmarks (i.e., 84% by 2010, 85.5% by 2011, and + 1.5% annually through 2014) and the ultimate target of 90% graduation rate using the NGA graduation rate calculation by 2014.
 - c. Champion higher graduation rates through a strong, broad Communications Campaign and targeted outreach to local school boards.
 - i. Promote Home Access Center through Eschool for Parents.
 - ii. Promote efforts such as Alert Now Attendance Program that automates calls to parents when students are absent.
 - iii. Reach out to Sue Francis, Delaware School Boards Association, to offer information regarding resources to members of local school boards.
 - d. Raise the maximum compulsory and allowable school attendance ages coupled with the provision of additional supports and alternative paths to achieving a high school diploma;
 - e. Assign responsibility for dropout prevention and recovery.
2. Strengthen middle grades students' transitions into high school and reduce ninth-grade failure rates.
- a. Revisit the Wagner Law.
 - b. Promote and/or incentivize bridge programs at key transition points
 - i. Share best practices such as Seaford's transition program for students with IEPs.
 - ii. Early School Model- camp like program that provide engaging and fun activities that pre-teach or refresh content and allow students to become familiar with the new surroundings (location of library, gym, cafeteria, etc.) and key staff (principals, secretaries, custodians, cafeteria staff, nurse, etc.) for students entering a new level or a gateway course such as Algebra I.
 - iii. Use Student Success Plans to emphasize the importance of the role of the 3-credit career pathways graduation requirement.
3. Engage students in rigorous and relevant instruction. Dropouts point to disinterest in school as a key reason for missing classes and ultimately leaving school. Almost half of the dropouts surveyed in a national poll indicated that the main reason they left school was that classes were not interesting.
- a. Expand Dual Enrollment/Dual Credit opportunities.
 - b. Link academics with quality career technical (CT) studies to improve students' achievement and readiness for college and careers, and raise graduation rates.
 - i. Evaluate current career pathways to determine the effectiveness of approved pathways and relevance of existing pathways to the current job market.
 - ii. Ensure that the implementation of the 3-credit career pathway graduation requirement is embedded into the SSP process beginning in grade 8.

- iii. Consider the development of blended academic and career technical courses that meet the existing graduation requirements.
- iv. Encourage greater collaboration between state agencies (DOE, DEDO, DOL) and programs within the Department of Education.
 1. Develop and promote student internship programs and job shadowing opportunities.
4. Provide rigorous, relevant options to earning a high school diploma. Recognize that one path to graduation does not fit all students.
 - c. Reengage youth who have dropped out of school. Bring dropouts back into the education system through a statewide recovery effort.
 - d. Provide alternative pathways to a high school diploma.
 - e. Provide a statewide system of credit recovery opportunities (i.e. Online, web based).
 - f. Develop an outreach and communications strategy for recovering out-of-school youth.
5. Broker services and share what resources are currently available between districts, other state agencies and non-profits/community based organizations.
 - a. Coordinate mentoring opportunities focused on dropout prevention with the Delaware Mentoring Council.
 - b. Establish a Dropout Prevention Advisory Board that will serve as a hub to available services.
6. Develop an incentive structure for schools and districts to focus on dropout recovery.
 - a. Place outreach coordinators in schools with high dropout rates.
 - b. Remove seat time requirements for students for over-age, under-credit students.
 - c. Establish school reentry programs for juvenile offenders.
 - d. Facilitate partnerships between districts, social service agencies and non-profits to offer effective in- and out-of-school interventions.

Committee Membership

Consistent with these objectives, DE's Promise membership includes representatives from a wide range of stakeholders.

Chair:

Dr. Judi Coffield, Policy Analyst
DE State Board of Education

Members & Organizations:

Current Committee Members

- Dan Cruce, Esq., Deputy Secretary of Education;
- Dr. Susan Haberstroh, Legislative Liaison and Regulation Review, Delaware Department of Education;

- Maureen Whalen, Director Adult Basic Education, Delaware Department of Education;
- Dr. Karen Hutchison, Career Technical Education, Department of Education;
- Dennis Rozumalski, Student Services and Special Populations, and Dale Matusевич, Transition Services, Department of Education;
- Joanne Reihm, Assessment and Accountability, Department of Education;
- Bob Czeizinger, Dr. Tommy Tao, Lisa Marcum, and Dr. Bruce Dacey, Technology Management and Design, Department of Education.
- G. Patrick Heffernan, Member of the State Board of Education;
- Dr. John McCoy, Superintendent Laurel School District;
- Dr. Michael Thomas, Superintendent and Lynn Widdowson, Capitol School District;
- Elvina Knight, Principal Caesar Rodney High School;
- Lennie Richardson, Assistant Principal Polytech High School;
- Jeff Menzer, Principal William Penn High School;
- Burton Watson, Director of School District Services, Red Clay Consolidated School District;
- Joyce Kaufmann, Brandywine School District;
- Carlyse Giddins, Director, Division Delaware Youth Rehabilitation Services (formerly Div. of Family Services);
- Barbara Riley, Department of Labor, Division of Vocational Rehabilitation;
- Christina Andrews, Parent Information Center of Delaware;
- Nancy Wagner, Delaware State University;
- Dr. Suzanna Lee, Jobs for Delaware Graduates Inc.;
- Edie Corbin, Metropolitan Wilmington Urban League;
- Dave Hilyard, Delaware Afterschool Alliance;
- Carol Blaeuer, Business, Industry, Education Alliance;
- Lynn Paul, Delaware Mentoring Council;
- Jim Purcell, Communities in Schools;
- Cindy Mitchell and Wanda Lopez, Governors Advisory Council for Hispanic Affairs;
- India Colon, Latin American Community Center;
- Dr. Felix Fernandez, Frank Livoy and Joe Fitzpatrick, Regional Education Lab Mid-Atlantic (RELM-A).

Past Committee Members

- Kate Clapper, State Farm;
- Betty Wyatt, Principal Lake Forest High School (retired);
- Secretary Woodruff, Department of Education (retired);
- Jean Allen, President, State Board of Education;
- Kimberly Hoffman, Executive Assistant to the Secretary of Education;
- Sally Coonin, Governor Minner's Education Policy Advisor;
- Jennifer Bausmith, Regional Education Lab Mid-Atlantic;
- Ogechy Nwanekwu, Visiting Teacher, Kirk Middle School.