

UNITED STATES DEPARTMENT OF EDUCATION

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PRESIDENT'S ADVISORY COMMISSION ON EDUCATION
EXCELLENCE FOR HISPANICS

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POSTSECONDARY EDUCATION SUBCOMMITTEE
BREAKOUT SESSION

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THURSDAY,
APRIL 28, 2016

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The Subcommittee met at the Titan Student Union, California State University, Fullerton, 800 North State College Boulevard, Fullerton, California, at 10:30 a.m., Lisette Nieves, Chair, presiding.

PRESENT:

LISETTE NIEVES, Chair
ALEJANDRA CEJA
ARTURO ENAMORADO
JESSICA FERNANDEZ
YESENIA FERNANDEZ
MILDRED GARCIA
JACQUELYN GONZALEZ
BERTHA HARDO
RON LESSARD
SARA LUNDQUIST
ANNE MATHIAS
STEPHANIE REYES
RICARDO ROMO
AMANDA SANTIAGO
ENRIQUE SOTO

P-R-O-C-E-E-D-I-N-G-S

10:30 a.m.

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2
3 CHAIR NIEVES: So first of all, hi,
4 everybody. My name is Lisette Nieves, and I'm
5 Commissioner, and I'm Co-chair of the Higher Ed
6 Subcommittee. What we're going to do is a few
7 things. We're going to first have Commissioners
8 introduce themselves and their affiliations.
9 Then we're going to have everybody else introduce
10 themselves, and then I have two questions that
11 we're going to pose to everyone.

12 Actually, you can just give us some
13 initial feedback and thoughts that you had from
14 what you've heard so far. We'll be together
15 approximately half an hour, and Amanda Santiago
16 will be taking notes, so if she has to slow
17 anyone down -- the other thing is it will be
18 recorded because this will be transcribed by a
19 court reporter to make sure that we have all the
20 voices documented. Was that clear?

21 Great. So as I said, Lisette Nieves
22 from New York, happy to be here.

1 DR. GARCIA: Milly Garcia, president
2 Cal State Fullerton.

3 COMMISSIONER ROMO: Thank you for
4 hosting.

5 CHAIR NIEVES: Yes, thank you.

6 COMMISSIONER ROMO: Ricardo Romo,
7 president University of Texas, San Antonio. By
8 the way, if you ask a question or make a
9 statement, I think you have to identify your
10 name, so that we know who's making it.

11 CHAIR NIEVES: Maybe we could start
12 with you.

13 MS. FERNANDEZ: My name is Jessica
14 Fernandez --

15 CHAIR NIEVES: Can you speak a little
16 louder?

17 MS. FERNANDEZ: Jessica Fernandez.

18 MS. GONZALEZ: Jacquelyn Gonzalez with
19 Congresswoman Loretta Sanchez.

20 MS. HARO: Good morning, everyone,
21 Bertha Haro with Great Minds in STEM. I'm one of
22 the 2015 bright spots.

1 MR. SOTO: Enrique Soto with
2 Leadership for Educational Equity.

3 MR. LESSARD: Ron Lessard with the
4 White House Initiative on American Indian and
5 Alaska Native Education.

6 MS. FERNANDEZ: Yesenia Fernandez.
7 I'm with Lynwood Unified and do a lot of work
8 around -- remission.

9 (Simultaneous speaking.)

10 MS. MATHIAS: So I'm Ann Mathias, I'm
11 one of the partners in an investment management
12 firm and I just wanted to listen in, because I
13 care about recruiting for women and --

14 MR. ENAMORADO: Arturo Enamorado. I'm
15 from Miami, Florida, COO of ISEAD Business
16 School, a higher education online delivery
17 Master's degree program.

18 (Off microphone introductions.)

19 CHAIR NIEVES: We have two key
20 questions. I realize, since we have literally 25
21 minutes to go, we're just going to go to the
22 questions, versus just hearing responses from the

1 meetings. Is that okay with everyone? All
2 right, so the questions that we have, let's start
3 with the first one.

4 Not everyone has to respond to them.
5 You can see what works for you. One question is
6 Latinos have made significant progress in
7 education from cradle to career. How can we
8 continue driving that forward? What would be
9 recommendations that you would have for this
10 Subcommittee to keep driving that forward? That
11 almost fits with what you heard earlier today.
12 What do you think should be some of the
13 priorities? This particular commission has a
14 little over a year to go -- a year and a half
15 still to go. What should we be thinking about,
16 as a subcommittee, moving forward? Again, we all
17 have that question, marinating it.

18 MR. SOTO: Can you say the first part
19 again, the first part that you mentioned the
20 drive forward?

21 CHAIR NIEVES: Going forward, think
22 about the next year and a half. What should the

1 Subcommittee on Higher Ed be thinking about as
2 key priorities? Understanding already what's
3 been done on the work from cradle to career, as
4 far as this commission, what has not been
5 mentioned? What do you think should be something
6 we should be expanding upon? Does that work?
7 Okay, great. We'd love to hear from anyone who
8 wants to start that.

9 COMMISSIONER ROMO: Starting now?

10 CHAIR NIEVES: Let's start it right
11 now.

12 COMMISSIONER ROMO: I think what we're
13 doing in Texas, and I think maybe other states
14 are doing it, is getting the universities more
15 engaged with secondary schools. So we have --
16 one of the things I'll be meeting with folks next
17 week is recognizing that if you really want these
18 individuals to come to your community a few years
19 down the road, you need to go in the third and
20 fourth grade and provide some assistance in
21 leadership, an example. You need to expand.

22 We have really good programs right now

1 for summer, eighth grade or ninth graders.
2 Expand the role of colleges, use the expertise of
3 that. We've got grants that we can do this.
4 We've got eight TRIO grants, which is, I think,
5 number one in America. You get colleges to
6 acknowledge that -- get the colleges to
7 acknowledge that there is federal funding to
8 allow you to have math programs in summertime for
9 eighth graders.

10 I would say expand -- I'm not
11 satisfied. We're not doing enough. I would say
12 expand the role of universities, colleges, and
13 our staff in our communities where the students
14 are going to be coming from. We're reaching out
15 in that respect.

16 DR. GARCIA: Let me expand on that
17 because I immediately wrote down the same thing,
18 which is interesting. Great minds think alike.
19 It's not only expanding, but engaging our faculty
20 members to be in the schools and help align
21 curriculum from very early on to help them. We
22 also have many programs like that. I saw one

1 that absolutely was wonderful. They started in
2 kindergarten, in an Anaheim school, very, very
3 poor.

4 Our faculty helped teachers use iPads,
5 and we donated iPads to this class. The
6 students' attendance rate went up to 100 percent,
7 and their grades went up, and they are helping
8 that school, using technology and teachers,
9 working together from very, very early on. As we
10 talk about Latinos begin in community colleges,
11 we also know that Latinos drop out in junior
12 high, so we have to start much earlier, but we
13 have to -- forget the elitism, our faculty
14 members need to be rewarded and supported to go
15 and start very early into the schools.

16 CHAIR NIEVES: And I think, as a
17 commission, or even as a country, we've done well
18 in saying that we have to have a K-12 higher ed
19 collaborative relationship. We see that often in
20 credits. Every state has some form of credits,
21 but very few do it with sharing faculty. That's
22 a really interesting thing, the deeper

1 connections to that.

2 MR. ENAMORADO: Faculty exchange
3 correct. What we're doing right now
4 internationally what we're doing, we're
5 exchanging faculty with Honduras, El Salvador and
6 all that because it brings us -- inclusively,
7 we're just going overseas. It's Hispanic; it's
8 Latino; but it's different, so you bring new
9 ideas. So we're trying to move our faculty to
10 Honduras, El Salvador, and Puerto Rico bright
11 ideas that might contribute to better ideas here,
12 in the U.S.

13 CHAIR NIEVES: Or in the case -- and
14 I would add this to the Miami example -- that's
15 the population that's coming into Miami, so
16 having an exchange there allows for context for
17 understanding the students when they come to
18 Miami, so it has a very regional value added.
19 What are some other thoughts? You're shaking
20 your head.

21 MR. SOTO: No, I think this is great.
22 I think that the one thing that I feel mentioned

1 on the progress, I feel like the piece that I
2 immediately think of next is what happens after
3 we've seen increasing enrollment and some
4 increase in completion, but what happens in terms
5 of gainful employment? I think how do we prepare
6 our students to be able to go into that
7 trajectory, especially coming from first
8 generation, where there are no networks.

9 So how do we develop those
10 internships, those experiences that will allow
11 folks to go into the career and be able to -- I
12 think about those college loans and student debt,
13 how that affects Latinos disproportionately, as
14 well.

15 CHAIR NIEVES: I'm proud to say at our
16 last higher ed symposium, we did a whole section
17 on workforce, talking about that. I think that
18 is a significant piece. I will be honest that
19 higher ed gets uncomfortable sometimes talking
20 about workforce.

21 Some of that's elitism, and it's very
22 frustrating when all the students I've taught

1 want to know what is return on the investment of
2 my degree? How do I know I'm going to be
3 employed? Especially these recent DACA students,
4 who have not been part of the formal economy,
5 internships change their lives when thinking
6 about future opportunities, no question. I
7 appreciate that because I think we did work on
8 that, but we could push more on that.

9 MS. FERNANDEZ: If I may, that is part
10 of the work, that's why I'm sitting here.

11 Because my role in the district is building that
12 bridge. Pretty much what I do is I work with
13 higher ed to have their professors do workshops
14 for our teachers, to sit at the table and talk
15 about the curriculum alignment.

16 Because part of the issue of our
17 students not succeeding, we have 49 percent of
18 our students that have the A through G
19 requirements in California, which is top in the
20 state for that many -- for our population, 96
21 percent free and reduced lunch, but they're not
22 graduating.

1 A lot of what we're finding is that
2 they're not being successful in higher ed
3 institutions. They'll get there, but they're not
4 able to graduate. So our work is now how do we
5 have those conversations? I have to say it's
6 been challenging. There aren't, kind of what she
7 said, there aren't a lot of incentives for
8 professors to have that be part of the work. I'm
9 actually also transitioning. I'll be teaching at
10 Kelseyville next year. Part of what I talked to
11 the dean about is that's what I would like for us
12 to do with the local school districts. There
13 need to be some incentives to have professors
14 engage in those conversations with K-12. We're
15 developing internships for our high school
16 students with not only industry, but also in
17 higher ed.

18 And we've got some success with some
19 community colleges, but it's been really
20 difficult being able to engage in those
21 conversations with the Cal States and the UCs in
22 our areas. So that's something that it's not

1 incentivized, and now that we have dual
2 enrollment, which is another issue that we're
3 having, we're trying to bring internships and
4 higher ed dual enrollment credits.

5 But there's some in the Cal State
6 system and the UC system who actually penalize
7 students for having college credits when they --
8 so they'll have to wait until they're a certain
9 amount of credits to be able to go in. They
10 can't go in as a first-time student. There's
11 some colleges that have those barriers. So those
12 are the two. That's why I'm here to kind of hear
13 some of what you are doing. Those are two
14 challenges that we have, as a school district.

15 CHAIR NIEVES: We definitely see that
16 Latinos choose HSIs. We also see they chose
17 public institutions. So what we're thinking
18 about federal impact, it has a much higher impact
19 on Latinos because they default to go to public
20 institutions.

21 I do think there's no question when we
22 talk about financing, when we talk about credit

1 communication for the big systems, it's a huge
2 issue. New York was a huge issue. We're
3 recently trying to figure that out in California.
4 This impacts Latinos. I'd love to add another
5 one out there that I think might be something
6 that we could be thinking about.

7 One is we have these Bright Spots that
8 have been highlighted, but we haven't broken them
9 down into specific areas that could be valuable.
10 Because there are places that are doing
11 incredible things on internships, incredible
12 bridge programs that are sharing faculty. Maybe
13 making that more user friendly, that's something
14 we could do internally, and that might be good
15 feedback for the staff. Another thing is we've
16 not done any work specifically on gender, and so
17 for me, we had one of our commissioners do a
18 report on Latinas, but we didn't break it down
19 regionally. We didn't do sub-ethnic data.

20 With the incredible work that's
21 happened on My Brother's Keeper, it's been really
22 focused on what are the challenges for Latino

1 young men and boys getting through the system
2 when, when you look at the vulnerabilities, young
3 women, Latinas more than anyone else, are more
4 likely to be disconnected, out of the workforce
5 and out of school by the time they're 16, which
6 completely contradicts the data that you would
7 see in other --

8 So I do think something around how are
9 Latinas navigating the higher education system
10 could be interesting. I throw that out there. I
11 haven't seen a formal summit around that. I've
12 seen incredible work being done on STEM, women in
13 STEM, women in finance.

14 Rarely do I see a Latina emphasis
15 within that. I'm just being honest on what I've
16 seen across the country. So I don't know. I
17 throw that out there. These are ideas. This is
18 a beautiful part about ideas. Guess what,
19 they're free; we get to share them; we get to
20 hear feedback.

21 COMMISSIONER ROMO: On the second
22 discussion, the second point we made a minute

1 ago, right before you brought up that extremely
2 important topic of genders, I think we ought to
3 just give it a phrase.

4 We are talking bridges and
5 partnerships and internships. Every school can
6 do more. If we connect -- we have a giant
7 insurance company, for example, USAA. It's for
8 the military. When we connect our students with
9 internships there, they get hired.

10 (Simultaneous speaking.)

11 COMMISSIONER ROMO: We have one of the
12 largest -- Valero, one of our new supporters,
13 who's 500 yards off campus. It's an
14 administrative company, it's not -- but we can
15 connect them. I think a lot can be done in
16 addressing that question of what are these
17 students going to do when they get out?

18 Well, the ones that get the
19 internships, that's one. Then the ones that get
20 the mentorship can go to professional schools.
21 We have a program right now which addresses some
22 of your issues. We got a grant from the

1 Department of Education called -- we call it
2 Pivot. It's dedicated to first generation
3 students which -- or Latinos rather. Latinos are
4 real big in that one. It's run by a very good
5 scholar, Rhonda Gonzalez, a UCLA grad. It's a
6 five-year grant, \$3 million.

7 We are connecting -- it's all about
8 working with first generation faculty and
9 students. If you are first generation faculty,
10 they will identify a student, first generation,
11 to come talk to you. And so my wife has been
12 interviewed -- well, how did you go to college
13 and what happened? And hopefully that mentorship
14 will play a role, perhaps -- in my personal --
15 maybe I'm going to be a sociologist one day, just
16 like my professor.

17 (Simultaneous speaking.)

18 COMMISSIONER LUNDQUIST: I want to
19 build on that and just say I want to challenge us
20 to imagine how we go beyond a coalition of the
21 willing to systematize some of these ideas.

22 Because one of the challenges here is

1 that we have all of these excellent examples.
2 Look at the priorities we have for reshaping
3 faculty reward systems here and how without
4 addressing -- we have these extraordinary army of
5 willing advocates and soldiers among our faculty,
6 but often they're swimming against the current of
7 the reward system.

8 So what are the mandates, what are the
9 preconditions for lighting these kinds of
10 strategies, whether they're pairing with K-12, or
11 whether they're pairing with the world of work,
12 to incentivize the incorporation of real-life,
13 work-based learning into their scholarship in a
14 more systematic way?

15 Absent a more concrete effort to
16 formally use leadership power and authority to do
17 that, my fear is that these things will remain
18 discretionary, and that we'll never get anything
19 like the amplification of beneficiaries that real
20 change requires.

21 CHAIR NIEVES: I would add a couple of
22 things on that. As someone who's built

1 relationships, I think, quite often, higher ed
2 needs a third party to negotiate and play broker
3 between the workforce and the higher ed. I've
4 done it with thousands of internships on Wall
5 Street, so I get it.

6 What I would say is I think is
7 critical here is we can never ignore the role
8 that leadership plays. A president has enormous
9 discretion of deciding what are the incentives or
10 disincentives for their faculty. So I don't want
11 to remove that from the equation and I -- because
12 that lets institutions feel victimized, and I
13 don't think that's appropriate. I know the work
14 that you've done; I know the work that you've
15 done and that only happens through the
16 willingness of that.

17 What I would add is when we talk about
18 the economy, a nationalized system's not going to
19 work. These are regional economies, so they're
20 regional approaches. I did like what the
21 Asian/Pacific Islander Commission's doing
22 regarding that. What do regional summits look

1 like in that?

2 New York is a finance -- it's finance.
3 If we're looking at other parts of the country,
4 petroleum, how you think about engineers and
5 that, very unique to where we were at. I think
6 that's an important piece that there isn't a one
7 size fits all when we think about the workforce
8 relationships and knowing, regionally, what's
9 happening is critical for that.

10 DR. GARCIA: I want to say that the
11 regionals are also important to help with
12 regional issues. For example, I turn away 20,000
13 applicants every fall, most of them Latinos.

14 In Orange County, the CSU is at its --
15 cannot accept any more because they're not giving
16 us the money. We are not a priority in this
17 state. How do we use the commissioners
18 regionally because our students can't go
19 somewhere else. Some will go to community
20 college, but why should -- if they want to go to
21 a four-year institution and are eligible, why
22 not?

1 We're taking that -- I mean California
2 has broken the promise. How do we use the White
3 House Commission's regional --

4 CHAIR NIEVES: And New York too, you
5 should know that.

6 (Simultaneous speaking.)

7 DR. GARCIA: -- I know -- regionally,
8 to deal with issues like ours or others, that
9 say, wait a minute, what is the priority of the
10 state for higher education?

11 COMMISSIONER ROMO: Then, also -- and
12 I don't want to release anybody from
13 obligations/responsibilities in terms of state
14 finance, but it also gets back to the first
15 priority. The first priority is if we take care
16 of those individuals when they're fourth graders,
17 eighth graders and tenth graders, they will get
18 admitted. They will not be one of the rejecteds.
19 They're going to get in. They're going to get
20 into your school or somewhere else. It's sort of
21 a long range.

22 DR. GARCIA: Right.

1 CHAIR NIEVES: It's an interesting
2 thing though because I do think so much of the
3 narrative around Latinos is that we can't
4 compete. There's another part of the narrative.
5 There aren't enough spaces for us.

6 DR. GARCIA: That's what it is. There
7 aren't enough spaces.

8 CHAIR NIEVES: We have an over-supply.
9 That is a narrative that doesn't get out there --

10 DR. GARCIA: These are eligible --

11 (Simultaneous speaking.)

12 CHAIR NIEVES: Latinos, more than any
13 other group, are more likely to go to college
14 close to home. They should not be penalized for
15 that, and then when we see a promise broken to
16 them to do that, what we're seeing is we have
17 excess supply.

18 How do we deal with that talent that's
19 not being developed? It's a very different
20 argument than in some other parts of the country,
21 where we don't have the supply. It's a
22 fascinating one.

1 DR. GARCIA: Yes, because these
2 students are eligible. I'm talking about 20,000
3 eligible students. I'm not talking about the
4 40,000 that come -- or 60,000 that are --

5 CHAIR NIEVES: Students --

6 (Simultaneous speaking.)

7 DR. GARCIA: These are eligible.

8 COMMISSIONER ROMO: Send them to San
9 Antonio.

10 DR. GARCIA: They don't want to leave.
11 They don't want to go. They want to stay home.

12 (Simultaneous speaking.)

13 CHAIR NIEVES: Miami deals with a
14 similar issue, too, right?

15 MR. ENAMORADO: Exactly. We have the
16 same problem.

17 (Simultaneous speaking.)

18 COMMISSIONER ROMO: -- we don't have
19 that many applicants. We have 25,000.

20 CHAIR NIEVES: The seats -- you don't
21 have the seats to fill the demand.

22 COMMISSIONER LUNDQUIST: I think we

1 can't overstate the explosively dynamic
2 definition of eligible. Because basically what
3 happens is the exclusivity creeps up, and then
4 the standard -- the extremely well-documented
5 standard of minimum qualifications is thrown out
6 the window, and we become like the toll roads.
7 It now costs you this much to travel ten miles,
8 in terms of your GPA.

9 So we keep the system at its
10 enrollment limits, but what we're actually doing
11 is mortgaging the future of the region, of the
12 state, of the nation that we represent. I think
13 there's something even more dangerous that
14 happens, which is the rollback to all that
15 capacity building that then hits a brick wall
16 implodes on itself.

17 That's why I think the significance of
18 what you're talking about, in terms of the
19 underfunding of the Baccalaureate-granting
20 institutions, it can be overstated from an equity
21 perspective, in terms of those entry points and
22 the denial of that entry point and the

1 reverberations of that back through the system.

2 COMMISSIONER ROMO: You have something
3 that I don't think is as dramatic as anywhere
4 else in the country. I've not heard of that.

5 CHAIR NIEVES: At the City University
6 of New York, there's no way we have enough seats
7 in the four-year colleges. What's happened is
8 we've now introduced SAT scores and other things
9 that we have had never had before. What students
10 would have been eligible for before, now there's
11 this zero -- it's a fascinating -- it's a game --
12 a shell game around seats, not around capacity of
13 students to compete --

14 (Simultaneous speaking.)

15 COMMISSIONER ROMO: We have the same
16 thing. When I got there 15 years ago open
17 admissions were pretty much --

18 DR. GARCIA: We have three minutes.

19 (Simultaneous speaking.)

20 MS. REYES: I wanted to build on that
21 point. I think a really critical way that the
22 national debate could help shape this at the

1 state level is really countering this narrative
2 of there simply aren't enough seats. It's as if
3 it's something we have no control over.

4 The other thing that happens at the
5 statewide level is it becomes this zero sum game,
6 in terms of funding for education. If K-12 gains
7 in one cycle, then higher ed seems to lose.
8 There's this narrative that gets shaped at the
9 statewide level that there's this finite, fixed
10 pot of funding for education, and that you all
11 need to divide it up amongst yourselves. That
12 would be a really important way of starting to
13 look differently at it.

14 CHAIR NIEVES: How about some other
15 thoughts from this group right here?

16 COMMISSIONER ROMO: We have two and a
17 half minutes --

18 (Simultaneous speaking.)

19 CHAIR NIEVES: I'm looking right at
20 you. You get to close us out.

21 MS. GONZALEZ: I think in terms of
22 just capacity -- again, not looking at this pot

1 like it's a finite thing, but looking at if we
2 have to continue to turn away so many students,
3 what are the other institutions that we can
4 strengthen?

5 So our community colleges. I think
6 that's such a national conversation that we need
7 to keep having. How do we continue to strengthen
8 some of these community colleges that are serving
9 Latinos. Latinos, at the end of the day, they're
10 going to come closer to home, and if the
11 community college is their only option, then how
12 do we facilitate their retention rates and their
13 continued --

14 CHAIR NIEVES: I actually think we
15 still have a minute, so who -- she was so
16 generous to lend an extra minute. In the
17 beautiful blue jacket, would you like -- you have
18 a minute for us.

19 MS. HARO: No, this is all very
20 important, and I do believe that the essence of
21 adding role models to curriculum at an earlier
22 level is something that will help alleviate and

1 help students with all of the -- basically, what
2 you're saying is that they're adding a lot more
3 barriers for students to cross and to jump over,
4 but having role models, Latina role models -- I
5 do have some magazines in the back of -- like a
6 scientist of the year that we just honored.
7 Having role models introduced into curriculum at
8 a much earlier level will be very beneficial.

9 CHAIR NIEVES: That's certainly a note
10 to end on. Thank you, everybody, for being part
11 of this subcommittee.

12 DR. GARCIA: 11:00.

13 CHAIR NIEVES: Please know that Dr.
14 Garcia, Dr. Romo, as well as -- right? Do we --
15 everybody has our emails and things like that?
16 I'm sure as part of the Commission --

17 (Simultaneous speaking.)

18 COMMISSIONER LUNDQUIST: That's a good
19 question, how we are accessible?

20 CHAIR NIEVES: Yes, I just think that
21 it's important to know, too, who are your --
22 particularly for California, who are your local

1 commissioners that you can always --

2 DR. GARCIA: President Garcia at
3 fullerton.edu, easy.

4 MS. CEJA: We have the bios with
5 contact information on the website.

6 CHAIR NIEVES: I just think that -- to
7 keep that immediate conversation regionally, too.
8 Thank you everyone.

9 MR. ENAMORADO: Can we get a
10 transcript of this afterwards? Is there a
11 possible way?

12 (Simultaneous speaking.)

13 MS. CEJA: Yes, this will be available
14 via transcript in a future --

15 (Simultaneous speaking.)

16 MR. ENAMORADO: So we can do some
17 follow up and stuff.

18 MS. CEJA: Yes, we can.

19 CHAIR NIEVES: Thank you everyone.

20 (Whereupon, the above-entitled meeting
21 was concluded at 10:57 a.m.)
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In the matter of: Postsecondary Education Subcommittee
Breakout Session

Before: U.S. Department of Education

Date: 04-28-16

Place: Fullerton, California

was duly recorded and accurately transcribed under
my direction; further, that said transcript is a
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Court Reporter

NEAL R. GROSS

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