



LOS ANGELES AREA
CHAMBER OF COMMERCE

EDUCATION & WORKFORCE DEVELOPMENT

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Kim Pattillo Brownson, First 5 LA

Education and Workforce Development Council
Friday, February 8, 2019
10 - 11:30 a.m.

AGENDA

- 1. Welcome**
Kim Pattillo Brownson, First 5 LA, Council Co-Chair
- 2. Introduction of Topic**
David Rattray, L.A. Area Chamber of Commerce
- 3. Introduction of Speakers**
Deane Leavenworth, Leavenworth Endeavors, Council Co-Chair
- 4. Presentation – Michael Yudin, Principal, The Raben Group**
- 5. Presentation – Jennie Murray, Director of Integration Programs, National Immigration Forum**
- 6. Q&A – Facilitated by David Rattray**
- 7. Informational Items**
 - California Community Colleges, *Board To Vote On Heather Hiles As CEO and President of the California Online Community College District*
 - First Five Years Fund, *Early Childhood Education Was A Big Winner in the Bipartisan Funding Bill Passed by Congress*
 - New York Times, *Going to College Should Not Be a Financial Albatross*
 - THE Journal, *House Democrats Introduce \$100B School Infrastructure Bill*

Next Education & Workforce Development Council: April 12, 2019

Join the conversation:    
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Michael K. Yudin
Principal
The Raben Group

Michael K. Yudin brings the expertise of a career spent advocating for equitable opportunities for educationally disadvantaged children and youth to his role as Principal at The Raben Group. Prior to joining the firm, Michael worked on behalf of the Obama Administration at the U.S. Department of Education for six years, serving the Secretary in a number of capacities, including Assistant Secretary for Special Education and Rehabilitative Services, and Acting Assistant Secretary for Elementary and Secondary Education.

In his capacity as Assistant Secretary, Michael led the Department's efforts to effectively administer twenty-two federal disability grant programs, totaling approximately \$15 billion, designed to improve the educational and employment outcomes of infants, toddlers, children, youth, and adults with disabilities. Working with the Secretary and other senior leaders across the Department of Education, Members of Congress, the White House, and other federal agencies, he helped guide the formulation, development, and implementation of policy designed to ensure equal opportunity and access to, and excellence in, education and employment for individuals with disabilities.

In particular, Michael worked to ensure students with disabilities were held to the highest standards and expectations, improve postsecondary education and employment opportunities, and address issues of racial and ethnic disparities in special education. He also helped the Department with implementation of the newly reauthorized ESEA. Michael also took a leadership role in the Department's efforts to Rethink Discipline, promoting alternatives to exclusionary discipline policies that disproportionately exclude students of color and students with disabilities from the classroom.

Additionally, Michael served on a number of interagency boards and committees, including as a member of the Early Childhood Interagency Policy Board, co-chair of the Federal Partners in Transition, and as chair of the U.S. Access Board. As Acting Assistant Secretary for Elementary and Secondary Education, he oversaw a number of the Secretary's critical priorities, including ESEA flexibility and initiatives to turn around low-performing schools and improve teacher and leader effectiveness.

Prior to joining the Department, Michael served nine years as a U.S. Senate staffer, serving as the legislative director for Sen. Jeanne Shaheen of New Hampshire, senior counsel to Sen. Jeff Bingaman of New Mexico, and HELP Committee counsel to Sen. Jim Jeffords of Vermont.

Working for senior members of the HELP Committee, Michael helped draft, negotiate, and pass various pieces of legislation, including the No Child Left Behind Act, the Individuals with Disabilities Education Act 2004, the Higher Education Opportunity Act of 2008, the Carl D. Perkins Career and Technical Education Act of 2006, and reauthorization of the Head Start Act.

Before joining the Senate, Michael served as an attorney at the Social Security Administration and at the U.S. Department of Labor for nearly 10 years.



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Jennie Murray
Director of Integration Programs
National Immigration Forum

In her role as director of integration programs, Jennie Murray brings years of experience working at the intersection of immigration services and the private sector, as well as in refugee resettlement and career pathway support. Jennie leads the New American Workforce citizenship and English-language training initiative and the newly formed Corporate Roundtable for the New American Workforce.

Before joining the Forum in 2013, she served as the director of programs at Jubilee Jobs and outreach coordinator at Catholic Charities' Washington, D.C., Refugee Center. Raised in Los Angeles and Nashville, Jennie graduated from Union University and earned her master's from Wesley Theological Seminary.



California
Community
Colleges

Online Community
College District

February 6, 2019

Contact: press@caonlinecollege.org

Board To Vote On Heather Hiles As CEO and President of the California Online Community College District

February 6th Vote Follows Wide-Reaching Candidate Search And Intensive Interview Process For Ideal CEO

Sacramento, Calif. – The California Online Community College Board of Trustees will vote today on the confirmation of Heather Hiles as the college’s first CEO.

Heather Hiles is an innovator, education leader, and successful entrepreneur with a deep commitment to equity in education and creating economic opportunities for underserved people. She has spent the past 30 years helping people succeed academically and economically.

Hiles is the founder of Pathbrite – the world’s leading portfolio learning platform – and recently served as Deputy Director of Postsecondary Success at the Bill & Melinda Gates Foundation, where she invested more than \$100 million to promote student success in higher education and workforce readiness for new economy jobs. Earlier in her career, Hiles founded and built SF Works, training and placing more than 11,000 women from welfare into living wage jobs and co-founded EARN, which has helped more than 30,000 low income San Franciscans acquire their first assets.

To shape and run a completely new kind of college, targeting underemployed Californians statewide and online, the Board was seeking a visionary leader who deeply understands not just education but also how to launch, grow, and run a new technology and social impact venture.

“Ms. Hiles’ wealth of leadership experience across education, technology, entrepreneurship, social innovation, and workforce development makes her uniquely suited to serve as CEO,” said **Tom Epstein, president of the California Community Colleges Board of Governors**, which also serves as the online college’s board of trustees. “Nobody better understands the communities the college aims to serve – the needs of both working adults and hiring managers in the modern economy – than she does.”

The Board of Trustees looks forward to hearing from Heather themselves before casting this critical vote for the future of the digital college.

“California’s workers and businesses will only thrive in today’s rapidly changing economy if our education and training can keep up,” said **Maria S. Salinas, President & CEO, Los Angeles Area Chamber of Commerce**. “Heather Hiles’ unique background in both technology and education and

her proven success helping workers gain the skills to advance their careers make her an excellent choice for CEO.”

“Heather is that rare combination in life — a thoughtful visionary who actually gets things done. She’s lived a mission of educational opportunity and is the terrific choice to lead this work,” said **Ted Mitchell, President of the American Council on Education and former U.S. under secretary of education.**

About Heather Hiles

Over the past two decades, Hiles has founded five ventures: SFWorks; EARN; the Hiles Group; Pathbrite; and Imminent Equity Social Private Equity Fund. Founded by Hiles in 2012, Pathbrite is the largest digital portfolio platform in the market, being used by more than six million learners and job seekers. Hiles raised the most venture capital of any black woman in history and sold Pathbrite to Cengage Learning at the end of 2015. Hiles is currently on the board of directors of Black Girls Code, and has served on more than a dozen boards of directors, including for the San Francisco Unified School District, Leadership Public Schools, LaborX, UNIFORM, Communities United Against Violence, and Alonzo King LINES Ballet. Hiles is married to Debbie Veney, and is a member of Alpha Kappa Alpha sorority Inc. With more than 120,000 followers on her LinkedIn Influencer site, Heather is a thought leader in the areas of technology, talent development, education and the future of work.

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About The California Community Colleges

The California Community Colleges is the largest system of higher education in the nation, composed of 73 districts and 115 colleges serving 2.1 million students per year. California community colleges provide career education and workforce training; guaranteed transfer to four-year universities; degree and certificate pathways; and basic skills education in English and math. As the state’s engine for social and economic mobility, the California Community Colleges supports [the Vision for Success](#), a strategic plan designed to improve student success outcomes, increase transfer rates and eliminate achievement gaps. For more information, please visit the [California Community Colleges website](#) or follow us on [Facebook](#) and [Twitter](#).

Early Childhood Education Was a Big Winner in the Bipartisan Funding Bill Passed by Congress

October 5, 2018 | [Charles Joughin](#)

Last month, Congress [passed](#) its FY2019 “minibus” appropriations package, which included \$260 million in increases to federal early childhood education programs. In addition to a \$200 million increase in funding for Head Start and Early Head Start, lawmakers voted to increase funding for the Child Care and Development Block Grant (CCDBG) program by \$50 million, building on the historic \$2.37 billion increase the program received in FY2018 through a [bipartisan deal](#) made by House and Senate leaders. The bipartisan measure funds the combined FY2019 Labor, Health and Human Services, Education, and Related Agencies (Labor/HHS) programs, the Department of Defense, and also included a short-term Continuing Resolution to fund the rest of the government through December 7, 2018. Notably, this is the first time that Labor/HHS funding has been approved by Congress on time since 1996 – a testament to the bipartisan way in which this bill was crafted and negotiated. Ultimately, the measure was overwhelmingly approved by the House in a 361-61 vote, and 93-7 in the Senate. **The new program funding levels as approved by Congress are:**

Early Childhood Education Program	FY2019 Funding	Comparison to FY2018 Funding
Child Care and Development Block Grant (CCDBG)	\$5.3 billion	Increase of \$50 million
Early Head Start / Head Start	\$10.1 billion	Increase of \$200 million
Preschool Development Grants	\$250 million	Level
Child Care Means Parents in School	\$50 million	Level
IDEA Part B Preschool Grants	\$391.12 million	Increase of \$10 million
IDEA Part C Grants for Infants and Families	\$470 million	Level

Research has proven that children who experience high-quality early learning and care from birth through age five are more likely to graduate from [high school](#), complete [college](#) and [graduate school](#), [own a home](#), and have [better health outcomes](#), in addition to many other lifelong benefits. At FFYF, our mission is to ensure all children have equal access to affordable, comprehensive, high-quality early learning opportunities to support their healthy development and help them achieve their full potential. We are grateful to members of Congress and their staffs who were instrumental in realizing this bipartisan accomplishment, and we applaud their commitment to America's young learners. Moving forward, FFYF will continue to work with lawmakers to ensure early childhood education remains a bipartisan priority.

Going to College Should Not Be a Financial Albatross

Our country has most of the best colleges in the world. Students should be able to afford them, and borrowers should not be crushed by debts.

By Lamar Alexander

Senator Alexander is the chairman of the Senate's education committee.

Feb. 7, 2019

A college graduate paying more than \$1,000 per month on student loans recently wrote that he had been told “to chase down a bachelor’s degree by any means necessary.” But, he added, “no one mentions just how expensive and soul-crushing the debt will be.”

Our country has most of the best colleges in the world. We also have the most graduates paying off college debt. Roughly 40 million borrowers owe \$1.5 trillion in student loan debt.

The questions I hear most often about college are: “Can I afford it? Is it worth it? Can you make it simpler to apply for financial aid and pay back loans?” Administrators have a specific question: “Can you do something about the jungle of red tape that wastes money on overhead that could instead be spent on students?”

How do we make “yes” the answer to all those questions?

First, reduce to about two dozen from 108 the number of questions on the form 20 million families fill out every year to apply for federal student financial aid. Eliminating this unnecessary complexity is the best way to help more low-income students attend college. The number of applicants for student aid would go up by about two million a year, according to Kim Cook of the National College Access Network. The former president of Southwest Community College in Memphis told me he loses 1,500 students each semester who are discouraged by the chilling maze of the Free Application for Federal Student Aid form. This simplification also would help avoid \$6 billion in mistakes that affect taxpayers, according to the Education Department.

Just as we must make it easier to apply for a student loan, we must also make it easier to pay back a student loan. Professor Susan Dynarski at the University of Michigan calls the nine different ways of repaying student loans “a rigid, archaic payment system that unnecessarily plunges millions into financial distress.” One Tennessee college president told me it took him nine months to figure out how to help his daughter pay off all her loans, even with the money in hand.

A borrower might have to choose among five different Income Based Repayment options or standard, extended or graduated variations of monthly payments, or be faced with a period of no earned income — all of which could produce different requirements for borrower eligibility, different calculations on monthly or annual payments and different amounts of time in which to pay back the loan.

My second proposal is to replace this complicated student loan repayment system with two options, both with monthly payments deducted from an employees' paycheck. The repayment option I believe most students will choose would never require paying more than 10 percent of the borrower's discretionary income — the portion not needed for necessities.

For example, Joe is unmarried with no children. He earns a bachelor's degree in engineering. He owes the average loan for a college graduate, \$28,500. His starting salary is \$60,000, the median for an engineering degree, according to the Census Bureau. So each year, we deduct the portion of Joe's income needed for necessities, \$18,735. Joe pays 10 percent of that discretionary income, \$41,265, which is \$4,127 a year or \$343 a month. At this rate, even if Joe never gets a raise, he pays off his loan in nine years. If he loses his job or earns less, he pays less or even pays nothing — and his inability to pay does not reflect on his credit rating.

The other repayment option would be a standard 10-year repayment plan, with equal monthly payments, like a mortgage. Under either one of these options, taxpayers will be made whole and borrowers should not have nightmares about repaying student loans.

My third proposal is a new accountability system for college programs based upon whether students are actually repaying their loans. If too many students aren't repaying, then that program could lose its ability to enroll students with federal financial aid. Colleges would have new authority to counsel students about borrowing too much. This would give colleges "skin in the game" and encourage lower tuition and less borrowing in some programs.

It is never easy to pay for college, but the current level of generosity toward students is unprecedented. Last year, federal taxpayers awarded 60 percent of our 20 million college students \$28 billion in grants and \$90 billion in loans. In 16 states, two years of college is tuition free. While total student debt is high, the average loan for a four-year college graduate is about the same as the average car loan.

I am working with Senator Patty Murray of Washington, the senior Democrat on the Senate's education committee, to complete work on these and other bipartisan proposals during the next six months. The next time a student asks "Can I afford it? Is it worth it? Can you make it simpler to apply for aid and pay back loans?" I want to be able to answer yes.

House Democrats Introduce \$100B School Infrastructure Bill

The Rebuild America's Schools Act is an effort to address physical and digital infrastructure needs in schools across the country.

By Sara Friedman

01/31/19

While schools in the United States aim to deliver a world-class education for students, there is a \$46 billion shortfall in annual funding for school building maintenance and digital infrastructure each year nationwide, according to [a 2016 report](#) from the [21st Century School Fund](#). In order to change the paradigm, Rep. Bobby Scott (D-Va.), chairman of the [House Education and Labor Committee](#), introduced the [Rebuild America's Schools Act](#) Jan. 30 to invest \$100 billion for schools through two programs designed to meet the needs of school facilities that pose health and safety risks to schools and staff.

The legislation creates a \$70 billion grant program and a \$30 billion tax credit bond program targeted to the needs of schools across the country with decades-old infrastructure issues.

The bill is also sponsored Rep. David Norcross (D-N.J.) and has 152 cosponsors in the House.

"The Rebuild America's Schools Act is an important step toward ensuring that every student, regardless of their family's wealth, can attend a safe, welcoming and high-quality public school," said Scott in a statement. "This bill would strengthen our communities today by employing local workers and strengthen our communities in the future by setting a strong foundation for all students to reach their potential."

The legislation will leverage federal, state and local resources for an overall investment of \$107 billion and create 1.9 million jobs, according to [a fact sheet](#) provided by the House

Education and Labor Committee. The bill also calls for expanding access to high-speed broadband for public schools to ensure that students have internet access speeds that they need for digital learning.

"Many schools were built over half a century ago and the state of America's school infrastructure today is not as strong as it should be. The Rebuild America's Schools Act will help change that by providing a steady source of federal funds to help local schools catch up on overdue repairs, renovation, and new construction. We need to start responsibly investing today in order to help build the classrooms of tomorrow," said Sen. Jack Reed (D-R.I.), ranking member of the Senate Appropriations Subcommittee on Transportation, Housing and Urban Development.

At a press conference announcing the bill, Reed said he is working to get bipartisan support on the legislation before moving forward with introducing a similar version in the Senate. Scott also voiced his support for rolling his legislation into a larger infrastructure bill to support America's roads, bridges, seaports and airports. The House version of the legislation is similar to a bill introduced in the 115th legislative session that did not pass the Republican-led House.