

UNITED STATES DEPARTMENT OF EDUCATION

+ + + + +

PRESIDENT'S ADVISORY COMMISSION ON EDUCATION
EXCELLENCE FOR HISPANICS

+ + + + +

2016 SPRING MEETING

+ + + + +

THURSDAY,
APRIL 28, 2016

+ + + + +

The Commission met at the Titan Student Union, California State University, Fullerton, 800 North State College Boulevard, Fullerton, California, at 8:30 a.m., Patricia Gandara, Chair, presiding.

COMMISSIONERS PRESENT:

PATRICIA GANDARA, Chair
ALICIA ABELLA
SYLVIA ACEVEDO
ALFREDO ARTILES
MILDRED GARCIA
MODESTO ABETY GUTIERREZ
MARIA LIEVANO
SARA LUNDQUIST
VERONICA MELVIN
LISETTE NIEVES
RICARDO ROMO
MANNY SANCHEZ
KENT PAREDES SCRIBNER

FEDERAL STAFF PRESENT:

ALEJANDRA CEJA, Executive Director, White House Initiative on Educational Excellence for Hispanics (WHIEEH)

PRISCILLA HUANG, Senior Advisor, White House Initiative on Asian Americans and Pacific Islanders (WHIAAPI)

RON LESSARD, Chief of Staff, White House Initiative on American Indian and Alaska Native Education (WHIAIANE)

MARIA PASTRANA LUJAN, Senior Advisor, White House Initiative on Educational Excellence for Hispanics

SPEAKERS:

SYLVIA MENDEZ

GABRIEL SANDOVAL, Facilitator

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

2 8:36 a.m.

3 DR. GARCIA: Good morning, buenos
4 dias. I'd like to call the President's Advisory
5 Committee on Educational Excellence for Hispanics
6 to order. Welcome to Cal State Fullerton.
7 Bienvenidos.

8 On behalf of Dr. Eduardo Padron, who
9 unfortunately couldn't be with us today, I'd like
10 to welcome the members of the President's
11 Advisory Commission on Educational Excellence for
12 Hispanics White House Initiative, and the staff,
13 of course, the wonderful staff, and our special
14 guests and public attendees.

15 I'd like to have a roll call of all
16 the commissioners, and I'd like to start with
17 Alicia. Roll call and press your button, please.

18 (Roll call.)

19 Once again, we are so happy to have
20 you here. You can't give the president a mic
21 without me telling you a little bit about Cal
22 State Fullerton.

1 We are the fourth largest university
2 of the state, with almost 39,000 students -- 40
3 percent are Latinos, 23 percent Asian/Pacific
4 Islanders, 2 percent African Americans, 25
5 percent Caucasian and 5 multi-race. We are No. 1
6 in California in graduating Latinos with
7 Bachelor's degrees

8 (Applause)

9 DR. GARCIA: And fifth in the country
10 in awarding Bachelor's degrees to
11 under-represented students. We are looking
12 forward to graduation, where we will graduate
13 almost 10,000 students, 50 percent of them being
14 first-generation college students.

15 Today, you'll meet our students
16 throughout the day, and you will see why I am so
17 fortunate and honored to serve as this
18 institution's president. We are very thrilled to
19 gather today and to discuss the important work
20 led by the Commission in support of the
21 President, President Obama, and on behalf of the
22 Latino community. 2016 is a key year for the

1 administration and the community.

2 With that as the backdrop of our
3 meeting today, we look forward to a dynamic,
4 exciting conversation, focused on the
5 Commission's priorities for the remainder of this
6 administration. Further, we will hear from
7 special guests about the importance of continuing
8 to address persistent segregation and inequality
9 in our schools, and the critical need to
10 collectively ensure civil rights and social
11 justice for Latino families. Individually,
12 Commission members have contributed to the
13 national discourse on civil rights for Latinos,
14 and collectively, the Commission has brought to
15 life the challenges that persist for our youth,
16 from a lack of resources in our classrooms, the
17 lack of diversity in the teaching profession, the
18 stagnant college completion rate for some of our
19 Latino groups, while also highlighting
20 significant progress from increased participation
21 in early learning programs to decreases in high
22 school dropout rates and increased college

1 enrollment rates.

2 From issuing reports, informing
3 policy, or providing briefings to key
4 stakeholders, the commissioners have supported
5 President Obama's administration and his mission
6 to ensure a quality education for all students,
7 including Latinos.

8 In particular, I'd like to take a
9 moment and recognize the commissioners for some
10 of their recent accomplishments. We'd be here
11 too long if I listed all of them. Lisette Nieves
12 is now Dr. Lisette Nieves, who successfully
13 completed her PhD --

14 (Applause.)

15 Alfredo Aviles has been appointed the
16 dean of graduate education at Arizona State
17 University.

18 (Applause.)

19 Patricia Gandara for her tremendous
20 effort in authoring the Latinas in U.S. 2015
21 report that has been widely shared and has
22 informed many conversations across the nation.

1 (Applause.)

2 The Post-Secondary Subcommittee for
3 their recommendations that will soon be released
4 to further inform higher education discussions.

5 (Applause.)

6 Sylvia Acevedo represented the
7 Commission and Initiative at the White House
8 summit on early learning STEM, and along with
9 Patricia Gandara, informing the Administration
10 and the Initiative's efforts on dual-language
11 learners.

12 (Applause.)

13 Clara Andama participated in the first
14 lady's Reach Higher college signing day with
15 activities at her campus.

16 (Applause.)

17 (Unintelligible) was presented with
18 the Child's Advocacy award, the State of
19 Florida's top award, for service on behalf of
20 Florida's youth.

21 (Applause.)

22 Once again, thank you to all of our

1 commissioners for their support and commitment to
2 the education of Latinos in this country. On
3 April 2016, President Obama announced his intent
4 to appoint individuals to the Commission. In a
5 statement, he said, "I am honored that these
6 talented individuals have decided to serve our
7 country. They bring their years of experience
8 and expertise to this administration, and I look
9 forward to working with them."

10 They are Dr. Nancy Brune; she is the
11 executive director for the Kenny Guinn Center for
12 Policy Priorities. She is also a senior fellow
13 at the William S. Boyd School of Law at the
14 University of Nevada, Las Vegas. Dr. Brune
15 received a BA from Harvard, an MPP from Harvard,
16 and a PhD from Yale University. Welcome.

17 (Applause.)

18 Beatriz Rendon is vice president of
19 educational outreach at Arizona State University.

20 She is also CEO of ASU Preparatory
21 Academy Charter Schools. Ms. Rendon received a
22 BA from the University of Arizona, an MPP from

1 the University of Chicago Harris School of Public
2 Policy, and a JD from Loyola University College
3 School of Law. Let's welcome her. I'd like them
4 to say a couple of words to the Commission as new
5 commissioners. Where are we?

6 If they're on, they should be able to
7 communicate. Should we come back to that? We'll
8 come back as soon -- hello, are you there? Okay,
9 we're going to move on, and maybe we can try to
10 fix that little technology blip. I'm going to
11 turn it now to our wonderful executive director.
12 We all know that she's done such amazing work for
13 the Commission and has made sure that she's kept
14 us working and moving along, and she's been a
15 pleasure and an honor to work with her. I turn
16 it over to Alejandra Ceja.

17 MS. CEJA: Thank you, Dr. Garcia.
18 Thank you, commissioners, for joining us. Very
19 excited to be here. This is definitely going to
20 be an historic year for us to cement our legacy,
21 in terms of what the Initiative has accomplished.
22 Before I get into some of the slides I want to

1 talk through, I wanted to take some time to
2 acknowledge some of the staff transitions that
3 the initiative has experienced in recent weeks.
4 As you know, Michael Davis, our deputy director,
5 has transitioned out of the administration, and
6 he is currently working at New Profit, so we look
7 forward to continuing to engage with him in his
8 future endeavors. He's still going to be focused
9 on education, so we look forward to working with
10 him.

11 Maribel Duran, our chief of staff, is
12 not here with us today. We are very excited to
13 announce that she will be the new chief of staff
14 in the Office of Elementary and Secondary
15 Education. We're very grateful for the
16 opportunity and the years that she worked at the
17 initiative, in particular, helping shepherd the
18 Latinos Report through the -- process and the
19 work on our federal interagency working group.

20 Maribel will be working on the
21 implementation of the Every Student Succeeds Act,
22 so we're very fortunate to have her in that

1 position. I wanted to take some time to
2 introduce you to our new deputy director,
3 Jaqueline Cortez Wang, if she can please stand to
4 be recognized.

5 (Applause.)

6 As many of you know, Jaqueline was on
7 detail to the Initiative, working on the 25-year
8 anniversary. We're very fortunate that we had
9 the opportunity to scoop her up into this new and
10 exciting role. She's going to be instrumental in
11 continuing to advance the equity and opportunity
12 agenda for the Initiative.

13 We are going to be working closely
14 with Jaqueline to ensure that the individuals
15 that made commitments during our 25-year
16 anniversary continue to get technical assistance
17 and guidance and support, so definitely want to
18 make sure that we recognize Jaqueline and welcome
19 her to the team. I wanted to spend some time
20 talking about the 25-year anniversary and the
21 Initiative's next steps.

22 Last year, we reached an historic

1 milestone for the Initiative. In our call to
2 action for commitments to action, we were able to
3 generate over 150 commitments to action, with a
4 collective investment of over \$335 million.

5 These are commitments that are staying in the
6 community, that are going to help continue to
7 impact cradle-to-career efforts across the
8 country. We have recently been visiting with
9 some of our commitment partners. We've been to
10 Texas, here in California. I'm really traveling
11 the country to make sure that we can bring
12 attention to the commitments that were put on the
13 table. Several of these commitments will be
14 launched this year and into the years to come.

15 I wanted to spend some time on this
16 effort because as we think about our transition
17 year this year, and as we think about the next
18 administration, this is a body of work that we
19 will need to continue to cultivate and bring
20 attention to. The fact that we were able to
21 rally around our 25-year anniversary and generate
22 over \$335 million in commitments was a great

1 accomplishment, but it doesn't end there.

2 There's a lot of work left to do to
3 continue to leverage public/private partnerships
4 throughout. This serves as an example of what
5 communities can do to come together to work with
6 the Initiative in partnership, and to help
7 address key issues in the community. We had ten
8 federal agencies that made commitments. I'll
9 give you a few examples of those commitments.

10 The National Science Foundation is increasing the
11 participation of Hispanic-serving institutions in
12 the National Science Foundation's grant programs.
13 The Office of Personnel Management is creating an
14 Hispanic leadership development program to
15 increase the participation of Hispanics in the
16 federal workforce. The Peace Corps is working to
17 increase, through its university programs, the
18 participation of Hispanics in the Peace Corps.

19 The Social Security Administration is
20 developing an educational program aimed at Latino
21 high school and college students, so that they
22 could have access to mentoring. The Department

1 of Agriculture committed \$9.2 million to support
2 agriculture/science education at Hispanic-serving
3 institutions. These are a few of the federal
4 examples. As I mentioned, we're not planning to
5 stop there.

6 There are other agencies that we're
7 still in conversations with. I want to thank and
8 echo what Millie had mentioned, in terms of the
9 Latinas in the U.S. report that Dr. Gandara
10 helped author. We are looking to execute and
11 bring attention to the contents of that report.
12 Today's meeting is really an opportunity for us,
13 as a Commission, to think through what are those
14 key activities that we can leverage in the next
15 couple months, and what does that plan look like
16 for the future for the next administration? What
17 are those policy issues, where we talked about
18 bringing attention to, but because of priorities,
19 we weren't able to really impact? This is really
20 an opportunity for us to think through those next
21 steps.

22 I'll end with a quote -- and you'll

1 see on the slide -- I also want to mention just
2 the 230 bright spots that are part of our catalog
3 of organizations that are doing great work on
4 behalf of the Hispanic community. This effort
5 was really an opportunity for the Initiative to
6 bring attention to those organizations that are
7 in the trenches, working on key policy issues,
8 but don't get the national spotlight, so the
9 opportunity for our White House Initiative to be
10 able to do that.

11 This is an ongoing campaign. There's
12 more than 230 bright spots in this country
13 serving the Hispanic community, so we really want
14 to continue to drive that message that we have --
15 on a rolling basis, we are looking for
16 nominations so that we can help identify and
17 bring attention to the good work that's taking
18 place in the community. We are going to continue
19 to do Google Hangouts. Maria Pastrana Lujan has
20 been instrumental -- she's on our team -- has
21 been instrumental in helping us bring attention
22 to those bright spots and to those policy leaders

1 that we can make those connections.

2 Today's meeting is about talking about
3 our legacy, talking about our next steps, talking
4 about subcommittees and subcommittee chairs, what
5 are those key priorities that we need to continue
6 to drive towards? We will be working internally
7 with the Department staff to come up with a
8 transition plan, so that is something that --
9 seeking your input on. I will end with a quote
10 that Michelle Obama has -- I will end with a
11 quote that Michelle Obama has said.

12 We've got a responsibility to live up
13 to the legacy of those who came before us by
14 doing all that we can to help those who came
15 after us. It's been an honor to work with you
16 all. The work doesn't stop with our 25-year
17 anniversary. It only continues. So I'm looking
18 forward to hearing your ideas and recommendations
19 on how to move forward. Thank you.

20 DR. GARCIA: Thank you very much. So
21 we have someone on the line. Who's on the line?
22 Hello?

1 They're gone. Okay, we'll move on.
2 It's now my pleasure to introduce our moderator
3 of our next panel. That is Gabriel Sandoval.
4 Gabriel Sandoval is a partner in the state-wide
5 education law practice group of Atkinson,
6 Andelson, Loya, Ruud & Romo, a California-based
7 law firm representing over 450 educational
8 institutions.

9 Gabriel is no stranger to the
10 commissioners. He served in President Barack
11 Obama's administration as senior advisor and
12 director of policy for the White House Initiative
13 on Educational Excellence for Hispanics. He'll
14 tell us a little bit about the session, and we'll
15 begin the session. Gabriel.

16 FACILITATOR SANDOVAL: Good morning,
17 everyone, Gabriel Sandoval. It is a pleasure to
18 be here at the White House Commission meeting,
19 the spring meeting on an incredible issue, and
20 that is the continuance of the tremendous work
21 that has been done by the White House six
22 initiatives. As you know, the White House

1 Initiative on Educational Excellence for
2 Hispanics has done tremendous work across seven
3 years plus on issues that are incredibly
4 important not only to the Latino community, but
5 all communities.

6 But there are additional initiatives,
7 and they include the White House Initiative on
8 Asian American and Pacific Islanders, the White
9 House Initiative on American Indian and Native
10 Alaskans, as well as the White House Initiative
11 on Historically Black Colleges and Universities,
12 and the White House Initiative on Educational
13 Excellence for African Americans, and the White
14 House initiative focused specifically on
15 partnership in faith-based communities.

16 Today, we are going to focus
17 specifically on what is the mandate of the
18 initiatives, what are some of the key
19 accomplishments, what should the new
20 administration know, whether it's a Republican
21 administration or a Democrat administration, and
22 what are some of the issues that we need to focus

1 on, on a continuous basis, dealing with issues
2 related to building partnerships, building
3 support on what we believe is incredibly
4 important, and that is to ensure that all
5 communities, all students, have an opportunity to
6 receive a quality education and, as a result,
7 create a more perfect democracy for the United
8 States. We'll start with an introduction of our
9 panelists.

10 We now have, as you know, Alejandra
11 Ceja, who is the White House Initiative executive
12 director. She is a native of Huntington Park,
13 California, and she is also a graduate of both
14 Mt. St. Mary's, receiving a Bachelor's degree
15 there, as well as a Master's degree from Baruch
16 College in the City of New York.

17 We also have the great pleasure of
18 knowing that she served, prior to her role as
19 executive director, where she was appointed in
20 2013, she also served as chief of staff to the
21 undersecretary of education, Martha Kanter.

22 Next, we have Priscilla Huang, who is the senior

1 advisor at the White House Initiative on Asian
2 Americans and Pacific Islanders. She leads the
3 Initiative's work on issues related to language
4 access, as well as data disaggregation. She also
5 has experience, for a couple of decades, working
6 on issues related to non-profits. She is also a
7 graduate of American University, Washington
8 College of Law, where she was one of the public
9 interest/public service scholars, and she is a
10 recipient of Bachelor degrees in Philosophy and
11 English from Boston College.

12 We also have Ron Lessard, who is the
13 chief of staff of the White House Initiative on
14 American Indian and Alaska Native education. He
15 is also someone who has previously served as a
16 strategic advisor for the Native American Affairs
17 for the Corporation for National and Community
18 Service, which includes the AmeriCorps, state and
19 national.

20 He is also an expert on issues related
21 to urban American Indian organizations, as he was
22 a member of the National Urban Indian Family

1 Coalition Advisory Committee. Please welcome our
2 panelists.

3 (Applause.)

4 Each of our panelists will have five
5 minutes to identify some of the key
6 accomplishments and other issues, work that you
7 have accomplished over the last seven-plus years
8 in the Obama Administration. We'll start off
9 with Ms. Huang.

10 MS. HUANG: Good morning.

11 Thank you for the introduction, and
12 thank you for having me here. It's a privilege
13 and a pleasure to be in this space with all of
14 you. I'm with the White House Initiative on
15 Asian Americans and Pacific Islanders, or WHIAAPI
16 for short, because it is much too long of a name
17 to say more than once.

18 We were established by executive order
19 in October of 2009, under President Obama. Our
20 mandate is actually a little bit different than
21 the other initiatives. We work with all of the
22 federal departments and agencies, so we work

1 across the federal government, which has been --
2 both created a lot of opportunities and a lot of
3 challenges because it's a lot of ground to cover.

4 But because of that, we've identified
5 some cross-cutting issues that have become our
6 long-standing policy priorities. Those four
7 issues are data disaggregation, which I'll talk a
8 little bit more about later, language access,
9 workforce diversity, and capacity building. One
10 of the things that's been really unique, I think,
11 about WHIAAPI, is that every year, each of the
12 federal agencies are mandated to submit an agency
13 plan to us, so we have a sense of what the
14 benchmarks and goals are for each of those
15 departments, and we can track them throughout the
16 years. That has created a great opportunity for
17 us to work very closely with many of the
18 departments and agencies and actually make some
19 improvements and progress in some of these policy
20 priority areas.

21 Our executive order also established
22 an inter-agency working group, so that's

1 represented by 24 agencies. They both oversee
2 the implementation of those agency plans, and
3 also serve as advisors to us, in terms of how to
4 navigate the federal government, how to focus in
5 on specific strategic priorities.

6 We actually have our next meeting next
7 week, so it's been a great learning experience
8 for me, certainly, to work with all of these
9 different departments in that way. I think the
10 last piece that I'll just highlight about our
11 initiative is that we very recently, in 2013,
12 established what we call the regional network.
13 What's been wonderful about the regional network
14 is that we've been able to identify 250 federal
15 employees in all ten federal regions to directly
16 engage with community members. One of the things
17 we realized was it's not enough to just have
18 well-intended folks established in Washington,
19 D.C. We really needed to be out there and have
20 more direct community engagement.

21 So we've been able to do that pretty
22 successfully through the regional network. Each

1 of the ten regions have their own committees,
2 their own chairs who oversee different engagement
3 opportunities directly in that region, so we've
4 been able to have roundtable discussions in
5 almost 40 cities, at this point. Thank you.

6 MR. LESSARD: Good morning, everyone.
7 My name is Ron Lessard. I'm actually Mohawk. My
8 family is from the Kahnawake Mohawk Reserve
9 originally in Canada, and I grew up in the --
10 where a lot of the Mohawk people came, lived
11 there, and ironworkers -- so before I speak, one
12 of our cultural things to do is to thank the
13 ancestors and our elders for allowing me to be
14 here, for their sacrifice that I can speak to you
15 today.

16 I want to thank everyone for having me
17 here. The White House Initiative on the American
18 Indian and Alaska Native Education was created
19 under an executive order in 2011. However, prior
20 to that -- from the White House Initiative on --
21 so in 2011, it expanded to -- improve all native
22 students in the United States, including urban

1 areas -- and other areas. That is a huge task,
2 -- and at this time, presently, this -- to let
3 you know it's a little bit different than the
4 traditional structure. We have the Native
5 American Council -- and our advisory committee.
6 That advisory committee works with us.

7 The reason the structure is different
8 is because we -- federal, state and Indian
9 tribes, three forms of government, so much of the
10 work that we do that has an impact on tribal
11 communities -- although we have very similar
12 issues as of now. I think the four things I
13 would like to mention that have taken precedence
14 this spring is -- like I said, the first one is
15 tribal consultations -- tribal consultations
16 throughout the country. We work with -- and the
17 Department of Education to conduct these.

18 Presently, we're consulting on the new
19 ESSA law. We will invite tribal leaders to come
20 and to speak to us about that if they have any
21 issues around ESSA. They can provide input in
22 some of the things that are due in ESSA.

1 Secondly, you have it in your packet, I believe,
2 is the -- this is the School Environment
3 Listening Sessions final report. This has been
4 an ongoing effort with us. We went to nine
5 cities throughout the United States, with over
6 1,000 people, over 300 native youth, receiving
7 testimonies from native youth and communities on
8 several things, one including disproportionate
9 bullying, the harmful effects of symmetry in
10 imagery, including mascots.

11 We traveled with the Office of Civil
12 Rights from the Department of Education. This is
13 an ongoing effort, and this was something that we
14 found the native youth felt that they had someone
15 and some organization within the federal
16 government that would help them work through some
17 of these issues around mascots and
18 disproportionate bullying and some of those other
19 issues.

20 I'm sure we'll talk a little more
21 about that. That report is a result of that and
22 of those testimonies. Very quickly, those

1 testimonies were often difficult because
2 culturally, it's difficult for young people to
3 talk about things in their lives that are not
4 pleasant, not only native people, but all our
5 cultures, Hispanic people, also. We had to
6 really use -- as Director Mendoza says, we like
7 to lose our suits. We had to get down to a level
8 that we could speak with native youth, and we had
9 to engage the elders, for the elders to talk to
10 native youth and tell them that this was good,
11 this was okay for them to speak about these
12 things.

13 That took a little bit of time to do
14 that, but now we know how to do it, and we'll
15 continue to do it. Thirdly, that's really
16 important work that we're doing is the
17 revitalization and preservation of native
18 languages. The new ESSA Act requires a report --
19 actually, two reports. One is on the
20 preservation and revitalization of native
21 languages.

22 Certainly, working along the lines of

1 immersion schools and working with immersion
2 schools, that's very important to us. We're
3 continuing that work. We've held two native
4 language summits, and we'll be continuing one
5 again this year, we'll have another native
6 language summit. The next issue that has been
7 very crucial to us, and one that we continue to
8 work on, is the native youth suicide in the
9 United States. Native youth suicide in the
10 United States is the highest suicide rate amongst
11 all youth in the United States. ESSA also
12 requires a report on native youth suicide, which
13 will be due in September. We've had several
14 convenings at Pine Ridge Indian Reservation and
15 other places around this issue.

16 Just as an example, on Pine Ridge
17 Indian Reservation, in approximately a year,
18 there were over 50 suicides amongst native youth.
19 That's just on one reservation. There are 568
20 federally recognized tribes in the United States,
21 and that's predominantly one, so we have a lot of
22 work to do. I want to thank you again, and thank

1 you for allowing me to be with you today.

2 FACILITATOR SANDOVAL: Thank you, Ron.
3 Alejandra.

4 MS. CEJA: I'll be brief because I
5 also had a few minutes beforehand. Our
6 initiative has a 25-year history. It was created
7 in 1990, at a time when the country was
8 experiencing one of the highest dropout rates for
9 Hispanic students. It was created under a
10 Republican administration, at the urging of civil
11 rights organizations like National Council of La
12 Raza. Since 1990, the initiative has taken on --
13 through various administrations, has been
14 renewed. Under the Obama administration, they
15 looked at the history of the key issues that had
16 been the focus and realized that in order to
17 really be effective moving forward, we needed to
18 have a cradle-to-career agenda.

19 We needed to focus on increasing the
20 participation rates of Hispanics in early
21 learning. We needed to make sure that in our K
22 through 12 space, that students had the support

1 services they needed; they had access to AP
2 courses, STEM courses, that our students were not
3 only graduating, but ready to enter and graduate
4 from college.

5 If you fast forward to today, we can
6 bring attention to the progress we're seeing, in
7 terms of reducing the dropout rate, cutting it in
8 half, and increasing the participation of
9 Hispanic students that are entering college. We
10 still have a very long way to go to ensure that
11 those students not only enter, but complete. Our
12 Commission is broken up into three sub-committee
13 priorities. We've got our early learning, K
14 through 12, and higher ed subcommittee. Our
15 commissioners really advise our agenda in those
16 areas. We've been able to have symposiums on
17 early learning and inform the work of the
18 Department of Education through the advice of our
19 commissioners. It was a result of the work on
20 policy where we realized we needed to make sure
21 that we got into the community and we
22 complemented the outreach with a sense of what's

1 happening at the federal level, what's happening
2 with the Department of Education.

3 The work we did around the anniversary
4 was a testament to leveraging a line in our
5 mandate that said in order to be effective, it's
6 a shared responsibility to work on these issues,
7 and that we needed to leverage public/private
8 partnerships.

9 I believe that the work that we did to
10 initiate that \$335 million in investments is a
11 testament to what you can do when you actually
12 have the language that authorizes you to execute
13 your mission. I've admired the work that API has
14 done with their federal inter-agency working
15 group. I think if you look at the next
16 administration, it would be great to see how all
17 of our initiatives could have regional networks,
18 because that is the next step for us, is to have
19 more presence at the regional level. We've got
20 27 great commissioners. They're all very busy.
21 How can we leverage their expertise at the local
22 level with regional networks?

1 That's something that we're thinking
2 through. As we think about the next term, those
3 are the types of recommendations we're looking to
4 leverage is how we can take from what each
5 initiative has done to make this initiative
6 better and stronger for the next 25 years.

7 FACILITATOR SANDOVAL: Alejandra, you
8 identified an important point for these
9 initiatives that oftentimes serve as real
10 connections to communities on issues that are
11 incredibly important to the administration and
12 serve as a purpose to provide real-time
13 information during policy decision making, not
14 only in the Department of Education, but also to
15 the White House.

16 That's a vital connection to the
17 communities that your initiatives serve.
18 Priscilla, what do you believe the next
19 administration needs to know about the work of
20 your initiative to ensure that the work you've
21 done over the last several years continues?

22 MS. HUANG: The White House Initiative

1 on AAPIs was first established in 2000. We
2 basically had one year of the Clinton
3 administration, and then it was structured very
4 differently under Bush. Then under the Obama
5 administration, this has actually been the first
6 time we've been in existence through an entire
7 administration.

8 We have learned quite a lot. We'll
9 still be learning along the way. I think one of
10 the things that I think would be helpful for
11 future administrations, certainly the regional
12 network has been wonderful. The inter-agency
13 working group, as well. But I think there are
14 definitely other strategies to institutionalize
15 this work, so that there aren't so many changes
16 and fluctuations between administrations.

17 One example is for us, we have never
18 had a permanent staff within the White House.
19 We've had liaisons who actively engage with the
20 White House, but we don't have, for example, a
21 public engagement person who's permanently
22 staffed within the White House. That has

1 sometimes been a challenge because there have
2 been certain initiatives that were introduced by
3 President Obama that we would have very much
4 liked to support from the very beginning, My
5 Brother's Keeper, for example. It was something
6 that took all of us by surprise within our
7 communities, and we continue to engage with them
8 after the fact. I think that's something to
9 think about for future administrations.

10 Also, very early on, we, I think, did
11 a good job engaging with a lot of political.
12 What we've learned over the years is that it's
13 really the career staff who have spent their
14 lifetime within the agencies. They have really
15 deep expertise and knowledge. It took us a
16 little while to really understand that.

17 I think earlier engagement with career
18 staff -- those are the folks within the agencies
19 and departments who can really help make sure
20 there's longevity around the different projects
21 that you're working on, regardless of who is in
22 the White House. I think a couple of examples

1 there, we have organized special projects along
2 the way. For example, there's a vulnerable
3 workers project that we had worked on, focusing
4 on low-income/low-wage workers, who are mostly
5 immigrants. Department of Labor has been
6 wonderful in that. The EEOC, a number of
7 different agencies, they've taken that project on
8 themselves, which has been fantastic. We don't
9 need to staff that anymore, and that's exactly
10 the kind of collaboration that we're looking for,
11 and that's the result of identifying the right
12 career staff, who are really excited about these
13 initiatives and can really embed them within
14 their agencies.

15 FACILITATOR SANDOVAL: So the issue
16 really addresses that through each
17 administration, there's a change of leadership,
18 sometimes, with political appointees. There are
19 scores of committed individuals, employees, who
20 stay, irrespective of whether or not there's a
21 Democrat or a Republican in office.

22 Your recommendation is how to better

1 work to ensure that the work continues through
2 these dedicated employees in the federal
3 government that outlast administrations. Okay.
4 Ron, can you speak about how you're working with
5 other offices in the Department of Education to
6 move forward your agenda?

7 MR. LESSARD: Certainly. One of the
8 most important things that I find is that within
9 the federal government, we often don't speak
10 across agencies and find, sometimes, within our
11 own Department of Education, we don't speak
12 across departments, unless there's something very
13 relative, like a particular grant or, like I
14 said, tribal consultation that we're sharing with
15 another office.

16 I think we need to do more because our
17 populations are blended, in many cases. So
18 certainly, from an American Indian/Alaska Native
19 standpoint, there are very few full-blood Native
20 American people left. Over 65 to 70 percent live
21 off reservation. We look at the Southwest; we
22 look at the Northeast. My family is -- there's

1 French there somewhere, otherwise Lessard
2 wouldn't be my name.

3 Certainly, in the Southwest, we have
4 the combination of Hispanic and Native Americans,
5 and in the South, African Americans. I think we
6 need to do more to embrace that. But what I
7 think we also need to do is to look at what the
8 President has done for all of our initiatives.
9 For example, we've had seven tribal nations
10 conferences. We've had the very first native
11 youth conference held by the White House. When
12 he came back from Standing Rock Indian
13 Reservation, we created Generation Indigenous.
14 We have a lot of people in the field, certainly
15 under your initiative and our initiative, that
16 are working in different directions, and we need
17 to bring them back together.

18 I think as initiatives, we need to do
19 more together to continue to advise our
20 leadership to get into the communities. When
21 Secretary Duncan was there, he was one of the
22 first secretaries to give a commencement at a

1 tribal college. Secretary King will be going to
2 Pine Ridge Indian Reservation in May, discussing
3 education and the suicide issue. I think we need
4 to come together more to get our leadership out
5 into the field because our communities appreciate
6 it when someone from the White House Initiative
7 and Department of Ed comes and visits them.

8 FACILITATOR SANDOVAL: There are three
9 objectives, probably much, much more, that you
10 all share, that is civil rights enforcement, to
11 ensure there's equity in the classroom, issues
12 related to youth empowerment, and issues related
13 to partnerships and how that's important, to have
14 partnerships within and without the federal
15 government. Can you speak, Alejandra, about how
16 you've partnered with the Office for Civil
17 Rights, which is an incredibly important tool to
18 ensure that our children aren't being
19 discriminated based on race, sex, or disability?
20 It is the largest enforcement agency in the
21 federal government exclusively focused on
22 ensuring that there's not discrimination in our

1 nation's schools. I would like to have each of
2 the panelists speak about this particular issue.

3 MS. CEJA: One of the things we did
4 working with the Office for Civil Rights -- they
5 have a bi-annual collection, the Civil Rights
6 Data Collection.

7 When that information came out, we
8 were able to identify the disparities that
9 existed when it came to school discipline, the
10 number of Latinos and African American students
11 that were disproportionately impacted by school
12 discipline policies, the number of Latinos that
13 did not have access to the full range of STEM
14 courses. We were able to identify the number of
15 Latinos that did not have access to the AP
16 courses. We took the data, and we put it in a
17 culturally relevant, user friendly format, and we
18 took it out into the community. We talked to
19 parents; we talked to students. We let them
20 know: 1) that this tool existed; and 2) how they
21 could use it to advocate to increase the quality
22 of education for their children in their school

1 districts.

2 That is an example of how we work
3 internally at the Department and how we use some
4 of the products that are coming out to better
5 inform and engage the community, how we're trying
6 to demystify the federal government. I'll give
7 you another example. The Federal Student Aid
8 Office is the office that administers over \$150
9 billion in federal financial aid annually.

10 We have gone into communities where
11 you can still be in a room with 300-400 high
12 school students and ask them, how many of you
13 have heard of the FAFSA and not all those hands
14 go up. So that is a problem. We want to make
15 sure that students know that there is federal
16 financial aid available, that there's scholarship
17 information available. One of the things we did
18 early on with the Federal Student Aid Office is
19 start talking about how can we better help our
20 dreamers and our DACA students? Three years ago,
21 we came out with a report called Graduate. We
22 went through a very difficult internal process to

1 just identify the scholarship resources available
2 to this population of students because it had
3 never been done. I think that's the importance
4 of the role these initiatives play is you've got
5 to bring in those voices from the field to the
6 federal government to talk about what's needed.

7 We had a very powerful conversation in
8 Memphis, Tennessee, with our now Secretary of
9 Education, John King. Memphis, Tennessee
10 committed over \$11 million in a commitment to
11 action to support the dreamers in that community.
12 It was really the first time where we could talk
13 about how we were partnering with the university
14 and the non-profit to bring attention to this
15 growing population of students.

16 As a result of the work of the
17 initiative internally, we now have -- and you'll
18 hear from my colleague, Maria Pastrana Lujan,
19 later -- we now have a working immigration task
20 force at the Department of Education that's
21 providing guidance. There's a new DACA toolkit
22 that the department put out. Our presence really

1 helps push these conversations and partner
2 internally with the agencies at the Department to
3 push all critical information like the Civil
4 Rights Data Collection. We're anticipating the
5 next round of the data collection that'll be
6 released later this summer.

7 FACILITATOR SANDOVAL: Thank you.

8 Priscilla.

9 MS. HUANG: I absolutely agree with
10 Alejandra. The Asian American/Native
11 Hawaiian/Pacific Islander communities are very
12 diverse, much like the Latino/Hispanic community.
13 Many of those subgroups are also limited English
14 proficient. Almost all of the groups are either
15 current immigrants or refugees, so many of them
16 -- even though we might think that we do a good
17 job getting the word out, letting folks know
18 about resources, if it's not culturally tailored
19 or linguistically appropriate, they just don't
20 know.

21 We continue to hear that. That's one
22 of the reasons why we've really worked hard to

1 try to push out our reach on the regional and
2 local levels. But that's also why two of the
3 four policy priority issues I mentioned earlier,
4 data disaggregation and language access, continue
5 to be enduring civil rights issues, really. They
6 are tools for civil rights enforcement. On the
7 data side, in particular, there are still federal
8 agencies who don't collect Asian American/Pacific
9 Islander data. If they do, they're not able to
10 report it out for various reasons. We've had a
11 lot of conversations with statistical agencies
12 talking about -- I'm not a statistician.

13 I've never taken stats, but I've been
14 learning a lot about the methodologies and what
15 does it mean to have small sample sizes and all
16 of these things because if we don't have the
17 data, we don't have the evidence to show that
18 there is a need, even though we know, from the
19 stories from the community members, and we know
20 anecdotally and from our own lived experiences,
21 that there certainly is a need. For us, those
22 have been really critical tools in helping

1 agencies better understand the communities that
2 we serve, and also for civil rights enforcement
3 purposes.

4 FACILITATOR SANDOVAL: Thank you,
5 Priscilla. Ron, you mentioned that there has
6 been an issuance of a report that dealt with
7 school environment. I understand that you've had
8 an opportunity to work with OCR on those types of
9 issues that are being addressed during these
10 listening sessions. Talk to us a little bit
11 specifically about what are some of the issues
12 that are being raised by Native American youth,
13 and what is it that OCR responded on that front?

14 MR. LESSARD: Great, thank you. When
15 we did the listening tour, that was -- we call it
16 a listening tour; however, this is something
17 that's been going on for years. There are over
18 2,000 indigenous-based mascots in the United
19 States. That's not including -- I'm not talking
20 about professional sports teams. This is in
21 education environments. This is in colleges.
22 One example is we had a very young boy in Texas

1 who was Navajo. He went to kindergarten.

2 On the first day, he had a very long
3 braid. Went to kindergarten that day, and they
4 sent him home because they said he couldn't come
5 back until he cut his hair. It's very ironic
6 because Director Mendoza, appointed by the
7 president, has a very long braid. He's Lakota.
8 But what OCR did for us is accompany us on the
9 listening tour. Because many of us in -- not
10 just the federal government -- but we know that
11 there are vehicles to -- if someone's being
12 bullied or whatever's going on in education, in
13 the environment, what we found is a lot of our
14 families and youth didn't feel like they had some
15 support. They didn't even know there was a form
16 that they could fill out.

17 We had families move out of
18 communities because of the excessive bullying,
19 because they've stood up to some of the
20 caricatures and things that have been portrayed
21 as Indian people. OCR came with us and partnered
22 with us in a way that our young people knew that

1 they could experience that, and they could come
2 to OCR. There's a way to file a claim or to file
3 a complaint, I guess you can call it. That was
4 very powerful.

5 Because I think had we not done that,
6 it would have just been the initiative out there
7 listening to our communities, without having the
8 backup of the Office for Civil Rights. That was
9 very important. That now continues. OCR gets
10 lots of calls and complaints about things that
11 are going on in the schools and affecting their
12 education because of these stereotypes and
13 images.

14 FACILITATOR SANDOVAL: What are some
15 of the statements you heard from some of the
16 students, and how do those statements reflect on
17 the needs of America's youth today across
18 communities and those comments that are specific
19 to the Native American community?

20 MR. LESSARD: One of the most stunning
21 things to me, and to us, was that as native
22 students provided testimony about their

1 experiences of these images when they first start
2 school -- sometimes it's just the first of the
3 year; sometimes a new student comes to a new
4 school and the very first thing that happens is
5 maybe it's the image of the football team or
6 something like that.

7 What this does is -- we found that not
8 only is it horrible in how demeaning to the
9 native students, but we found that it's
10 empowering those that do it. If non-native
11 students can dress up like Indians and ride
12 around and look like caricatures, it empowers
13 them. We hear on campuses and other places that
14 still, there's a feeling that Indian people have
15 been conquered during the Indian wars, so why are
16 we making this big deal about mascots and the
17 imagery? But we found how it affects, that it's
18 not just offensive, but it's potentially harmful
19 to our students that have gone -- there's a whole
20 history of historical trauma through the boarding
21 school system, and certainly to the calculated
22 effort to not allow our languages. This is just

1 another example of what it's like in that
2 classroom.

3 We've had students very much into
4 sports, but don't go to the sports games because
5 they get ridiculed. That's some of the -- the
6 other thing in the school -- I'll just mention
7 one thing -- is that we've had students -- not
8 just in terms of sports, but in terms of speaking
9 out in class about things that are historically
10 incorrect.

11 We had a young boy who spoke out in
12 class -- very young, this is like third or fourth
13 grade -- and spoke out about Columbus didn't
14 really discover America because people were here.
15 They had a slight debate. That young boy was
16 sent to the principal for starting that kind of
17 conversation. I think that we need to do more
18 and certainly get the history and get the story
19 right.

20 FACILITATOR SANDOVAL: Thank you, Ron,
21 for sharing. Alejandra, you mentioned that there
22 is a critical importance to ensure that

1 relationships that you have within the Department
2 of Education, and also with stakeholders who have
3 committed in excess of \$300 million to identify
4 opportunities to address elementary, secondary,
5 post-secondary and early childhood education --
6 how is that going to be a key element to ensuring
7 that the next administration continues the good
8 work of your initiative, as well as the rest of
9 the initiatives?

10 MS. CEJA: I definitely think that
11 bringing attention to the 150 commitments to
12 action we received is going to be critical
13 because several are launching now. We just had a
14 meeting in Houston, Texas, where there was more
15 than \$11 million in commitments.

16 They talked about the progress and the
17 challenges of these commitments rolling out.
18 This is something that we need to continue to
19 cultivate, and we need to ensure that it doesn't
20 end at that \$335 million, that we continue to
21 leverage public/private partnerships, and we
22 continue to use the bully pulpit of the White

1 House initiative in communities across the
2 country to also bring attention to that good
3 work. I'll mention the commitments was the
4 investment in the community. The bright spots is
5 a recognition of those non-profits, those
6 organizations that are doing great work now, so
7 we're putting a spotlight on the fact that
8 they're helping us reach our mandate to increase
9 educational outcomes and opportunities for
10 Hispanic students.

11 We have a few bright spots here that
12 I want to make sure are recognized -- HACU, the
13 Hispanic Association of Colleges and
14 Universities, Footsteps to Brilliance, and the
15 Orange County Peace Ride. These are examples of
16 organizations, bright spots that are here in our
17 community.

18 The opportunity for us to shine that
19 spotlight also brings attention to the fact that
20 we cannot do this work alone. We have an
21 incredible mandate with this White House
22 initiative, but without our partners on the

1 ground, we won't be able to achieve this mandate.
2 We won't be able to increase the degree
3 completion that is needed if we don't work
4 collectively together, and if we don't work
5 across the federal government. I'll just
6 mention, similar to what AAPI has done is our
7 work with the federal inter-agency working group
8 to bring attention to the fact that it shouldn't
9 just be the Department of Education that's
10 investing in this community, but it should be the
11 Department of Energy.

12 It should be the National Science
13 Foundation. To be able to bring attention to the
14 work that's happening across the federal
15 government to invest in the community is also
16 important because it helps us identify resources,
17 in addition to what the Department of Ed grants
18 offer. But I really do think, thinking about the
19 next administration, is making sure that we don't
20 start from scratch.

21 We have a 25-year history. We have
22 commissioners that have written amazing reports.

1 Our Post-Secondary Commission wrote
2 recommendations that are going to serve as a
3 basis for higher ed re-authorization. Our Early
4 Learning Subcommittee has some great
5 recommendations on how we need to make sure that
6 we continue to invest in early learning as the
7 baseline. Our K through 12 Subcommittee has done
8 significant work on bringing attention to the
9 teaching profession. That body of work is
10 already in process, and we have a rich array of
11 resources from 1990 on parent engagement,
12 financial literacy. I think it's just important
13 that we not start from scratch, and that we take
14 into account the fact that we were able, as a
15 White House initiative, with our limited
16 resources, to cultivate \$335 million that, right
17 now, is being implemented across the country.

18 That, to me, is part of the legacy
19 piece of why it's important to have this
20 initiative, and why it's important to bring
21 attention to the fact that we have not yet
22 reached our mandate, that there's still a lot of

1 work for us to do to make sure that every child,
2 regardless of their race, community, has access
3 to a quality education.

4 FACILITATOR SANDOVAL: Thank you.

5 Priscilla, can you identify some partnerships
6 that the Commission has developed and
7 strengthened, and also speak a little bit about
8 how the commissioners are advancing the agenda,
9 as well, and how they are active participants in
10 the cause to promote equity in education? But,
11 as I understand it, also, your initiative goes
12 beyond education and touches upon different areas
13 of interest to the Asian American and Pacific
14 Islander community.

15 MS. HUANG: Yes, I neglected to talk
16 about our commissioners so far, but we do have a
17 commission who, much like all of you, are
18 community leaders, issue experts. Because of the
19 broad scope of our mandates, their expertise
20 really ranges. Some of them are business
21 leaders, certainly researchers, academics. We
22 even have a couple of celebrities to help amplify

1 the message of the White House Initiative. They,
2 very much like all of you do, are very actively
3 engaged.

4 I actually spoke with one of them this
5 morning, who mentioned he was exhausted because
6 we've been sending him to different parts around
7 the country to be a spokesperson on some business
8 leadership opportunity initiatives with the
9 Department of Commerce. But he was excited; he
10 was happy that he was engaged in these efforts.
11 Many of the commissioners actually come with
12 their own ideas. Again, because our mandate is
13 so broad, it's been great because we've been able
14 to foster some new project areas or really
15 develop more influence in a particular sector
16 that we hadn't done before. It's hard for me to
17 think about specific education-related
18 initiatives, mostly because education is not my
19 background, but I do know many of them have been
20 engaged, in particular, on data advocacy, data
21 disaggregation efforts, which have been really
22 important within the Department of Education.

1 I mentioned that earlier, but what I
2 mean by disaggregation, for folks who might not
3 have an understanding, is not just having data
4 that's grouped by the federal minimum standards,
5 which are the major race categories, but really
6 being able to separate that out by subgroups.

7 To give an example in the education
8 context, Asian Americans, as a group, tend to
9 have fairly high achievement rates, especially
10 when it comes to obtaining a Bachelor's degree.
11 But when you separate that out by subgroup, there
12 are a number of Southeast Asian populations, in
13 particular, like Hmong Cambodians and Laotians,
14 who have less than 15 percent of a Bachelor's
15 degree rate, and almost 40 percent have less than
16 a high school diploma. There are huge
17 disparities within the Asian-American population,
18 Pacific Islander population, as well. So it's
19 important to understand that. Many of the
20 commissioners have been very engaged on those
21 issues, in particular.

22 FACILITATOR SANDOVAL: Ron, same

1 question. How has is the council used to benefit
2 the community?

3 MR. LESSARD: The Native American
4 Council? I would like to see more -- and I think
5 we will see that recently, the president
6 appointed new members to the council. We had
7 gone for about a year or so with a very small
8 amount. The council produces a report each year.
9 That report goes to Congress, and then that --
10 things that they've seen throughout the year.

11 What I would like to see more of from
12 the Native American Council on Indian Education
13 is the advisory role that they are. Because like
14 yourselves, they're experts in the field. So
15 when we're addressing something like native youth
16 suicide or the dropout rate or all those things,
17 those are folks that are living in the
18 communities. They're working in the field. We
19 want to speak with them early, so that we can
20 provide that and get that information from them
21 as advisors and use their expertise more than we
22 probably have. I think it's something that we

1 should do.

2 I had the opportunity recently -- I
3 was thinking of what you said about partnerships
4 and how our council can have the opportunity to
5 speak at the United Nations on the preservation
6 and revitalization of indigenous languages
7 workgroup.

8 One thing that was very interesting is
9 that sometimes, in the federal government, we
10 think we're the ones that have to do it all. A
11 very good model comes from some of the other
12 countries, when it comes to languages.

13 I brought this up to the Native
14 American Council recently, that seeking
15 partnerships with -- they have the folks working
16 on the ground, the grass roots people that are
17 teaching the languages, that are doing the
18 language work; they have the federal government,
19 which is involved with policy and creating
20 policies; and you have philanthropic
21 organizations that are helping fund this kind of
22 work. Sometimes, we think that we have to be

1 all. I think that looking to our council to help
2 us create partnerships, not just across the
3 federal agencies, which we do, but certainly with
4 their contacts with schools and with some of the
5 philanthropic organizations, would really help
6 us.

7 FACILITATOR SANDOVAL: Thank you, Ron.
8 We know that incoming presidents oftentimes
9 receive a letter from the outgoing president with
10 advice and things to think about. What letter
11 would you leave for those who are going to follow
12 in your footsteps? What are the three or four
13 key issues you want to make sure that the future
14 administration understands and appreciates about
15 the incredible role that you play in your
16 initiatives?

17 MS. CEJA: For us, we're currently
18 thinking about transition. I think this meeting
19 is really an opportunity to make sure that the
20 voice of our commissioners is also elevated. We
21 want to make sure that there isn't a pause in our
22 work because it's so critical. One of the things

1 that we are looking at is taking recommendations
2 and looking at some of the language and the
3 mandates from the other initiatives. AAPI has
4 great language in there that says federal
5 agencies will help provide detailees, little
6 things like that to build the capacity for our
7 initiative, I think, are going to be critical.

8 If you think about where the shift is
9 right now in the school demographics, in the
10 landscape of this country changing, in terms of
11 demographics -- 24 percent of students in our
12 public schools are Hispanic; 60 percent of the
13 population growth between 2005 and 2050, the
14 Hispanic community is going to account for that
15 growth.

16 Really making a recommendation -- I
17 saw a report from 1996, under the Clinton
18 administration. There's a lot of recommendations
19 that are out there. We won't be able to
20 implement those recommendations without the
21 necessary staffing and resources to make sure we
22 have the capacity.

1 I'm looking at the language that's
2 from AAPI and the Native American Initiative and
3 our African American Initiative and trying to
4 make sure that we can have a comprehensive
5 renewed executive order that gives us those
6 resources, so that we can be effective. I'd love
7 to see the work of our federal inter-agency
8 continue. We, over the past three years, have
9 developed great working relationships with career
10 staff that are going to help move this work
11 forward. I think that's going to be critical.

12 It's making sure that we have the
13 capacity to have presence at the White House
14 level for a growing community in our country. I
15 think it was two years ago where you saw the
16 shift in our public schools, where now you've got
17 a new majority/minority of students. There is a
18 critical role that these initiatives play, but we
19 have to make sure that there isn't a pause in our
20 work.

21 This Commission will be in place until
22 September of 2017, so they will play a critical

1 role to inform the next administration of the dos
2 and don'ts. Like I said, we have a series of
3 recommendations, even in our anniversary
4 blueprint, where we were making recommendations
5 on how you continue to put a lens on equity and
6 opportunity. So the recommendations are out
7 there, but it's really going to take the
8 commitment from the next administration to make
9 sure that the commissioners that serve as
10 advisors have the resources they need to also be
11 successful, and that the staff has the resources
12 they need to execute this incredible mandate
13 that's going to be critical to the global
14 competitiveness of the U.S.

15 FACILITATOR SANDOVAL: So the
16 Commission is going to prove essential to
17 continuing the work of creative operations with
18 the administration.

19 MS. CEJA: Absolutely.

20 FACILITATOR SANDOVAL: Priscilla.

21 MS. HUANG: I agree with all of those.

22 We are also taking a close look at the language

1 in our executive order to see if there are ways
2 to improve those. We should definitely talk
3 more. I think maybe the two things that come to
4 mind, I think, for us is one, I mentioned earlier
5 about not having a permanent line to the White
6 House.

7 I think that establishing a permanent
8 staff person who's in the White House, that we
9 can work with directly, would be really critical
10 in the next administration, so that we do remain
11 actively engaged and can communicate more
12 effectively with the White House. I think
13 related to that, one of the other lessons learned
14 we had from this past seven years is that earlier
15 on, I think, our relationship with the White
16 House, in particular, was more like a public
17 engagement arm. The administration would make an
18 announcement; we would help to amplify, get the
19 word out.

20 Certainly, that's something we
21 continue to do, and that's very important, but I
22 think there is an opportunity to establish more

1 of a two-way street, where we're also engaged in
2 some of the policy making and decision making
3 behind some of those projects and announcements
4 before they go public. So it's taken us some
5 time to figure out how to do that, but I think
6 that's an important -- that would be critically
7 important for us in the next administration.

8 It's certainly even something that we
9 saw in a lot of the departments. Their AAPI
10 person was often in the public engagement office.
11 We wanted to engage with them on policy issues,
12 so that takes time to figure out who's the right
13 person to be talking to on language access. I
14 think having those relationships in place, but
15 also making it clear that our role is not just to
16 be an extension of the public engagement arm, but
17 also to be advisors with the future
18 administration on how policies and decisions
19 might impact these communities.

20 FACILITATOR SANDOVAL: Ron.

21 MR. LESSARD: I think I feel very
22 fortunate because as a career person, I'll be the

1 person in the transition, so I'm happy about
2 that. But I think probably the most important
3 thing for me and for our initiative is as we go
4 forward, that we want native youth and native
5 communities to know that this isn't ending
6 because there's a new president.

7 We've had a president that has been
8 very pro-native, understands sovereignty, has
9 visited Indian country and done a lot of things
10 for native youth, specifically, the native youth
11 community projects and some of the things in the
12 past couple of years.

13 But I think that what's really
14 important is that we keep the message out to
15 native youth that this particular administration
16 cared about you, and the next administration is
17 going to care about you. It's not who comes in
18 there. We just have to keep that going forward.
19 I think for the first time in many years, a lot
20 of our native communities and other
21 indigenous-based communities have felt we've had
22 a friendly administration that have advanced a

1 lot of the issues that we've had concerns, and
2 that we want that to continue.

3 When I was at the Corporation for
4 National and Community Service, I always heard an
5 interesting story about when one president
6 leaves, he leaves a note for the next president.
7 You hear about that. My understanding is when
8 you look at AmeriCorps and Vista, we went back 50
9 years.

10 The foster grandparent program has
11 been on the Navajo reservation for over 50 years,
12 and that from president to president, through
13 George Bush and George Bush, Jr., into President
14 Clinton, who created this corporation, was that
15 these aren't partisan issues. These are programs
16 and initiatives that are helping people and to
17 keep those going. That's what I hope as we go
18 forward, and that hopefully, I'll be the one to
19 shepherd things through to the next
20 administration for our initiative.

21 FACILITATOR SANDOVAL: Thank you, Ron.
22 We're going to open it up now to the

1 commissioners. Any commissioner who has a
2 question to be posed to the White House
3 initiative representatives? Any reactions,
4 discussions? Commissioner.

5 COMMISSIONER ACEVEDO: Hi, this is
6 Sylvia. Really enjoyed everyone's comments.
7 Priscilla, in particular, the second-largest DACA
8 student population is Asian Pacific. What things
9 is your initiative looking at to support them?

10 MS. HUANG: We've been doing a lot of
11 work on DACA/DAPA. We're getting --

12 FACILITATOR SANDOVAL: Can you explain
13 that for those who may not know what that is,
14 briefly?

15 MS. HUANG: Sure. DACA's Deferred
16 Action for --

17 FACILITATOR SANDOVAL: Childhood
18 Arrivals.

19 MS. HUANG: -- Childhood Arrivals.
20 It's been a while, thank you. DAPA is deferred
21 action for the parents, basically. By executive
22 order, the president did announce -- I think the

1 first one was in 2012 or something like that. It
2 basically would allow for individuals who arrived
3 in this country as young people to stay in the
4 country as an authorized person for a certain
5 amount of time. For some, they can be renewed.
6 Many of these are student age. Given the pending
7 court decisions and the halt on the application
8 process for most people, it's been very
9 difficult.

10 I think similar to all of the
11 committees that have been affected, there was a
12 lot of excitement. We did a lot of work working
13 with Department of Homeland Security to develop
14 translated materials, do trainings, regional
15 trainings, working with the regional network, as
16 well, and partnering with different institutions.
17 Then since then, what we've done more recently is
18 work with USCIS, in particular, to have listening
19 sessions around the country.

20 There was one in, I think, San Jose
21 last month, different parts where there is a
22 higher concentration of DACA eligible Asian

1 Americans and Pacific Islanders, to try to
2 communicate the message that you may still be --
3 for some, you may still be eligible. These are
4 the things to prepare for. These are the things
5 that -- we're actually working a lot with the
6 different localities and county representatives,
7 I think, similar to a lot of the other
8 initiatives to, again, just try to have people
9 prepared for what might come. For our community,
10 the application rate has been very low, so I know
11 there's still a lot of work partnering with
12 community-based organizations and community
13 leaders to try to help the community understand
14 what the program is and what might be possible.
15 I think there's still a lot of fear, especially
16 for young people who fear for their parents and
17 their family members and what might happen, even
18 though we do our best to try to dispel some of
19 that.

20 FACILITATOR SANDOVAL: Alejandra,
21 would you like to add anything?

22 MS. CEJA: Well, you'll hear from

1 Maria Pastrana Lujan later in the session, in
2 terms of some of the work that the Department of
3 Ed is doing in collaboration with USCIS, so I
4 think that'll be a great update for the audience
5 and for our commissioners to know some of the
6 leadership and actions that we're trying to
7 provide in this space.

8 FACILITATOR SANDOVAL: We know that
9 the Supreme Court heard oral argument on the 18th
10 of April on this particular issue, and there will
11 be a decision reached by the end of June. Any
12 other thoughts from commissioners? Commissioner
13 Lisette Nieves?

14 COMMISSIONER NIEVES: I wanted to say
15 both thank you to Priscilla and Ron. One of the
16 things is that there's a great cross commission
17 collaboration that could happen around the
18 disaggregation of data. For Latinos the
19 subethnic data's very important, too, and it
20 varies by state where we have that.

21 So an example that supports much of
22 what you said, Priscilla, has been even in New

1 York, if we didn't disaggregate the data by
2 ethnicity, we wouldn't realize that the lowest
3 performing Latino male students in K through 12
4 were Puerto Rican young males.

5 I think that's an important piece,
6 that for us, even regionally, as we think about
7 approaches of what are impacts that are
8 significant. Or we look based by region, ELL is
9 not the No. 1 issue in certain places, so it's an
10 interesting thing. I appreciate both of you up
11 there because you also get the diversity within
12 your group and the regional responses you may
13 need to have. Maybe when we think about a call
14 to the future, what could be a collective action
15 we could do around this disaggregation of data,
16 that helps all of us better represent our
17 communities, so thank you, both.

18 DR. GARCIA: Just to add to that, I
19 think we should bring all the commissioners from
20 all the initiatives together. Because
21 collectively, we can really talk about
22 recommendations that help all of us as we move

1 forward.

2 FACILITATOR SANDOVAL: Great idea.
3 Any thoughts, reflections? Commissioner.

4 COMMISSIONER ARTILES: I want to
5 build, also, on the issue of data disaggregation.
6 It's hard to speak with this. Thank you, again,
7 for your insights and sharing experiences, but
8 the issue of data disaggregation is critical. I
9 would like to urge us to think not only in terms
10 of pursuing this task for the different groups
11 represented across the commissions, but also
12 think how they cross cut other subgroups and
13 categories of students -- English language
14 learners, students with disabilities. There is
15 so much richness that can come in analysis around
16 equity and educational opportunity as we examine
17 the data disaggregated along those different
18 areas of experience, so I just wanted to add to
19 this point Alyssa mentioned.

20 MR. LESSARD: Can I say something?

21 FACILITATOR SANDOVAL: Sure, please.

22 MR. LESSARD: One, it's very important

1 to look across all the populations and see how
2 important self-identity and identity is in
3 finding out where our kids are. We don't have a
4 good tracking system from reservation schools to
5 going off reservation to the high schools, to
6 moving on to tribal colleges, and then when they
7 leave, or if they drop out, we don't know where
8 they go.

9 In terms of data, the Bureau of Indian
10 Education, which comes under the Bureau of Indian
11 Affairs and Department of Interior, it's easier
12 to gather data because there are 184 schools, and
13 it represents a certain amount that mostly -- but
14 that only represents about 7 percent of the
15 population of native students. What we need, in
16 terms of data, is more access to those native
17 students that are in public schools. Those are
18 the ones, often, that are kind of invisible, that
19 they're trying to -- not even just in terms of
20 culturally, but in terms of education. How do we
21 identify those students? We've done some work
22 around schools that have a very high percentage

1 of native students, but then we're missing,
2 certainly, a lot, and certainly school districts
3 and others could certainly help.

4 FACILITATOR SANDOVAL: Thank you. Any
5 other questions from the commissioners, thoughts,
6 reflections? Last comments from our panelists.
7 What makes you most proud about what you've done
8 in this role as chief of staff, as senior
9 advisor, as executive director?

10 MR. LESSARD: I think what makes me
11 most proud -- one is all the people that I work
12 with at the initiative. I know across all our
13 initiatives, we have incredibly dedicated people.
14 What makes me proud is that it's not just a job.
15 As an American Indian person, when I'm in
16 meetings and when I'm going places, it's not just
17 my role, as chief of staff, but I am an Indian.
18 I've been one all my life. My mom was in the
19 boarding school system. Our passion for our
20 young people is -- it's probably what I'm most
21 proud of. We have interns that will come in and
22 only there a few months, and they leave with that

1 same passion. They maybe haven't even had much
2 experience working in Indian country. That makes
3 me proud, and it makes me want to do this every
4 day. It makes me get up and do it. All it takes
5 is to hear one good story from a reservation that
6 native youth are excelling and doing well.
7 That's the kind of thing that we need more of. I
8 think that's what makes me the most proud.

9 FACILITATOR SANDOVAL: Thank you, Ron.
10 Priscilla.

11 MS. HUANG: I'm proud of the reach
12 that we've been able to have across the country.
13 When I say country, even mention in the Pacific.
14 We've had some summits in Guam and visited some
15 of the Pacific islands out there.

16 I was not on those trips, but I know
17 from talking to the staff who were, it was
18 phenomenal to have that kind of presence, to have
19 representatives from the federal government all
20 the way out in those territories and
21 jurisdictions. For me, personally, just being
22 the eldest of immigrant parents, I never would

1 have imagined -- being in this place where I am
2 today is definitely a privilege and an honor. My
3 husband's family were political refugees, so
4 again, it's just -- I think about what our
5 parents went through when they were my age,
6 compared to all the privileges I have now, and
7 it's hard to describe. It's almost hard to
8 reconcile, sometimes, but I'm thankful for that.

9 FACILITATOR SANDOVAL: Thank you,
10 Priscilla. Alejandra.

11 MS. CEJA: I'm definitely proud of my
12 commissioners. When I started, they had already
13 done a large body of work, in terms of having
14 community conversations. The first thing I was
15 told was that they were doers. They did not want
16 to just have reports on the shelf. That
17 definitely makes my job easier is to have a
18 dedicated team of advisors that is out in the
19 community, in the trenches.

20 The bottom line is how do we bring
21 attention to the talent that's in our community?
22 I'm most proud of the students that I meet across

1 the country. I'm proud of the future that they
2 have ahead of themselves because when we talk
3 about the dropout rate being decreased, when we
4 talk about parent involvement, the students are
5 the ones at the center of the conversations.
6 They're the ones that are actually helping us
7 talk about progress. So when I go into schools,
8 it is very personal because I grew up in a
9 community where the expectations were low.

10 To be in a position where I'm at now,
11 to be able to open doors, make things better for
12 that next generation of leaders, it's definitely
13 an honor to be in this position and to be able to
14 bring that student voice to the White House, to
15 the Department of Education, to talk about the
16 persistence, to talk about the resilience and the
17 talent of our Latino and Latina leaders.

18 It's an honor. The future is bright
19 because of them, and we have a long way to go,
20 but given the fact that we have such a dedicated
21 team of advisors, and the students, themselves, I
22 tell folks I have one of the best jobs in the

1 country.

2 FACILITATOR SANDOVAL: Thank you so
3 much. I'm going to ask a question of one of the
4 commissioners. I've asked panelists what letter
5 they would leave to the next administration. As
6 a commissioner, what do you think should be
7 communicated to the next administration? What
8 role should you play? How can you be leveraged
9 in a way that moves the agenda forward? Anybody
10 want to answer that question? Commissioner.

11 COMMISSIONER LUNDQUIST: As robust as
12 the body of work is that we've--

13 FACILITATOR SANDOVAL: Your microphone
14 is off. Press the button on the bottom.

15 COMMISSIONER LUNDQUIST: Is that
16 better?

17 FACILITATOR SANDOVAL: Yes, perfect.

18 COMMISSIONER LUNDQUIST: As robust as
19 the body of work is that we've collectively
20 produced across the three subgroups that comprise
21 this commission, I think that we have an
22 extremely strong obligation, while we celebrate

1 the progress we made to highlight the
2 recommendations that we made that were unable to
3 be acted on.

4 That, to me -- honoring that work, the
5 auspices of the scholarship, the research, and
6 the advocacy that was dedicated to the
7 development of those, our landscape has not
8 changed. To me, respecting these last two terms
9 of the Obama administration under which we've
10 served requires us to most importantly shine the
11 light on that and not allow our sense of urgency
12 to be somehow marginalized by the complexity of
13 transition. I believe that while it is
14 delightful and life affirming to believe real
15 progress is possible, in so many cases -- and I
16 think our DACA and DAPA conversation this morning
17 is a brutal reminder of the progress we have not
18 made on comprehensive immigration reform, that is
19 the foundation, economically and civically, of
20 the democracy that we're trying to build.

21 So I would like to call attention to
22 the as yet undone work that will, indeed, create

1 the environment for talent development and for
2 the yield to our nation of what that talent
3 development represents. That's my reflection,
4 and that's my priority for the transition as a
5 commissioner.

6 FACILITATOR SANDOVAL: Thank you,
7 commissioner. Commissioner.

8 COMMISSIONER ACEVEDO: Hi. Thanks for
9 that opportunity. I think one of the things that
10 the passion and desire and, really, the
11 thoughtful approach so many of the commissioners
12 have brought to this work that we'd really like
13 to keep going, in addition to the tremendous
14 research and the recommendations, is also the
15 mindset of, This is an asset to America. We're
16 bringing in a big asset. So instead of looking
17 at it as the weak link in our chain, we're
18 actually the linchpin for America's success in
19 the future. I think that kind of mentality, that
20 kind of desire, that kind passion --- so we can
21 help the administration and Americans in general,
22 understand we are the strength of America's

1 future.

2 FACILITATOR SANDOVAL: Anyone else?

3 Commissioner Nieves?

4 COMMISSIONER NIEVES: My co-chair for
5 the higher ed committee couldn't be here and I
6 know he'd be upset if I didn't say this. So on
7 behalf of Luis Fragas as well, I think one of the
8 areas, like as I said we would love to see go
9 into the next administration is that we know that
10 more than half of Latinos start out at community
11 college. We have not seen what we think of a
12 multitude of strong and varied supports to
13 transition them to four years to persist.

14 As a country, we owe more. We're not
15 changing that tomorrow that they're not going to
16 community college. They're still going, so how
17 do we build bridges that are more meaningful and
18 that allow persistence to get the credential that
19 many of them say they wanted at the beginning of
20 their educational experience. I think that has
21 to remain a priority. Of course, recognizing the
22 immigration agenda, this critical piece of the

1 educational agenda just can't be swept under the
2 rug anymore. It's owed to Latinos.

3 (Simultaneous speaking.)

4 DR. GARCIA: As we look at what has to
5 continue as an effort, looking at data, is how to
6 change IPEDS to really represent? We've been
7 making this recommendation for a long time, even
8 before I was on this commission and on another
9 committee for the government. Yet, IPEDS does
10 not take a snapshot of the true student
11 population that we have. Fifty percent of my
12 students are community college students, and yet
13 we talk about graduation rates and first
14 time/full time freshmen still. So we need to
15 think about how higher ed is changing and how our
16 students are navigating, especially students of
17 color and Latinos, and move on somewhere else,
18 but then they finish. We're not capturing that
19 success, as well.

20 FACILITATOR SANDOVAL: Thank you.

21 Commissioner.

22 COMMISSIONER ROMO: Okay. Certainly,

1 in the last eight years, opportunities have
2 gotten better for Hispanics. We've seen more
3 Hispanics attend college than ever before. We
4 also know that there's a lot of challenges. We
5 have tackled a lot of those challenges in risk
6 and affordability. Affordability is really kind
7 of somewhat of a political football, nationally
8 and certainly in our state. One of the questions
9 is, why is tuition going up? Tuition is going up
10 because the taxpayers elect the legislators, who
11 then say we're going to money to the state
12 funding in higher education because we think that
13 the burden should be on the users, which are the
14 parents. So why is it hard for parents? It's
15 hard for parents because they're going to pay for
16 the education. It would be like just creating a
17 library and saying that only people who went to
18 the library should pay for the library.

19 The city believes that community needs
20 libraries or parks. I think that shift has put
21 tremendous pressure on a lot of Latino families.
22 The way it can be resolved, and certainly

1 President Obama has done so, in terms of Pell
2 Grants, by increasing the amount of the money
3 that are involved in Pell Grants. Forty-four
4 percent of our students are in Pell Grants.

5 It doesn't pay all of college. It
6 only pays for 60 percent of college, so there's a
7 lot of work-related activities for students.

8 HSI, they're important, and they've been viewed
9 as important by this administration, and I'm
10 grateful. Half of our students at UTSA, half of
11 the 30,000 students are Hispanic. We're seeing a
12 greater number of Hispanics going to grad school
13 and professional schools than ever before, and we
14 have to continue that. I think we've made some
15 progress. We recognize that some of these
16 challenges were not necessarily of our making,
17 but we've dealt with them. I want to applaud
18 what's been said today because it connects a lot
19 to what we've been doing. Thank you.

20 FACILITATOR SANDOVAL: Thank you. Dr.
21 Gandara.

22 CHAIR GANDARA: Yes, as long as we're

1 having the opportunity to sort of chime in about
2 issues here, I'd like to raise one that I think
3 could potentially be very interesting.

4 Twenty-two states in the U.S. today offer, in
5 some form or fashion, a Bachelor's degree at the
6 community colleges. California has just embarked
7 on that, as well.

8 But in none of these cases were we
9 able to find that there was any attention or
10 focus given to the potential for graduating more
11 Latino students in those community college BA
12 programs. In fact, they're framed as meeting
13 workforce needs, rather than meeting population
14 needs. Since I co-chair the K-12 subcommittee,
15 I'm not ever able to sit in on the higher ed
16 committee meetings, but I would urge people to
17 take a look at this from higher education
18 perspective because there's a tremendous
19 opportunity for us to make inroads in this
20 problem of Latino students not being able to make
21 that transfer if, indeed, they're in a community
22 college that offers a Bachelor's degree, but

1 there has to be a concerted focus on this if
2 that's going to happen.

3 FACILITATOR SANDOVAL: Commissioner.

4 COMMISSIONER ABETY-GUTIERREZ: One of
5 the things that strikes me is movement into areas
6 that are seen as politically difficult or
7 controversial, dual language learning being,
8 perhaps, the most important to me, personally. I
9 think we have to not only develop good data, but
10 also realize that good data doesn't always drive
11 policy.

12 It doesn't drive decision making.
13 What is needed is political cover for folks to
14 make those tough decisions. I think that the
15 Latino population across the country will make a
16 statement this year, an election year, as to the
17 extent of that political power. While it's
18 difficult for us, as commissioners, to create
19 that political will, I think we have an
20 obligation to reach out to media, to reach out to
21 other partners, to business partners, to others
22 with these reports and with that data and to

1 create the political will to act on things that
2 are clearly in the interest of our children, but
3 more specifically, the nation, as a whole.

4 MR. LESSARD: I was going to say I
5 agree. I wanted to mention one thing that you
6 mentioned about an asset. We had several young
7 folks talking to us, actually did a listening
8 session with Secretary Duncan about not looking
9 at us -- and I say us as indigenous people, as
10 African Americans and Asian/Pacific Islanders,
11 Hispanic population -- as the contribution we
12 give as a voting bloc, that a certain percentage
13 of people are going to vote for a person.

14 We know that when our young people are
15 involved in their culture and their traditions
16 and embrace their languages that they are better
17 citizens. They do well. It's an asset not only
18 to their own communities, but it's an asset to
19 the entire country. That message needs to come
20 -- we know that, but that needs to come back in a
21 way to the other populations throughout the
22 country that our contributions, it enhances the

1 life that we live. It enhances not only the
2 community, but the surrounding communities, too.

3 FACILITATOR SANDOVAL: Thank you, Ron.
4 I'd like to thank all of the panelists,
5 Alejandra, Priscilla, Ron. I also would like to
6 thank the commissioners. I liked the opportunity
7 to serve as the moderator for this. It was a
8 great discussion.

9 Dr. Mildred, thank you, Garcia, for
10 your hospital here. I think what I'm hearing
11 from a lot of the discussion today is the
12 following. The White House initiatives play a
13 critical role for the administration for the
14 Department of Education. They serve not only as
15 a means to allow individuals in the community
16 across this nation to connect in a meaningful
17 way, in a real-time way, to inform policy
18 decisions.

19 But I also think that there is a
20 recommendation to ensure that the public policy
21 aspect of the decision making process fully
22 integrates the staff of the White House

1 initiatives and ensures that there are resources
2 that this effort continues in a very significant
3 way. I also hear that there is a critical
4 important role that everyone in this room plays,
5 and that includes the community stakeholders and
6 corporate America and others, to create more
7 bright spots throughout the community for every
8 single community, including Native Americans,
9 African Americans, etc.

10 We also understand and appreciate that
11 this Commission is going to play a critical role
12 as the new administration comes in because you
13 are going to serve in this capacity until 2017.
14 That is critically important to ensure that the
15 recommendations that's going to be addressed
16 fully, comprehensively, are done so, and that the
17 critical role that we play is not only in terms
18 of providing expertise -- the commissioners
19 provide their expertise -- but also ensuring that
20 those who we elect remain accountable to our
21 communities.

22 Because in the end, that makes us a

1 better democracy. Thank you, everyone. We're
2 going to have a breakout session to flesh out
3 these issues, and thank you to the panelists once
4 again.

5 (Applause.)

6 DR. GARCIA: Great panel. Thank you
7 so much. From 10:15 to 10:30, we're going to
8 take a break. At 10:30, we're going to break out
9 into groups. We're going to break out in the
10 following way: Early Learning Subcommittee is
11 going to go to the Gabrielino Room, and Kent --
12 my chief of staff is right over there -- will
13 direct you to that room. We invite the public to
14 join one of these sessions.

15 K-12 Subcommittee chairs in the
16 Alvarado Room, and Sarah, from my office --
17 Sarah, will you stand -- will lead guests to the
18 K-12 Subcommittee Room, which is the Alvarado
19 Room. The Post-Secondary Subcommittee will be
20 staying right here. So at 10:30, please go to
21 your subcommittee groups. Thank you very much.

22 (Whereupon, the above-entitled matter

1 went off the record at 10:14 a.m. and resumed at
2 11:17 a.m.)

3 DR. GARCIA: Could the commissioners
4 take their seats, please? We're getting ready to
5 start. It's my real honor and pleasure to
6 introduce the speakers for the next session,
7 armchair discussion with Sylvia Mendez, civil
8 rights and education for Latinos. For those of
9 you who may not know, the 1947 landmark case of
10 Mendez v. Westminster desegregated public schools
11 in California and set the foundation for the
12 historic Brown v. Board of Education, which ended
13 up racial segregation in the nation's schools.

14 Sylvia Mendez, who is with us, a
15 Presidential Medal of Freedom recipient, was only
16 9 years old when her family won the lawsuit, and
17 now dedicates her life to increasing awareness of
18 this history and legacy through the sharing of
19 her story. We are really honored to have Sylvia
20 with us.

21 I'm also honored because I serve these
22 amazing students at Cal State Fullerton. The

1 ones that are going to be facilitating and
2 moderating this session are two of our very own
3 students, Amanda Martinez, who is a third-year
4 political science major and economics minor.

5 She served on the Associated Students
6 Incorporated board of directors, ASI, and is also
7 the incoming chief governmental relations officer
8 for ASI. Amanda study and worked in Washington,
9 D.C. as a Panetta Scholar, and she hopes to
10 pursue a career in national security and work for
11 the Department of Defense or the State
12 Department. In addition, we have Joseph Valencia
13 for another fifth-year art major with an art
14 history emphasis. He also serves on the
15 Associated Students Incorporated board of
16 directors. He's the chair of the board and hopes
17 to use his knowledge to represent his college to
18 ensure that student voices are heard and equally
19 represented.

20 I can tell you, as president, he works
21 very hard on that. Joseph values the diversity
22 of his community and appreciates how the rigor of

1 each student's program challenges them to be
2 their very best. It's my honor and pleasure to
3 introduce the speakers for this session.

4 (Applause.)

5 MR. VALENCIA: Thank you, everyone.

6 Just to share with you all, we have some
7 questions for Sylvia. Our idea for this is just
8 to have an open discussion, and you all will be
9 part of that. We don't want to make it too
10 stressful or anything like that. We're going to
11 have a nice discussion about the Mendez case and
12 its impact on higher education. I'll start off,
13 and we can go back and forth. The first question
14 being the story of Mendez v. Westminster.

15 President Garcia briefly shared with us its
16 history and its impact, but the story is only
17 known in a couple circles, in very few patches of
18 communities, and we wanted to ask Ms. Mendez why
19 do you think not everyone knows about the Mendez
20 case?

21 MS. MENDEZ: At the time, it was 1947.

22 There was so many things going on. It was during

1 the war. We fought the case. We won the case.
2 Everybody forgot about it. It was just
3 forgotten. We were integrated, and we all
4 started going to integrated schools, which was
5 wonderful. I went on, here in Orange County, to
6 integrated high school, integrated college, Santa
7 Ana College.

8 But it wasn't until my mother was very
9 sick, and she said Sylvia, we need to go around
10 and talk about Mendez v. Westminster. This is
11 history -- history of California, history of the
12 United States, how here, in California, it was
13 the first state that was integrated. The first
14 students that started working in this integration
15 were Latino, five Latino families that decided
16 that we needed to have equal education for
17 everybody, not just for the dominant popularly
18 people. When my mother said that to me, I knew
19 that it was important that everybody knew about
20 the history of California, how five Latinos
21 fought for integration. It all started, I
22 remember, when I was just 8 years old, taken to

1 the school that was right next to our house, a
2 White school my teacher took us, and she took her
3 two children with us.

4 It was Gonzalo and myself and her two
5 children. Her two children were very light
6 skinned. What I tell students when I go in and
7 speak at colleges or schools is Latinos, we come
8 in all colors. When we got there, I told my Aunt
9 Sally, I said just say they're Belgian, and we'll
10 let them stay here in this White school.

11 My Aunt Sally, I always tell the
12 students, she did a Rosa Parks stand, and she
13 said, "I'm not leaving my children here if you
14 won't accept my brother's kids. So she gathered
15 us all up. Reporters ask me, "Do you remember
16 that, Sylvia?" I remember all of a sudden being
17 taken home and getting home and my father and her
18 talking about it and being very upset about it
19 and how we were not being allowed to go to that
20 school. My father became very upset and says,
21 "Tomorrow, I'll go and speak to the principal."
22 He did. He went the next day and talked. The

1 principal said, "I'm sorry, Mr. Mendez, but we
2 have two schools here in Westminster, one for the
3 Mexicans, and one for the Latinos, and they have
4 to go to the Latino."

5 So my dad went on to the
6 superintendent of schools in Orange County, and
7 he was informed that in Orange County, there was
8 certain cities -- Garden Grove, Santa Ana,
9 Orange, which was El Modena, and Westminster --
10 that had separate schools for the Latinos. He
11 thought that was such an injustice.

12 He was talking about it to a friend.
13 The friend said, "I just heard about this
14 marvelous lawyer that just fought for civil
15 rights in Riverside," where the Latinos were not
16 allowed to go into the public parks, and he won
17 it. His name was Marcus.

18 "He just won that case. Why don't you
19 go hire him?" They did. They hired the lawyer.
20 Marcus was such an intelligent -- he was a Jewish
21 lawyer that said to my dad, "Gonzalo, let's not
22 just fight for your children. Let's fight for

1 all the children. Let's make this a class action
2 case. Let's go and ask the other parents how
3 they feel about it." My dad took the lawyer,
4 Marcus, around Orange County and met the Guzman
5 parents. Mrs. Guzman and Mr. Guzman were trying
6 to get Billy into Franklin School, where he was
7 being denied.

8 She had already hired a lawyer that
9 had been trying to fight for him, but wasn't able
10 to get him into that school, took him to Orange,
11 which was El Modena, at the time, to meet with
12 the Ramirez family, to Garden Grove. In
13 Westminster, Mr. Estrada's part of the family, so
14 they all joined in and fought Mendez v.
15 Westminster, et al, and they won.

16 This case became dormant. I went on
17 to college, into an integrated college, Santa Ana
18 College, and here we have -- I didn't even know
19 she was a commissioner for Santa Ana College, and
20 went on and became a nurse, worked for 33 years
21 as a registered nurse.

22 It wasn't until my mother got very

1 sick and said, "Sylvia, this is history of
2 California. It has to be told," that I decided
3 that I would start talking about Mendez v.
4 Westminster, the important case, how our
5 governor, at that time, Earl Warren, when he
6 heard the case, he sent his attorney general
7 attorney to help in the Mendez case. My father
8 knew the governor at that time. He helped him in
9 his election. And how after he helped him with
10 sending his attorney general to help, how he went
11 ahead and desegregated all of California seven
12 years before Brown v. The Board of Education.

13 Isn't it ironic that then he becomes
14 a supreme justice of the court, and there he is
15 listening to the case, Brown v. The Board of
16 Education? And how when he's listening to it, he
17 had already segregated California. I don't know
18 if everybody knew about it, but he had. When he
19 segregated the whole nation, he used almost the
20 same wording that he used when he desegregated
21 California.

22 So yes, we've come a long ways, but we

1 are still so far away from reaching our
2 potentials. We are more segregated now than we
3 were in 1947. Two schools that are named after
4 my mother and father, one here in Santa Ana,
5 Gonzalo and Felicitas Mendez Intermediate School,
6 is 100 percent Latinos. There's one in Los
7 Angeles, a high school named after my -- they
8 reversed it, Felicitas & Gonzalo Mendez High
9 School. That is 100 percent Latino, so we're
10 more segregated. But today, I have been
11 listening to the White House initiative, and I
12 found out that yes, they're working on it, and
13 they're coming up with all these wonderful
14 solutions, and we're going to make it, and we're
15 going to succeed, and someday, we're going to
16 have integrated schools all over the United
17 States. So ask me a question.

18 MS. MARTINEZ: I really love the
19 story. I think what I took from it was the
20 history that you touched upon, that in order for
21 our community to really understand the pivotal
22 moments that your family went through, as a

1 Latina, I think I lack that in my education,
2 where I'm right now teaching myself my own
3 history.

4 I had to come to college, and I had to
5 come and educate myself on my own culture and
6 coming to understand my own ethnic identity. I
7 had no one to support or tell me about it. I
8 think you touched upon a great point. In order
9 for things to be done or social change to happen,
10 or for things to come from the community, from
11 here in California all the way to a national
12 level, our history needs to be mandated in all
13 history books, in American history. I can name
14 off Abraham Lincoln and George Washington, but I
15 can't tell you the successes like this, and I
16 want to.

17 So I think coming back to a question
18 of do you believe that there's a relationship
19 with re-writing American history and really
20 creating this awareness, so that changes like
21 this -- making your story known, how do we do
22 that? With commissions like this, do you think

1 that's an important aspect they should look at,
2 at history?

3 MS. MENDEZ: Absolutely. Thank you so
4 much for having me here today, so I can tell this
5 story. We have tried so hard to get this into
6 the California curriculum. We have been working
7 hard. I have somebody that's been helping me.

8 Sandra Robbie, can you stand up?

9 (Applause.)

10 She has been a person that has been
11 helping me to try -- we did find somebody. Her
12 name was Maria Salas. We took it into the
13 Senate, here in California. It passed the
14 Assembly and the Senate, non-partisan 100
15 percent. We thought we had it; we were going to
16 have it in the standards, and it was going to be
17 taught here in California. But we had a governor
18 named Schwarzenegger at the time, and when it got
19 to his desk, he vetoed it. A teacher called him
20 and said, "Why did you veto that?" He says, "I
21 don't want to get involved in education," so it
22 was vetoed. It went back to the curriculum

1 committee, and it's in the framework. The
2 framework means that any teacher that wants to
3 can teach it in California.

4 It's being taught in colleges, but we
5 need to have it taught in elementary schools, in
6 the fourth grade, when Brown v. The Board of
7 Education is being taught in high schools.

8 Sandra and I need to find another politician, so
9 she can introduce that into -- into this stage,
10 because that is one of my prime priorities right
11 now, to get it taught in the standards. We've
12 come a long ways, but we still have a lot to work
13 on.

14 MR. VALENCIA: I have a statistic
15 here, so I'll read the full thing. As you
16 mentioned, we've come a long way, yet there's so
17 many instances where segregation in schools, even
18 though it's after the legacy of Mendez and Brown,
19 we still have policy that's being made that is
20 drawing districts and communities and putting
21 communities in a district where it is almost --
22 it is institutional segregation.

1 An example we have here, in Loudoun
2 County, in Virginia, there's an article in the
3 Washington Post where they said that they're
4 redrawing school districts in a way that will
5 concentrate the majority of low income and
6 English language learning students into
7 neighborhood schools, keeping them away from
8 wealthier schools. We have this history, and we
9 have this legacy, yet we have policy like this
10 that's still happening.

11 MS. MENDEZ: We have this problem
12 right now that I see the initiative is working
13 very hard to try to help us with. It's de facto
14 segregation. Legally, they cannot segregate us,
15 but we have de facto segregation. The problem is
16 that we have a high concentration of poverty in
17 certain areas, and we're segregated by that. It
18 exists all over the United States right now.
19 It's just not Latinos. It's the minorities of
20 all colors. I was in south L.A., speaking in
21 African American schools, and you saw that we had
22 segregation there, so it continues. But what we

1 are trying to do -- and I learned this morning
2 from the initiative -- what we're trying to do
3 with the segregated schools, like the two Mendez
4 schools, is to have more AP classes for the
5 students to work on the students that are being
6 expelled for just minor things.

7 That's where we get that railroad to
8 the prisons that we hear about. They're working
9 very hard on it and having more counselors in
10 these segregated schools. We're working with
11 students that are in segregated schools right
12 now. Yes, it continues, and we have a long, hard
13 struggle, but today, I have learned so much from
14 our commissioners, that they are working very
15 hard, and they are aware of it and trying to get
16 more funding for it. I know that we're going to
17 come out winning.

18 MR. VALENCIA: I think just to add on
19 that, you talked about the work of the
20 Commission. I think both of us, as students,
21 we'd like to what can we, as students -- how can
22 we become key players in discussions and

1 movements like this?

2 MS. MENDEZ: I think it's so wonderful
3 that you two are doing that today. This is
4 what's so wonderful, that we have two students
5 here -- and this is what shows, our future Latino
6 leaders that we have here. That's what I do.
7 When I go to schools, as a nurse, not an
8 educator, I go and I inspire.

9 I think what I do is just tell them
10 the story, and it inspires them. This is what we
11 need, students like you that are inspired to
12 continue the legacy of Mendez, working towards
13 equal education. That is so important, and I'm
14 so proud of both of you for what you have done.
15 One thing that we need to do, and one thing that
16 I do tell the students, is that we need to vote.

17 Politics is so important. Right now,
18 as we sit here in this wonderful location --
19 thank you for having us here -- there is a
20 person, right now, right here in Orange County,
21 at the Fair, that is so against our equal
22 education and is calling Latinos the same thing

1 that was called when my mother and father, in the
2 fight for the peace Ramirez, Estrada, Guzman,
3 Palomino, and Mendez were fighting for. They
4 were saying that Latinos were dirty. That we
5 were socially unfit. We have one person right
6 now, here in Orange County, right now, talking
7 about how we're criminals, and how we are
8 prostitutes. Today we have two wonderful
9 students that show that they're going to be
10 leaders, and this is what we need, more students
11 just like them.

12 We need to get out there and show
13 everybody that no, we are intelligent, proud
14 Hispanics that are so proud of our culture, and
15 so proud of being here in the United States,
16 where we have an opportunity to have this
17 wonderful education, free up to high school.

18 Right now, I know that our Commission
19 is going to be working. I hope our new
20 president, whoever he is, will start working on
21 lowering the tuition for all the students.
22 Because right now, the tuition is so high, and it

1 impacts our Latino -- and everybody. Because
2 poverty is not just in the Latino community.
3 It's all over the United States right now.

4 MS. MARTINEZ: What role do you think
5 that state -- not just on a national level, but
6 state and local level, and even community based
7 organizations, play in empowering students like
8 us and empowering our community and the Hispanic
9 population, locally, to really create this change
10 in our education system and empowering our
11 students?

12 MS. MENDEZ: I think we have seen it
13 today with our commissioners right here that come
14 from different areas of California and how they
15 are working towards that. We have so many other
16 Latino -- right now, we have so many Latino
17 organizations.

18 I'm part of a league conference in San
19 Bernardino and part of so many other
20 organizations that are working towards helping
21 the Latinos to achieve that going on to college.
22 Because one of my main reasons for going on to

1 college is to make sure that the students know
2 that they must have an education, and they have
3 to go on to college and get that education
4 because that's the way they're going to have a
5 comfortable life.

6 That's one of the American dreams that
7 we have here. They come to this country; they're
8 brought here by their families with a lot of
9 sacrifice. They're brought here so they can have
10 an education. Because they know that here, you
11 can live the American dream. I feel that I'm
12 living the American dream, and if I can do it,
13 you, too, can do it. I know that all the
14 students here can do it.

15 MS. MARTINEZ: That was wonderful. I
16 love that conversation; it was so good. I hope
17 you guys took a lot out from it. Now we're going
18 to give it to the Commission, to turn it over to
19 you guys and have any questions that you have for
20 Sylvia Mendez to help you better do your job. Do
21 you have a question?

22 COMMISSIONER MELVIN: Good morning, so

1 great to see you again, Sylvia. It's just
2 amazing that you spend your days inspiring and
3 educating our youth, in terms of the history of
4 California and Latinos, so I just want to say
5 thank you so much to all that you do, and also
6 acknowledgment to your daughter. I don't think
7 she's here today, right?

8 MS. MENDEZ: No.

9 COMMISSIONER MELVIN: But I know she
10 has dedicated herself to helping you do that, so
11 I really appreciate all that your family does for
12 our history and for our future. While she was
13 speaking, I just looked up on Wikipedia, our
14 favorite source of information -- sorry
15 researchers -- some information on Mendez v.
16 Westminster. I was really struck by some of the
17 language that was used during the trial. It said
18 that some of the Orange County superintendents
19 used the following statement: "Mexicans are
20 inferior in personal hygiene, ability, and their
21 economic outlook.

22 He, the superintendent, further stated

1 that their lack of English prevented them from
2 learning Mother Goose rhymes, and that they had
3 hygiene deficiencies, like lice, impetigo,
4 tuberculosis, and generally dirty hands, neck,
5 face, and ears. These, the superintendent
6 stated, warranted the separation." That's just
7 mind-blowing to me.

8 MS. MENDEZ: It was. We have somebody
9 going around the country saying worse things
10 about the Latinos right now, don't we? He's here
11 in Orange County, right now. Don't we have him?
12 Anyway, I think that one of the things that --
13 that was one of the reasons my father was so
14 upset, too, because we were always clean, and we
15 knew how to speak English. He said that one of
16 the reasons they were trying to keep us away from
17 that school was because we did not speak English,
18 and that we were always dirty and filthy. If you
19 see pictures of my parents from any time during
20 their lifetime, you will see that they were
21 always very well dressed and very elegant, and
22 they were not whatever this person was saying.

1 That just shows pictures -- if you see
2 pictures of the Latinos that are here, and you
3 see pictures of your grandparents and your
4 family, you will see how they were always dressed
5 very nice. Don't you have that? What he was
6 talking -- I don't think he knew what he was
7 talking about. I don't think this person that's
8 talking about us right now doesn't know about the
9 Latino history.

10 COMMISSIONER MELVIN: I would just
11 make another similarity to what you said before
12 about kids not being able to succeed in AP
13 courses. That same level of discourse, in terms
14 of people giving rationale and excuses for why
15 Latinos can't be in AP courses. So the rhetoric,
16 while the context has changed, is still negative,
17 in terms of our population's abilities and
18 capacities.

19 MS. MENDEZ: It is because as we have
20 learned today that we're still in segregated
21 schools, and we still have Latinos in schools
22 where they don't have the AP classes. We have

1 Latinos in segregated schools where they don't
2 have enough counseling. I have gone to schools
3 where the students don't even know that they have
4 to take certain classes to be able to go on to
5 college.

6 They think that if they graduate from
7 high school, they can just go on to college.
8 Nobody has even told them that they have to take
9 certain classes, and that they have to be able to
10 go on to college. We still have a problem that
11 we're working so hard. I know that as a
12 commissioner, you are working on that problem
13 right now. Thank you for working so hard on
14 that.

15 MS. MARTINEZ: Any other questions?

16 DR. GARCIA: As you see, Sylvia,
17 what's going on in Orange County today, tell us
18 what you've seen as successes -- and you've
19 talked about those -- but what should the
20 Commission be concentrating on, in order to move
21 the agenda forward?

22 MS. MENDEZ: I think that we touched

1 bases on it this morning. I think it's so
2 wonderful that you are aware of all the
3 deficiencies that are going on, especially when
4 she's talked about that Hispanics have -- how we
5 have 24 percent of Latinos here, and 60 percent
6 Hispanics that we'll have in schools in the
7 future, and that we must work to get more
8 resources for them, and how we're going to have a
9 new president.

10 We have to continue this Commission,
11 and how we have to make sure that this Commission
12 continues, and how we have to vote to make sure
13 we get the president that's going to continue
14 this Commission. I think that I've learned so
15 much from you, and I am so proud and so happy
16 that I can go to students -- I was in a school a
17 month ago in Los Angeles that was 100 percent
18 Latinos.

19 It was Linda Marcus, I think, the name
20 of the high school. They weren't even aware that
21 they were segregated. The students weren't even
22 aware that there was such another part of an area

1 in town where they had White schools, where they
2 had all the privileges that they did not have. I
3 think that the awareness of that, the Commission
4 is working so hard to make sure that those people
5 that are continuing in those segregated schools,
6 that they have the same opportunities and have
7 the same kind of resources that they're getting
8 right now in south Orange County, and not in
9 Santa Ana. But you are working towards that, and
10 I am so proud of you. Thank you so much for
11 allowing me to be here.

12 MS. CEJA: Sylvia, it's an honor to
13 always be in your presence. As somebody that's
14 working on education reform, the legacy of you
15 and your family is something that I wish more
16 students knew about because it is such an
17 important legacy in history. I think it's a
18 testament of the work that lies ahead for us, as
19 a Commission, for our school districts, our
20 superintendents. But I wanted to ask you if you
21 could leave students with a message, especially
22 those students that don't see themselves in

1 higher education. What would that be?

2 MS. MENDEZ: I think the message is
3 that -- to those students that are in those
4 segregated schools, that are in those poverty
5 areas, those areas where they feel that they
6 cannot get ahead, I think that it's so important
7 that they know that people are fighting for them,
8 that continue fighting. It started in 1930 with
9 the Lemon Grove incident, and it continues to
10 this day, with your initiative. I think that
11 they need to listen to their parents. I love to
12 go and speak to parents because those parents are
13 the ones that have to inspire those students.

14 I know that they cannot help them with
15 homework because some of them don't speak
16 English. I know they can't help them with money.
17 But all they have to do, these parents, I think
18 is to (Foreign language spoken) inspire them and
19 tell them. That's what my mother did. She
20 inspired me. She's the one that told me do this,
21 do that. I wanted to be a telephone operator.

22 She says, "No, you're going to

1 college," so I went to college. It's so
2 important that the parents continue doing that,
3 and for the students to listen to their parents.
4 I tell them the parents have brought them here
5 and they need to listen to their parents and go
6 on to school. I think that the Latino mothers
7 and fathers need to continue to encourage their
8 students to stay in school and go on to college,
9 so they can have a better life.

10 MS. MARTINEZ: Just one more last
11 question, if anyone has any. No?

12 MS. MENDEZ: Thank you so much. Thank
13 you for having me here. It's been such an honor
14 to have listened to you. Thank you so much.

15 (Applause.)

16 DR. GARCIA: What a pleasure to have
17 Sylvia Mendez with us and, of course, my amazing
18 students. Thank you so much for a great
19 conversation. Now, we're going to ask the
20 commissioners and the guest speakers and the
21 White House commission staff to stay for a
22 picture. We are breaking for lunch until 1:00.

1 In your package for the public, there are places
2 that are nearby that you can go to to have lunch,
3 and we will reconvene at 1:10 -- 1:10 on the dot.

4 Thank you.

5 (Whereupon, the above-entitled matter
6 went off the record at 11:45 a.m. and resumed at
7 1:10 p.m.)

8 DR. GARCIA: Okay, hello, everybody,
9 we're going to get started. I'm going to send it
10 over to Commissioner Kent Scribner for an
11 announcement before we begin.

12 COMMISSIONER SCRIBNER: I wanted to
13 again thank Milly for her inspirational
14 leadership today. In fact, she's inspired me so
15 much that we would like to formally offer Ft.
16 Worth, Texas as the location for our next
17 Commission meeting.

18 (Applause.)

19 Fort Worth ISD and several of the
20 colleges and universities, Tarrant County College
21 and TCU, Texas Christian, and University of Texas
22 at Arlington all certainly would be great

1 partners, as well as the philanthropic community.
2 So hopefully, I'll work with Alejandra, and if we
3 can pull this off and get dates scheduled, we'd
4 be very proud to host the Commission in Texas
5 next fall. Thank you. We'd be very proud to
6 host you all.

7 DR. GARCIA: Looking forward to it,
8 thank you. We're going to get started with our
9 next report out. It's from Maria Pastrana Lujan.
10 She's a senior advisor with the initiative, and
11 she's also on detail from the U.S. Citizenship
12 and Immigration Services at the Department of
13 Homeland Security. Maria has been instrumental
14 in informing the Department of Ed's immigration
15 agenda, so we look forward to her presentation.
16 Maria.

17 MS. LUJAN: Thanks, everybody. As
18 Alejandra mentioned, I am, indeed, on detail from
19 Citizenship and Immigration Services. We are the
20 operational piece of DACA. It's been wonderful
21 for me, as a USCIS employee, to be part of the
22 Department of Education immigrant working group

1 because they're doing such wonderful work
2 affecting the lives of Latino kids in the nation.

3 Obviously, it's an honor to be part of
4 Alejandra's team here at the White House
5 initiative. Today, I wanted to share with you
6 some of the immigration working group's work, as
7 well as get into a little bit of the DACA and
8 open it up for questions a little bit on LEP
9 communities, and also immigrant integration
10 efforts, in general.

11 One of the key pieces that we've been
12 working on, in terms of the Department of
13 Education immigrant integration work has been a
14 resource guide that came out in October of 2014.
15 That resource guide highlights tips and promising
16 practices that educators can use to better
17 support undocumented youth. It also clarifies a
18 lot of the misconceptions that, obviously, then
19 attribute to fraud and that sort of problem,
20 clarifying misconceptions about the legal rights
21 of undocumented students, as well as information
22 about the eligibility for federal funding and

1 other financial aid options, like state aid and
2 private scholarships. We have a wonderful piece
3 in the guide that talks about tuition assistance,
4 what's possible, and what's not possible.

5 Again, getting to the point that we
6 need to ensure that our undocumented youth know
7 what they're eligible for and what they're not,
8 so that they're not preyed upon by those
9 unscrupulous folks who would take advantage of
10 this. Within the guide, we also have a lot of
11 information about applying for deferred action
12 for childhood arrivals.

13 Key information for educators,
14 schools, institutions to share this information
15 with their family and not only giving them the
16 information and empowering them, but also some
17 suggestions on how to then disseminate the
18 information within the community and with their
19 families. It also has some information on how to
20 access your education records which, for migrant
21 communities, is critical. Because as you may
22 know, part of the DACA piece asks for you to show

1 that you had to be in the country at a certain
2 given point in time, so access to M6 records is
3 critical for lots of these kids who are thinking
4 about applying for DACA, in terms of being able
5 to support their application. We know that
6 undocumented youth face a lot of unique
7 challenges, so we are very proud of this
8 undocumented youth guide.

9 We're hoping that in late June, we
10 will be coming out with a resource guide for
11 undocumented children and their parents. Because
12 again, we recognize that they have unique needs.
13 I wanted to -- can you put the DACA slide up?
14 Just a little bit of background, a couple things
15 that are really, really important.

16 Seventy percent of DACA recipients
17 are, indeed, Mexican, followed by El Salvador and
18 Guatemala. DACA's impact, obviously, on our
19 community is tremendous and already been felt.
20 In terms of an educational perspective, the most
21 important piece, I think, is of the estimated 2.1
22 million DACA eligibles -- back when DACA was

1 first announced, back in 2012, MPI estimated
2 there were about 2.1 million folks who could be
3 potentially eligible. But interesting, from an
4 educational perspective, is that there's 426,000
5 of these folks who would be eligible, except for
6 one thing. What do you think that one thing is?
7 Anybody? Guess. The education requirement.
8 They meet everything except the education
9 requirement. This is why I'm highlighting this
10 today.

11 Because of this group, there are two
12 subgroups within this 426. Thirty-eight percent
13 of these folks have little or no schooling, so
14 these are folks who came to the United States
15 and, for whatever reason, just entered the
16 workforce or are stay-at-home folks, either/or.
17 Seventy percent of these folks are of limited
18 English proficiency.

19 This is why bilingual adult education
20 classes are critical if these folks are ever
21 going to have an opportunity to apply for DACA.
22 Interestingly enough, on the flip side of that,

1 62 percent of this same group have received some
2 sort of schooling in the U.S., but they dropped
3 out. So MPI, again, estimates that they've had 9
4 to 12 years of schooling, but they dropped out
5 before they could get their diploma. Again,
6 without the educational requirement, you cannot
7 apply for DACA. In this group, 70 percent only
8 speak English. Isn't that amazing? I highlight
9 those two points just to highlight the fact that
10 DACA eligibles come in all shapes and sizes.
11 They are not just dreamers.

12 We, as a community, need to be able to
13 support everyone who has an interest in applying
14 for DACA, but in order to support it, you have to
15 know who they are. I hope this information is
16 useful to you. The other group I really wanted
17 to point out was there's another group of kids
18 who are aging in. One of the requirements for
19 DACA is that you be 15 years old.

20 A lot of these kids came in before the
21 age of 16, but they have not -- they could have
22 been a newborn, for that matter, but you must be

1 15 to apply. The Department of Education, again,
2 is in a very unique position to help these kids
3 because we're the ones who are dealing with early
4 learning, and we are surrounded by these
5 potential DACA eligibles. It's critical that we
6 inform our educators on how best to support these
7 kids. These are kids who just are aging in, so
8 that's another part. Again, as I mentioned,
9 because our working group at the Department of Ed
10 understands the need for this, we will be coming
11 out with a resource guide for children and the
12 parents of -- undocumented parents, hopefully by
13 June. I won't get into the details of
14 eligibility for DACA unless afterward, perhaps,
15 somebody has a keen interest. I will just say
16 one thing.

17 I know there's a lot of talk about the
18 federal court order and stopping the expansion of
19 DACA, and then running it on to DAPA. I will
20 just say that as a result of that, our agency,
21 USCIS, we did not begin accepting requests for
22 the expansion of DACA, as we had originally

1 planned. However, it's very, very important to
2 note that the court's temporary injunction
3 doesn't affect existing DACA.

4 Anybody can still apply for DACA, and
5 to please not forget that you must renew after
6 two years. We're still accepting that. In
7 addition to the resource guide for undocumented
8 students, our ed working group has been working
9 on an immigrant guide for students and families,
10 especially focusing on, as I mentioned earlier,
11 limited English proficient communities. We have
12 a great office, the Office of English Language
13 Acquisition. They recently came out with an
14 English language toolkit, again, to help
15 educators and those who work directly with
16 immigrant communities to best support them. I
17 just wanted to -- Mala, can you put the slide up
18 on LEPs? Why is this important?

19 Well, 63 percent of all individuals in
20 the U.S. who are LEP are of Latino origin. The
21 new toolkit is critical as a resource for
22 educators, for them to be able to understand the

1 legal obligations of newcomers, provide really
2 welcoming schools, and provide newcomers with the
3 support they need to transition to U.S. American
4 schools and attain English language proficiency.

5 As the department assembles more tools
6 and supports the field, this year our initiative
7 will continue to support these efforts to ensure
8 that all Latino children, irrespective of how
9 well they speak, or not, English have a voice in
10 their education.

11 Again, why is this important? If
12 you'll see the comparison, in 1970, there were
13 almost 10 million foreign born. By 2014, we had
14 43 million. Of importance for our community is
15 that 56 percent of these reported being of
16 Hispanic and Latino origins. If we're really to
17 better serve our immigrant and refugee community,
18 it's really imperative of us to understand who
19 they are and to provide the supports needed for
20 them to be successful.

21 President Obama is completely
22 committed to ensuring immigrant integration, and

1 he established -- it escapes me now -- November
2 21st of 2014, the Task Force on New Americans to
3 do just that. In addition to that, at the
4 Department of Education, in the broader scope of
5 the work of the task force, we are developing a
6 newcomers' toolkit.

7 We also have the Building Welcoming
8 Communities campaign -- this is, again, a White
9 House initiative -- and also the Stand Stronger
10 Citizenship Awareness Campaign, to really
11 encourage folks who are eligible to become
12 citizens to do so. The last thing I wanted to
13 mention, in terms of the supports for new
14 immigrants, is the White House regional
15 convenings on new Americans. We have held -- and
16 our initiative has hosted one, in particular --
17 we've held them in Los Angeles, Houston, Miami,
18 San Jose. I think we have one coming up in
19 Denver. The point is all of these have the same
20 purpose. It's to support immigrant integration
21 economically, linguistically, and provide folks
22 with the needed resources they need to transition

1 into U.S. life. I just wanted to -- one, in
2 terms of the White House convenings -- give a
3 shout out to Dr. Padron, who hosted us in Miami.

4 His team did a great job. But I
5 wanted to emphasize that whether it's coffee in
6 L.A. or cafecito in Miami, the goal is the same,
7 to help our immigrants integrate, and to help our
8 Latino community. Many of the bright spots --
9 and Alejandra mentioned this. Lots of the bright
10 spots in Hispanic education and our commitments
11 to action are doing just this.

12 To elevate this good work, I just want
13 to re-emphasize that we are, indeed, holding this
14 series of Google Hangouts to elevate the work of
15 all these great organizations. Our next one is
16 on May 18th, where we're going to be really
17 elevating bright spots who are doing good work in
18 early learning, and then on June 15th, on the
19 anniversary of DACA, the three-year anniversary,
20 we will be doing a Google Hangout elevating our
21 bright spots and commitments who are doing great
22 work to support our DACA students through the

1 college practice. Again, I just wanted to say,
2 again, that coming from USCIS, it's been very
3 rewarding to see that the good work of so many
4 dedicated USCIS employees and ed employees are
5 really being personified in the great students
6 that I've met.

7 I can't think of anything that's more
8 gratifying. Be it immigrant integration or
9 supporting English language learners or
10 unauthorized students, our initiative continues
11 to be at the forefront of positive change for the
12 Latino community, especially when ensuring that
13 children have all the resources that they need,
14 irrespective of their immigration status. Thank
15 you very much, and I'll take questions.

16 DR. GARCIA: Do any commissioners have
17 any questions?

18 CHAIR GANDARA: I do. Thank you for
19 that. This is a very interesting report, and I
20 am really looking forwards to June, when this
21 comes out. I'll be right on the top of the list
22 on this. Is there any further discussion about

1 the costs associated with DACA? I think there
2 has been concern, particularly in families that
3 may have more than one child, that this can be
4 really prohibitive.

5 MS. LUJAN: Yes, folks, just so you
6 know, the cost associated is \$465, so it is a
7 cost that is prohibitive for lots of folks. I
8 know that from USCIS' perspective, that has not
9 changed. I do know that, certainly, people are
10 aware that is being prohibitive for lots of
11 folks.

12 What we have done is we've worked a
13 lot with community-based organizations. There's
14 a lot of coordination at the local level to bring
15 folks together who are doing the same similar
16 work, and there are a lot of folks who are
17 funding that particular piece. Other than that,
18 I can't tell you from a USCIS perspective, no.

19 CHAIR GANDARA: The second question,
20 then. Are the current DACA recipients -- and,
21 actually, potential future recipients -- given
22 any kind of encouragement in the face of this

1 horrible anti-immigrant rhetoric that is going on
2 that could be very scary for anyone putting their
3 information down for the federal government?

4 What's happening about that to help the community
5 feel more comfortable about this?

6 MS. LUJAN: Again, we do quite a lot
7 of outreach with local community organizations.
8 We work side by side with United We Dream and
9 others. I think folks may not be aware of that
10 kind of collaboration that truly goes on. Our
11 job at USCIS is to simply ensure that the
12 community has the information, and our job is to
13 provide it, irrespective of language.

14 We have actually done -- I,
15 personally, have led outreach events in Spanish,
16 Chinese, Vietnamese, Korean, Arabic. Whatever we
17 need, we do it. I think our colleagues from the
18 White House Initiative on Asian American and
19 Pacific Islanders pointed out the fact that -- I
20 think it's No. 5 is Korea, in terms of outreach
21 -- one, two, three, four, yes -- six?

22 It went down. It used to be five.

1 But we have done outreach on how to get DACA in
2 Korean. We have worked with the embassy and
3 consular networks to get it out there. The
4 Embassy of Korea actually has our recording of
5 the event on their website. There is so much
6 collaboration going on. To be quite honest, I
7 don't know what else we can do because we feel so
8 strongly about getting the word out.

9 COMMISSIONER NIEVES: Thank you,
10 Maria, for speaking. My question was about the
11 62 percent that dropped out before they received
12 a diploma, and of that, 70 percent speak English.
13 So first, thank you for painting the diverse
14 picture of who are DACA eligible. The second is
15 what is a bright spot out there that is actually
16 working at targeting that population?

17 Because that's not the population
18 that's going to be targeted by higher ed. This
19 is the population that, what I say, receives the
20 worker penalty. Are there some even
21 non-education institutions that we can highlight
22 and direct or recognize that right now that are

1 working with those who dropped out before the
2 diploma, speak English, and are working?

3 MS. LUJAN: Right off the top of my
4 head, I cannot name a bright spot, however, I
5 know that we have several bright spots who are
6 doing this work, and that's something that we can
7 certainly research. I promise you I will get
8 back to you and tell you exactly which of our
9 bright spots and our commitments are doing that
10 work, because they are.

11 COMMISSIONER NIEVES: That would be
12 great to circulate that. That is a population
13 that is invisible, and it would be good to do.

14 DR. GARCIA: Thank you so very, very
15 much, looking forward to the report. We now turn
16 to subcommittee report out, so I'm going to turn
17 it over to the Early Learning Subcommittee, who's
18 reporting from the early learning, Commissioner
19 Acevedo.

20 COMMISSIONER ACEVEDO: Hi, this is
21 Sylvia Acevedo, very proud to be the chair of the
22 early learning. Joining us, Mo, who

1 unfortunately had to leave early, Manny Sanchez,
2 Maria, as well, representing Shakira. What we
3 like to say in early learning, can't have higher
4 ed without lower ed.

5 It's a very important point. So how
6 do we get early learning to be the best that it
7 can be? We've had kind of a plan and a strategy,
8 and it's really to bring together both the common
9 partners and uncommon partners. Even though we
10 really focus on education, we've made sure we've
11 reached out to other partners, whether they're in
12 the media, whether in community foundations, but
13 as well as other departments in the federal
14 government, including Health and Human Services.
15 So we've been able to bear fruit in that regard
16 because one of our key initiatives is around dual
17 language. We're able to see, in the next month
18 or so -- by June 2nd, you'll see that the White
19 House is going to be issuing a policy statement
20 in favor of dual language.

21 We're really excited about that
22 opportunity. Dr. Gandara and I are writing one

1 of the papers. There's also some work being done
2 from the University of Washington, Dr. Pat Coyle
3 will be writing the benefits of bilingual brain.
4 That is kind of foremost in our strategy is
5 having our children who learn a native language
6 at home maintain that language and learn English.

7 That supports their culture, it
8 supports their language ability, and it supports
9 their academic. But along with that is who are
10 creating the dual language curriculums for them
11 in the preschool. Highlighting the importance of
12 family engagement, that's been another key aspect
13 of our work is highlighting that aspect. So as
14 we look forward -- looking back at that success,
15 now looking forward, we're really looking at what
16 can we do to amplify the importance of
17 maintaining your native language and importance
18 of family engagement, importance of dual-language
19 curriculums. We're looking to create a media
20 strategy around that. Now, to further highlight
21 that, I'm going to call on Manny Sanchez to talk
22 a little bit and to add a little bit more

1 emphasis on what we're looking, in terms of
2 language.

3 COMMISSIONER SANCHEZ: I don't think
4 that there's enough people in the country that
5 realize that it's never too early to start the
6 early education. I'm not talking about 4 years
7 or 3, I'm talking about from birth to 4. We're
8 talking about getting that word out. There's an
9 effort going on in the Midwest right now, driven
10 by Ounce of Prevention, that is making the public
11 aware, perhaps for the first time, that education
12 doesn't start at even pre-K.

13 It starts at birth. Some would argue
14 that during the nine months of pregnancy, you
15 start to educate your child, your baby, your
16 infant during those first four years, formative
17 years. Think about it. If you take our
18 commitment to the benefit, the asset of being
19 bilingual, and you have them entering pre-K or
20 K-1 with not only the bilingual skills, but the
21 cultural skills, as well, then we'll begin to be
22 viewed as an asset, and we'll get away from the

1 political nonsense about you can't have bilingual
2 education and all this other stuff. This is an
3 advantage that we, as a community, have.

4 I think that we need to aggressively
5 have the Univisions and the Telemundos and the
6 other media -- and that's part of our strategy to
7 get the word out to parents and to the public
8 that it's never too early to start the early
9 education effort. I think if we succeed in that
10 effort, that will be a legacy that generations to
11 come will benefit from, by us having our children
12 start ahead, rather than behind, when they get
13 into the pre-K effort.

14 COMMISSIONER ACEVEDO: Great. Thank
15 you very much, Manny. Then Maria is going to
16 talk a little bit about the efforts that she and
17 Commissioner Shikita are looking to support.

18 COMMISSIONER LIEVANO: Just to add,
19 the Subcommittee on Early Ed has stated that
20 we'll work, in order to align these messages on
21 the importance of family engagement and dual
22 language, to promote it as a policy statement.

1 So, therefore, Shakira will be looking forward to
2 amplify this messaging, in order to advocate for
3 these two key priorities that the submission has
4 selected.

5 COMMISSIONER ACEVEDO: How many
6 followers does Shakira have on social media?

7 COMMISSIONER LIEVANO: More than
8 100,000 million followers.

9 COMMISSIONER ACEVEDO: She has a lot
10 of followers. Thank you very much. The other
11 thing that we have learned with our partners in
12 the Department of Ed and Health and Human
13 Services, the importance of community follow up.
14 They told us that if they receive 80 phone calls
15 on an issue, they have to take some type of
16 action on it.

17 They have to follow up with that. So
18 when we're thinking about that -- as Mo said, he
19 has 80 relatives that could call. What kind of
20 plan can we put together around key issues and
21 initiatives that impact early childhood to
22 mobilize a community to make those phone calls,

1 those 80 phone calls, so that the departments
2 have to take some kind of formal action around
3 this? We're really excited in the -- we're
4 looking as we're going to run right through that
5 finish line. We're not giving up and really
6 focusing on what can we do with the kids? As we
7 know, children may make up 25 percent of our
8 population, but they're 100 percent of our
9 future, so thank you.

10 DR. GARCIA: Thank you so much. We
11 turn to K-12 subcommittee, Commissioner Gandara.

12 CHAIR GANDARA: I'm going to pick up
13 -- this is actually my last point, but I will
14 pick it up at the end and go the other direction
15 around dual language because it's never too
16 early, but it's easily too late.

17 One of the things that we're seeing
18 happen is a lot of interest in dual language at
19 the K-6, the elementary school level, but without
20 preschools that are bilingual, the children are
21 arriving already having lost a lot of their
22 language, their primary language from home. So

1 we really do need a very strong emphasis at the
2 preschool, even though that's not my area. The
3 other thing I think people need to be aware of is
4 that we are now at net zero immigration with
5 respect to Latin America, with Spanish speakers.
6 There's a lot of research that shows that by the
7 third generation, we have lost the language.
8 There is no time to lose here on this because
9 we're not getting an immigration that will
10 sustain that language, and very quickly, the
11 young people will be losing it, and we're going
12 to lose this asset that we have.

13 I feel a certain sense of urgency
14 around this. Let me go back to -- I just love
15 the fact that the Commission is talking about
16 this, so this is wonderful. In our K-12
17 committee, we had a fabulous group of people. I
18 was so frustrated that we didn't have at least
19 half the day to be able to talk with the folks in
20 that room because we had very powerful people in
21 the room with powerful ideas.

22 I'm going to try and do justice to

1 sort of skimming on the top of that to say that I
2 think the major theme that occurred in that
3 meeting was around Latino students' barriers to
4 preparation for college and the lack of knowledge
5 and resources to go to college, even when they
6 were prepared. Some of the issues that were
7 raised were the lack of counseling, and
8 especially prepared teachers to teach our kids.
9 We have a teaching crisis, a teacher crisis in
10 the U.S. generally. Kent was sharing with us
11 horrifying statistics, where significantly less
12 than half of the teachers being hired in his area
13 are not really qualified to be teaching. They're
14 not credentialed. This is just stunning. We
15 have a lot of research that tells us just where
16 those underqualified teachers go.

17 They go to the lowest income schools,
18 where the children need the most support, and
19 they're not going to get it. That's a couple of
20 issues, the lack of access to AP and other
21 rigorous college courses for our kids, and a huge
22 issue of affordability. This was raised in

1 several contexts about going to college, but not
2 being able to afford going to college.

3 We did, in the short time that we had,
4 try to tackle what might be some of the ways in
5 which we could approach these things. One idea
6 is engaging philanthropy and public/private
7 partnerships more around the issues of
8 inequality. Alfredo Artiles points out that the
9 WT Grant Foundation and the Ford Foundation have
10 already committed themselves strongly to the
11 issues of inequality, and we can broaden that and
12 bring them to the table, with the Commission, to
13 discuss how to move forward with both research
14 and practice around the issues of inequality.
15 Although funds are always short in education -- I
16 don't know when they haven't been -- we had a
17 very impassioned plea by our wonderful
18 superintendent from Fort Worth Schools, who noted
19 that strong and committed superintendents know
20 how to select priorities, even when funds are
21 low.

22 Kent points out that many districts,

1 like his own, may have 800 programs, when they
2 probably need 18 really strong, good programs.

3 We need to focus on getting strong
4 superintendents to serve these public schools
5 that are educating our kids and who can make
6 those tough decisions around priorities.

7 There was a recommendation for a
8 national campaign for parent engagement, the need
9 to get the information out to parents about what
10 they can do and how they can advocate for their
11 kids to get the right classes, to get the right
12 teachers, to learn the strategies for paying for
13 college. There were a number of really, I
14 thought, really thoughtful and interesting ideas
15 about paying for college, information that
16 parents could really benefit from, like using the
17 community colleges in the summer to get credits
18 to transfer into whatever college you're at,
19 taking online courses, really pushing AP credits,
20 so ways to think about reducing -- tuition costs
21 are too high.

22 We know that, and there's not enough

1 aid, but a number of strategies were mentioned
2 just in this short meeting. I thought that's
3 worth having a workshop on to put some of these
4 things together into a nice package. It's
5 amazing what happened in 25 minutes, in our
6 session. The need for a national campaign for
7 highly qualified Latino teachers -- I think our
8 committee and I have been talking about this from
9 the first day that we met.

10 We really need some strong policy to
11 recruit teachers, the highly qualified teachers
12 that can really push things forward for our kids.
13 This must become a national priority. There are
14 ways to do that. We, as a country, have decided,
15 at various times, that there were things that we
16 thought were a real national priority, and we
17 have funded them and gotten behind them. I think
18 we need to be very loud and clear that this must
19 become a national priority. Just finishing off
20 on the issue of dual language, I think we really
21 need to push for a proactive policy from the
22 administration to support dual language.

1 We know that a lot of people in the
2 administration support this, but we have no real
3 proactive policy in this regard, and I would only
4 mention that the new federal law, the ESSA, which
5 replaced NCLB, does not once, in all of its 1,200
6 pages or something, mention bilingual education
7 or dual language education.

8 It is very consciously ignored. But
9 there are opportunities in there to change that,
10 so I think that folks like ourselves or such a
11 commission really could point out the ways that
12 the new federal law could be implemented to
13 support dual language instruction. Thank you.

14 DR. GARCIA: Thank you very much.
15 Commissioner Nieves and post-secondary education.

16 COMMISSIONER NIEVES: Thank you. I
17 know I speak on behalf of all commissioners here
18 that although we are in our particular buckets,
19 we care across the continuum, and we see how
20 we're all connected. I share the distinction of
21 being the co-chair of the Higher Ed Subcommittee
22 with Luis Fraga, who is not here. He's at the

1 University of Notre Dame. As always, both of us
2 are always open to hear any feedback outside of
3 this meeting, as well. In our session, I was
4 joined by Commissioner Sara Lundquist,
5 Commissioner Ricardo Romo, Commissioner Mildred
6 Garcia.

7 We spoke about a few key issues. I'm
8 not going to go at length, though it would be
9 easy to because we had, also, an exciting group,
10 as well. We talked about a few things. One was
11 the first thing that came out from two of the
12 commissioners, and was supported by the folks in
13 the circle, was this idea of how do we think
14 about bridge programs in a way that we know the
15 best practices of them?

16 I think that's an important piece,
17 too. In one way, it's saying how do we go
18 deeper? One is giving credits, but guess what,
19 if the higher ed institution doesn't accept those
20 credits, then have we wasted a student's summer
21 or year or whatever? How do we make sure this
22 integration is truly integrated in a way that it

1 is respected, and what does that mean? An
2 effective practice of that would be sharing
3 faculty and seeing faculty work across sectors,
4 across school systems. I think that was an
5 exciting idea that we should explore more. A
6 second thing that we want to think about is this
7 notion of what are -- and the roles of faculty
8 incentives around any type of reform or
9 initiative that we think about.

10 Higher ed is a teaching and learning
11 institution. It is. It is fueled by faculty.
12 How we think about faculty as leaders and
13 initiators of programs and what are their
14 incentives to do that is important. So we can't
15 ignore that in the discussion.

16 There was another discussion that
17 happened there, too, was this idea of how do we
18 create a narrative that's not just about a fixed
19 pie, that part of what creates the divisions
20 amongst the groups is that if higher ed gets
21 money, then that means K-12 gets less money and
22 whatever. That's actually not a healthy way of

1 thinking about this. It's part of saying a
2 little bit of what Sylvia was saying. What
3 happens if the 80 phone calls were divided
4 between 0 to 6, K through 12, and higher ed?
5 There's no divide and conquer happening there.
6 The last thing was this notion of how do we think
7 about some of the work that we know was started
8 by Patricia, but many others who've done it
9 before regionally, thinking about there is very
10 little attention right now on thinking about
11 Latina academic success and what are some
12 challenges -- particularly the subethnic data we
13 can get regionally.

14 How do we think about that as moving
15 the needle? I guess I will end on this. I'm
16 really proud to come from a city -- that I
17 couldn't say this the last time we were here --
18 that is a city that made particularly male
19 teachers of color a priority. You cannot ride
20 the New York City subways without seeing the
21 recruitment for African American and Latino men
22 to be teaching in our New York City public school

1 system.

2 So that we may want a federal
3 initiative, we can never forget the power of
4 municipalities and states to help move the
5 needles, too, because I believe they also teach
6 the federal government what could be best on sub-
7 education policy issues. Thank you to my fellow
8 commissioners.

9 DR. GARCIA: Let me thank all of the
10 committees. You can see that these subcommittees
11 are busily at work. Not only are they preparing
12 reports, they're forwarding recommendations, and
13 they're doing action work, so I really thank them
14 for all the work that they're doing.

15 We now turn to our public comments.
16 We have half an hour for that. I will ask the
17 people that speak -- and I have a list -- you
18 have three minutes, so please be succinct with
19 your comments. I'll start. There are two mics,
20 so please, as I call your name, if you can come
21 up to one of the mics, I'd appreciate it. First
22 person is Sandra Robbie.

1 MS. ROBBIE: Hi, I'm Sandra Robbie.
2 I am the writer/producer of the Emmy-winning
3 documentary Mendez v. Westminster for all the
4 children. I have been a Mendez maniac since
5 1997. I was the world's oldest intern when I did
6 this documentary, and Mendez inspired me to -- it
7 gave me the belief that I was worthy. It was the
8 first time a story ever told me that, inspired me
9 to go back to school to have the dream to create
10 this story, to say this story deserves to be
11 taught to all of our children, deserves to be at
12 the White House. I'm honored that through that
13 ganas that was given to me by Mendez, that I was
14 with the Mendez family the first time they were
15 honored in the East Room at the White House, to
16 see the U.S. postage stamp come out, to see
17 Mendez enter into the frameworks for our schools.

18 I wanted to let you know about the
19 next step we're taking because Mendez has always
20 been the long game for me. Institutional change
21 takes time. I have started a tour in Orange
22 County called OC Peace Ride, inspired by the

1 history of Mendez v. Westminster. Because 20
2 minutes from where you are sitting right now, 15
3 minutes from Disneyland, you can see the last
4 standing Mexican school building from the
5 segregation era.

6 You can see a former segregated
7 swimming pool -- where Mexicans had to sit in the
8 balcony and Anglos sat below. You can see a
9 former segregated swimming pool, where Mondays
10 where Mexican day. Martin Luther King spoke
11 here, and there are Civil War soldiers buried
12 three miles from Chapman University. The tour is
13 also going to be a fundraiser or a project to
14 help to get Mendez taught in all of our schools.
15 For every full trolley for OC Peace Ride, a
16 school in the United States is going to get this
17 bus box. This is my Mendez VW bus box that I
18 drove across country. We were in the Puerto
19 Rican Day parade in New York because Felicitas
20 was Puerto Rican.

21 Inside the bus box is a copy of my
22 documentary, and there'll be links to curriculum

1 for all teachers to have. Also, I'm going to
2 give this to you, our random act of Mendez
3 bracelet. Random act of Mendez stands for PEACE.
4 The PEACE stands for peace, equity education, act
5 of kindness, courage, excellent community
6 engagement. Every student is going to get a
7 bracelet, and they're going to get the tools to
8 make a bracelet to give to somebody in the
9 community.

10 That's going to take place during
11 Hispanic Heritage Month every year. We're
12 starting a new tradition. But we're going to
13 begin to have random act of Mendez rallies and
14 tables in our communities next month to promote
15 the vote, that everybody who votes is going to
16 get a random act of Mendez bracelet. I didn't
17 know how many people were going to be here today,
18 but I have random act of Mendez bracelets for you
19 guys right now, so thank you very much.

20 DR. GARCIA: Thank you very much.

21 Rogelio Landin.

22 MR. LANDON: Esteemed commissioners,

1 2009, President Obama referenced 20 million
2 students in 15,000 schools as a primary concern
3 for his administration. 2016, that number has
4 swelled to 24 million students. Today's schools
5 have 15 percent less funding than ten years ago.
6 The most recent NAPE scores effectively reflect
7 no growth, reading and math essentially flat for
8 20 years.

9 Increased graduation rates must be
10 tempered by college and career readiness rates
11 below 25 percent. The focus of this meeting is
12 two-fold, equity and continuity. The nearest
13 estimate I could find on achieving equity is
14 2037. Connect Ed is busy putting broadband on
15 campuses. This month, Lifeline was expanded to
16 provide low-cost, off-campus access, but it will
17 take years. The alliance will host a digital and
18 digital use equity webinar May 6th. Surveys
19 reveal fewer than 25 percent of district leaders
20 have a plan to address off-campus access. Only 3
21 percent of teachers in high-poverty schools agree
22 that students have the digital tools necessary to

1 complete assignments at home. The National Ed
2 Tech Plan plots the course for the future of
3 education, e.g. future ready schools.

4 Advanced Ed just issued an updated
5 report almost completely focused on
6 accountability. Accountability requires data and
7 analytics. All of these things require resources
8 that economically distressed districts do not
9 have. Starting right here in L.A., the most
10 recent audit, \$4 billion deficit, a scenario
11 being played out in various degrees across the
12 country in major districts.

13 I could continue, but time does not
14 permit, so let me get to the point. Performance
15 Ed has developed a resource equity solution that
16 provides for the five things most commonly
17 recommended, as gleaned from over 100 reports and
18 studies -- libraries for literacy, devices for
19 technology, Internet connectivity, student
20 behavioral wellness supportive services, and
21 professional development in cultural competency
22 and restorative justice. It is a high-value,

1 high-yield solution that provides a bundled
2 leverage approach to meeting under-funded and
3 un-funded evidence-based needs. It has the
4 potential to be a one-time self-perpetuating
5 investment, using existing resources that, when
6 optimized, essentially cost a district nothing.
7 What is the ask?

8 That this Commission advise the
9 secretary and the president that the solution
10 exists, and that our team be given an opportunity
11 to present that solution at the earliest
12 opportunity. That is my request before you.
13 This opportunity will never present itself again.
14 This president, this administration, this
15 Commission, this issue of equity coming together
16 at the most opportune time ever for us to at
17 least take a close look at what can be done, as
18 opposed to what is needed. Thank you.

19 DR. GARCIA: Thank you very much.
20 Ilene Rosenthal.

21 MS. ROSENTHAL: Thank you very much.
22 My name's Ilene Rosenthal. I'm the CEO of Quick

1 Steps to Brilliance, and I am delighted to be one
2 of the bright spots of the White House Initiative
3 on Excellent Education for Hispanic students. I
4 am coming today to first of all thank you for
5 your advocacy and for your passion. It's
6 something that we feel so important about. All
7 of us in America are from immigrant backgrounds,
8 so supporting all of our students is so very
9 important. But I want to come to share data with
10 you.

11 Today, the themes that I heard were
12 many. First of all that we need to unite the
13 communities to support. It's not just individual
14 groups, but we need to have something that unites
15 the communities, that we need to get family
16 engagement because in today's world, it's not
17 enough to send your child to school and say
18 goodbye. The parent must get involved.

19 That dual language is essential not
20 just to make a transition from Spanish to
21 English, but also to preserve language, which is
22 so important, and that equity access in scale is

1 key. Footsteps to Brilliance, in connection with
2 all of the different groups in the community --
3 the United Way, the librarians, First 5 -- work
4 together to create what we call model innovation
5 cities. When you have a model innovation city,
6 everybody within the zip code of that city gets
7 access to early learning curriculum, games, and
8 services, in both English and Spanish. When we
9 started our commitment, we said that we would
10 commit up to \$20 million in resources for these
11 families. I'm happy to say that today, we are
12 ahead of where we should be.

13 We have identified and have 31 of the
14 most innovative superintendents who become the
15 leader in putting these initiatives together,
16 providing model innovation city services in their
17 communities. Many of these leaders have over
18 half of their population coming from an Hispanic
19 background. The Hispanic students, today, have
20 read over one and a half million books. That's
21 since September.

22 The beauty is that we have research

1 and data on all of this that they've interacted
2 with over a half billion words. Now, as you
3 know, the big research here in Hart and Risley is
4 that if children don't have that vocabulary,
5 they're going to come to school ill prepared.

6 These are children birth through third grade who
7 are working with this, and they have been on
8 Footsteps to Brilliance for over 120,000 hours.

9 I'm here to just reaffirm our commitment. So
10 many of the things that you've said make me think
11 that there could be a place where we might be
12 able to be helpful, and we would love to do that.

13 I'm also coming because these very
14 innovative superintendents, I think, would help
15 tremendously if they came to Washington and spoke
16 to the White House and showed their data about
17 how you really can scale early learning. Because
18 there is an urgency, as the commissioners said --
19 there is an urgency. It's not enough to do this
20 one at a time anymore. We have to do it at
21 scale. I thank you so much for your work. Thank
22 you.

1 DR. GARCIA: Thank you. Magdalena
2 Mireles.

3 MS. MIRELES: Hi, can you hear me?

4 DR. GARCIA: Yes.

5 MS. MIRELES: I'm Magdalena Mireles.
6 I'm the California Senior Regional Coordinator
7 for California with National Council of La Raza.
8 First off, I wanted to thank Alejandra Ceja and
9 the entire Commission for all of your dedication
10 and commitment to improving educational
11 opportunities for Latino students across the
12 country. We are incredibly grateful for the
13 partnership with the White House Initiative. My
14 question and think through is to think about,
15 especially as we've just passed the Every Student
16 Succeed Act, what role community based
17 organizations, much like the NCLR affiliate
18 organizations that we partner with across the
19 country -- what role they play in really ensuring
20 that accountability standards across states stay
21 true and equitable to Latino students, as every
22 state begins to develop their own accountability

1 standards, and as regulations are rolled out by
2 the administration.

3 DR. GARCIA: Thank you. Arturo
4 Enamorado. Arturo. Philberto Gonzalez, not
5 here. Douglas Pineda Robles.

6 MR. ROBLES: Hello everyone. My name
7 is Douglas Pineda Robles, and I am here
8 representing the Office of Federal Student Aid at
9 the U.S. Department of Education. I work with a
10 division called the Minority Serving and
11 Under-Resourced Schools Division within the
12 School Experience Group at the Office of Federal
13 Student Aid. Our role is to provide technical
14 assistance to all minority-serving institutions
15 that choose to invite us to their campus, or
16 choose to attend our completely free sessions
17 that we hold around the country. Unfortunately,
18 we are not seeing a whole lot of turnout. You
19 know what that means, right? If you do not see
20 outcomes, you do not get the resources.

21 So I want to encourage, in particular,
22 those commissioners who touch the higher

1 education community, in particular those minority
2 serving institutions, and remind them that the
3 department does have resources for them. Before
4 they lose the Title IV eligibility that they
5 worked so hard to attain, reach out to the
6 department. Working with us has no punitive
7 outcomes, whatsoever.

8 If you work with other parts of the
9 department, you might lose your Title IV
10 eligibility. It's in your interest to answer
11 phone calls from the department, sometimes. I
12 just wanted to, again, introduce myself,
13 introduce some of the work that the department is
14 doing to support schools and ensure that they
15 maintain Title IV eligibility to serve the most
16 needy of students in our institutions. Thank
17 you.

18 DR. GARCIA: Thank you. Brenda Lopez.

19 MS. LOPEZ: Good afternoon, everybody.
20 I'm with Magnolia Science Academy 8, in the City
21 of Bell. My comment is very simple, something
22 that Patricia brought up in regards to her

1 subcommittee and the crisis that we have right
2 now with hiring teachers. I've seen this at our
3 middle school.

4 We had an almost 55 percent turnover
5 when it comes to pay and all these other issues.
6 The biggest problem is that I feel that as a
7 teacher, myself, quality educators are very
8 needed, especially when students need to see
9 their own represented minorities in the
10 profession.

11 So I think the biggest issue right now
12 is that a lot of my colleagues and friends and
13 other soon-to-be teachers that are in programs, I
14 ask them what do you think is the biggest
15 problem, and they say sometimes, it's a career we
16 can't afford. To hear that from -- that they
17 have to make that -- it's an economic choice, as
18 opposed to a choice that they really want to go
19 into. They have the passion for it, and they
20 would make excellent teachers, but unfortunately,
21 they can't afford to make that decision. They
22 have to help out their families. They have other

1 responsibilities, so they go into a career where
2 they feel that they have that security. So with
3 that, it's something that as we discuss these
4 issues, I think one of the things we want to look
5 at is student debt when it comes to teachers that
6 are going into the profession, some type of
7 program not only to recruit teachers, but to
8 retain them, as well, in regards to student debt,
9 and also for them going back into the programs
10 and getting the training.

11 One of the student subgroups with
12 English language learners, a lot of our teachers
13 aren't qualified, unfortunately, to address the
14 issues of not only our English language learners,
15 sometimes with special education, as well,
16 because when you're in your teacher education
17 program, you only get one class, so you're
18 expected to solve all the issues when you get
19 into the classroom. I believe that's something
20 that the Commission, the committee, you guys can
21 kind of focus on that, we'd really appreciate it.
22 Thank you.

1 DR. GARCIA: Thank you so very much.
2 I want to thank the public for public comments.
3 Were you not -- oh, you stepped out, Arturo
4 Enamorado.

5 MR. ENAMORADO: My apologies for
6 stepping out, but today's my birthday, and I got
7 a call from overseas, so that's why.

8 DR. GARCIA: Happy birthday.

9 MR. ENAMORADO: Thank you. I flew
10 from Miami. I direct an online delivery Master's
11 degree program school. Ninety-five percent of
12 our student body is Hispanic. The reason I came
13 over here is to see face to face how I can
14 cooperate better, how we can work together. It's
15 not the same thing just to call or send an email
16 than to do a face-to-face thing. I already met
17 President Garcia two and a half years ago with
18 HACU. It's a nice organization. But the reason
19 for me being here, No. 1, is to congratulate this
20 initiative. No. 2 is how can I be a volunteer or
21 something and how I can promote ideas, basically.
22 Thank you.

1 DR. GARCIA: Fabulous, thank you.
2 She's already written down your name. Let me
3 thank the public for their comments. We all
4 write them down, as you saw everybody furiously
5 writing. We really thank you for being here
6 today. I want to turn it over -- there was one
7 commissioner, I think it's Commissioner Artiles,
8 that wanted to say a comment or so, so
9 commissioner, may I turn it to you before we
10 close.

11 COMMISSIONER ARTILES: Thank you very
12 much. I just want to call to the attention of
13 the Commission an important emerging opportunity.
14 The Institute of Medicine and the National
15 Research Council of the National Academy of
16 Sciences appointed a committee over a year ago
17 titled Fostering the Development and the
18 Educational Success of Young Language Learners
19 and Dual Language Learners Toward New Directions
20 in Policy, Practice and Research.

21 I've been serving on this committee
22 along a number of specialists. The report is

1 going to be released in the fall of this year and
2 is covering ages birth through 18 and is drawing
3 from inter-disciplinary research literatures
4 spanning sociology, demography, immigration
5 studies, education, psychology, brain sciences,
6 etc. It's a very inter-disciplinary group. The
7 idea is to synthesize the research that provides
8 information about practice and policy and
9 provides some direction for the future of this
10 topic. As the committee is beginning to wrap up
11 their report, we are beginning conversations with
12 a number of partners around the country,
13 including Univision, for a dissemination campaign
14 and marketing campaign to spread the word to
15 begin to demystify a lot of misconceptions and
16 misunderstandings about second language learners
17 and English language learners, many of whom are
18 Latinos and Latinas.

19 There will be a series of efforts in
20 this regard writing blogs and op-eds, etc. I
21 would like to propose to the Commission to
22 consider partnering in this effort to leverage

1 our resources with the Committee of the National
2 Academy of Sciences to help communities around
3 the country, school systems and the like, to have
4 access to this important report. We can discuss
5 that if the Commission considers it a good
6 opportunity, and I just want to make sure that
7 this is on the record, so thank you.

8 MS. CEJA: Thank you, Alfredo, and
9 we'll be following up with you on next steps.

10 DR. GARCIA: We come to the end of our
11 meeting. I really want to thank, once again, the
12 commissioners. I think you've heard a wonderful
13 discussion from early learning and cradle to
14 grave about the importance of education and all
15 the work that's being done. On behalf of our
16 chair, Dr. Eduardo Padron, I want to thank you
17 for a very, very fruitful meeting.

18 I also want to thank the public and
19 the audience, of course the wonderful students
20 from Cal State Fullerton who were with us this
21 afternoon and throughout the day, and how could
22 we do this without our wonderful executive

1 director, Alejandra Ceja, and the White House
2 Commission staff. So we thank you for a very,
3 very good day, and we wish you a wonderful
4 afternoon and evening. Thank you.

5 (Whereupon, the above-entitled matter
6 was concluded at 2:07 p.m.)

7
8
9
10
11
12
13
14
15
16
17
18
19
20
21
22

A

a.m 1:12 3:2 90:1,2 116:6	accompany 45:8	49:4 152:20 162:13	advocate 39:21 137:2 142:10
AAPI 51:6 59:3 60:2 63:9	accomplished 9:21 21:7	addressed 44:9 88:15	Affairs 20:16 72:11
AAPIs 33:1	accomplishment 13:1	addresses 35:16	affect 124:3
ABELLA 1:16	accomplishments 6:10 18:19 21:6	addressing 56:15	affiliate 158:17
ABETY 1:18	account 52:14 59:14	administers 40:8	affirming 78:14
ABETY-GUTIER... 85:4	accountability 153:6,6 158:20,22	administration 5:1 5:6 6:5 7:9 8:8 10:5 12:18 13:19 14:16 17:11 18:20 18:21,21 21:8 29:10,14 31:16 32:11,19 33:3,5,7 35:17 49:7 51:19 58:14 59:18 61:1 61:8,18 62:10,17 63:7,18 64:15,16 64:22 65:20 77:5 77:7 78:9 79:21 80:9 83:9 87:13 88:12 143:22 144:2 152:3 154:14 159:2	afford 141:2 161:16 161:21
abilities 110:17	accountable 88:20	administrations 29:13 33:11,16 34:9 36:3	affordability 82:6,6 140:22
ability 108:20 134:8	Acevedo 1:16 7:6 66:5 79:8 132:19 132:20,21 136:14 137:5,9	admired 31:13	African 4:4 18:13 37:5 39:10 60:3 86:10 88:9 102:21 147:21
able 9:6 12:2,20 14:19 15:10 23:14 23:21 24:4 30:16 39:8,14 43:9 51:1 51:2,13 52:14 54:13 55:6 59:19 74:12 76:11,13 84:9,15,20 96:9 110:12 111:4,9 120:4 122:12 124:22 133:15,17 139:19 141:2 157:12	achieve 51:1 106:21	adult 121:19	afternoon 160:19 166:21 167:4
above-entitled 89:22 116:5 167:5	achievement 55:9	advanced 64:22 153:4	afterward 123:14
Abraham 99:14	achieving 152:13	advancing 53:8	age 67:6 75:5 122:21
absolutely 42:9 61:19 100:3	acknowledge 10:2	advantage 119:9 136:3	agencies 13:8 14:6 21:22 22:12,18 23:1 34:14,18 35:7,14 36:10 42:2 43:8,11 44:1 58:3 59:5
academic 134:9 147:11	acknowledgment 108:6	advise 30:18 58:10 30:15 37:19 154:8	agency 22:12 23:2 38:20 123:20
academics 53:21	Acquisition 124:13	advisor 2:3,6 17:11 20:1,16 73:9 117:10	agenda 11:12 29:18 30:15 36:6 53:8 77:9 80:22 81:1 111:21 117:15
Academy 8:21 160:20 164:15 166:2	act 10:21 27:18 86:1 151:2,3,4,13 151:16,18 158:16	advisors 23:3 56:21 61:10 63:17 75:18 76:21	ages 165:2
accept 94:14 145:19	acted 78:3	advisory 1:3 3:4,11 21:1 25:5,6 56:13	aggressively 136:4
accepting 123:21 124:6	action 12:2,2,3 41:11 49:12 66:16 66:21 70:14 96:1 119:11 127:11 137:16 138:2 148:13	advocacy 7:18 54:20 78:6 155:5	aging 122:18 123:7
access 13:22 20:4 22:8 30:1 39:13 39:15 43:4 53:2 63:13 72:16 119:20 120:2 140:20 152:16,20 155:22 156:7 166:4	actions 69:6		ago 40:20 60:15 112:17 152:5 163:17 164:16

- aimed** 13:20
al 96:15
Alaska 2:5 20:14
 24:18
Alaskans 18:10
Alejandra 2:2 9:16
 19:10 29:3 32:7
 38:15 42:10 48:21
 68:20 75:10 87:5
 117:2,18 127:9
 158:8 167:1
Alejandra's 118:4
Alfredo 1:17 6:15
 141:8 166:8
Alicia 1:16 3:17
align 136:20
alliance 152:17
allow 47:22 67:2
 78:11 80:18 87:15
allowed 94:19
 95:16
allowing 24:13 29:1
 113:11
Alvarado 89:16,18
Alyssa 71:19
Amanda 91:3,8
amazing 9:12 51:22
 90:22 108:2
 115:17 122:8
 143:5
America 48:14
 79:15 88:6 139:5
 155:7
America's 46:17
 79:18,22
American 2:5 18:8
 18:9 20:7,14,16
 20:21 24:17 25:5
 36:18,20 39:10
 44:12 46:19 53:13
 56:3,12 57:14
 60:2,3 73:15
 99:13,19 102:21
 107:6,11,12 125:3
 130:18 147:21
American/Native
 42:10
American/Pacific
- 43:8
Americans 2:4 4:4
 18:13 20:2 21:15
 37:4,5 55:8 68:1
 79:21 86:10 88:8
 88:9 126:2,15
AmeriCorps 20:18
 65:8
amount 56:8 67:5
 72:13 83:2
amplify 53:22 62:18
 134:16 137:2
Ana 93:7 95:8
 96:17,19 98:4
 113:9
analysis 71:15
analytics 153:7
ancestors 24:13
Andama 7:13
Andelson 17:6
anecdotally 43:20
Angeles 98:7
 112:17 126:17
Anglos 150:8
anniversary 11:8
 11:16,20 12:21
 16:17 31:3 61:3
 127:19,19
announce 10:13
 66:22
announced 8:3
 121:1
announcement
 62:18 116:11
announcements
 63:3
annually 40:9
answer 77:10
 160:10
anti-immigrant
 130:1
anticipating 42:4
Anybody 77:9
 121:7 124:4
anymore 35:9 81:2
 157:20
Anyway 109:12
AP 30:1 39:15
- 103:4 110:12,15
 110:22 140:20
 142:19
API 31:13
apologies 163:5
applaud 83:17
Applause 4:8 6:14
 6:18 7:1,5,12,16
 7:21 8:17 11:5
 21:3 89:5 92:4
 100:9 115:15
 116:18
application 67:7
 68:10 120:5
apply 121:21 122:7
 123:1 124:4
applying 119:11
 120:4 122:13
appoint 8:4
appointed 6:15
 19:19 45:6 56:6
 164:16
appointees 35:18
appreciate 38:5
 70:10 88:10
 108:11 148:21
 162:21
appreciates 58:14
 91:22
approach 79:11
 141:5 154:2
approaches 70:7
appropriate 42:19
approximately
 28:17
April 1:8 8:3 69:10
Arabic 130:16
area 112:22 139:2
 140:12
areas 22:20 25:1,1
 30:16 53:12 54:14
 71:18 80:8 85:5
 102:17 106:14
 114:5,5
argue 135:13
argument 69:9
Arizona 6:16 8:19
 8:22
- Arlington** 116:22
arm 62:17 63:16
armchair 90:7
array 52:10
arrivals 66:18,19
 119:12
arrived 67:2
arriving 138:21
art 91:13,13
article 102:2
Artiles 1:17 71:4
 141:8 164:7,11
Arturo 159:3,4
 163:3
ASI 91:6,8
Asian 2:4 18:8 20:1
 21:15 42:10 43:8
 53:13 55:8,12
 66:8 67:22 130:18
Asian-American
 55:17
Asian/Pacific 4:3
 86:10
asked 77:4
asks 119:22
aspect 87:21 100:1
 134:12,13
assembles 125:5
Assembly 100:14
asset 79:15,16 86:6
 86:17,18 135:18
 135:22 139:12
assignments 153:1
assistance 11:16
 119:3 159:14
associated 91:5,15
 129:1,6
Association 50:13
ASU 8:20
Atkinson 17:5
attain 125:4 160:5
attend 82:3 159:16
attendees 3:14
attention 12:12,20
 14:11,18 15:6,17
 15:21 30:6 41:14
 49:11 50:2,19
 51:8,13 52:8,21

75:21 78:21 84:9
147:10 164:12
attorney 97:6,7,10
attribute 118:19
audience 69:4
166:19
audit 153:10
Aunt 94:8,11
auspices 78:5
author 14:10
authoring 6:20
authorized 67:4
authorizes 31:12
available 40:16,17
41:1
Aviles 6:15
award 7:18,19
awarding 4:10
aware 103:15 112:2
112:20,22 129:10
130:9 135:11
139:3
awareness 90:17
99:20 113:3
126:10

B

BA 8:15,22 84:11
baby 135:15
Bachelor 20:10
Bachelor's 4:7,10
19:14 55:10,14
84:5,22
back 9:7,8 37:12,17
45:5 65:8 86:20
92:13 99:17
100:22 120:22
121:1 132:8
134:14 139:14
149:9 162:9
backdrop 5:2
background 54:19
120:14 156:19
backgrounds 155:7
backup 46:8
balcony 150:8
Barack 17:10
barriers 140:3

Baruch 19:15
based 38:19 70:8
106:6 158:16
baseline 52:7
bases 112:1
basically 33:2
66:21 67:2 163:21
basis 15:15 19:1
52:3
bear 133:15
Beatriz 8:18
beauty 156:22
beginning 34:4
80:19 165:10,11
begins 158:22
behalf 3:8 4:21 7:19
15:4 80:7 144:17
166:15
behavioral 153:20
Belgian 94:9
belief 149:7
believe 19:3 26:1
31:9 32:18 78:13
78:14 99:18 148:5
162:19
believes 82:19
Bell 160:21
benchmarks 22:14
benefit 56:1 135:18
136:11 142:16
benefits 134:3
Bernardino 106:19
best 68:18 76:22
92:2 123:6 124:16
133:6 145:15
148:6
better 32:6 35:22
40:4,19 44:1
70:16 76:11 77:16
82:2 86:16 89:1
107:20 115:9
118:16 125:17
163:14
beyond 53:12
bi-annual 39:5
Bienvenidos 3:7
big 47:16 79:16
157:3

biggest 161:6,11
161:14
bilingual 121:19
134:3 135:19,20
136:1 138:20
144:6
billion 40:9 153:10
157:2
Billy 96:6
birth 135:7,13
157:6 165:2
birthday 163:6,8
bit 3:21 17:14 21:20
22:8 25:3 27:13
44:10 53:7 118:7
118:8 120:14
134:22,22 136:16
147:2
Black 18:11
blended 36:17
blip 9:10
bloc 86:12
blogs 165:20
blueprint 61:4
board 90:12 91:6
91:15,16 97:12,15
101:6
boarding 47:20
73:19
body 12:18 52:9
75:13 77:12,19
163:12
books 99:13 156:20
born 125:13
Boston 20:11
bottom 75:20 77:14
Boulevard 1:12
box 150:17,17,21
boy 44:22 48:11,15
Boyd 8:13
bracelet 151:3,7,8
151:16
bracelets 151:18
braid 45:3,7
brain 134:3 165:5
break 89:8,8,9
breaking 115:22
breakout 89:2

Brenda 160:18
bridge 145:14
bridges 80:17
brief 29:4
briefings 6:3
briefly 66:14 92:15
bright 15:2,12,22
50:4,11,16 76:18
88:7 127:8,9,17
127:21 131:15
132:4,5,9 155:2
Brilliance 50:14
155:1 156:1 157:8
bring 8:7 12:11,19
14:11 15:6,17,21
30:6 37:17 41:5
41:14 50:2 51:8
51:13 52:20 70:19
75:20 76:14
129:14 133:8
141:12
bringing 14:18
49:11 52:8 79:16
brings 50:19
broad 53:19 54:13
broadband 152:14
broaden 141:11
broader 126:4
broken 30:12
brother's 34:5
94:14
brought 5:14 57:13
79:12 107:8,9
115:4 160:22
Brown 90:12 97:12
97:15 101:6,18
Brune 8:10,14
brutal 78:17
buckets 144:18
buenos 3:3
build 59:6 71:5
78:20 80:17
building 19:2,2
22:9 126:7 150:4
bullied 45:12
bully 49:22
bullying 26:9,18
45:18

bundled 154:1
burden 82:13
Bureau 72:9,10
buried 150:11
bus 150:17,17,21
Bush 33:4 65:13,13
busily 148:11
business 53:20
 54:7 85:21
busy 31:20 152:14
button 3:17 77:14

C

cafecito 127:6
Cal 3:6,21 90:22
 166:20
calculated 47:21
California 1:11,12
 4:6 12:10 19:13
 84:6 90:11 93:11
 93:12,20 97:2,11
 97:17,21 99:11
 100:6,13,17 101:3
 106:14 108:4
 158:6,7
California-based
 17:6
call 3:4,15,17,18
 12:1 23:12 44:15
 46:3 70:13 78:21
 134:21 137:19
 148:20 156:4
 163:7,15 164:12
called 40:21 100:19
 105:1 149:22
 159:10
calling 104:22
calls 46:10 137:14
 137:22 138:1
 147:3 160:11
Cambodians 55:13
campaign 15:11
 126:8,10 142:8
 143:6 165:13,14
campus 7:15
 159:15
campuses 47:13
 152:15

Canada 24:9
capacities 110:18
capacity 22:9 59:6
 59:22 60:13 88:13
capturing 81:18
care 64:17 144:19
cared 64:16
career 34:13,17
 35:12 60:9 63:22
 91:10 152:10
 161:15 162:1
caricatures 45:20
 47:12
case 90:9 92:11,20
 93:1,1 95:18 96:2
 96:16 97:4,6,7,15
cases 36:17 78:15
 84:8
catalog 15:2
categories 55:5
 71:13
Caucasian 4:5
cause 53:10
Ceja 2:2 9:16,17
 19:11 29:4 39:3
 49:10 58:17 61:19
 68:22 75:11
 113:12 158:8
 166:8 167:1
celebrate 77:22
celebrities 53:22
cement 9:20
center 8:11 76:5
CEO 8:20 154:22
certain 34:2 67:4
 70:9 72:13 86:12
 95:8 102:17 111:4
 111:9 120:1
 139:13
certainly 23:8
 27:22 33:11 36:7
 36:18 37:3,14
 43:21 47:21 48:18
 53:21 58:3 62:20
 63:8 73:2,2,3
 81:22 82:8,22
 116:22 129:9
 132:7

chain 79:17
chair 1:13,15 83:22
 91:16 128:18
 129:19 132:21
 138:12 166:16
chairs 16:4 24:2
 89:15
challenge 34:1
challenges 5:15
 22:3 49:17 82:4,5
 83:16 92:1 120:7
 147:12
change 35:17 81:6
 99:9 106:9 128:11
 144:9 149:20
changed 78:8
 110:16 129:9
changes 33:15
 99:20
changing 59:10
 80:15 81:15
Chapman 150:12
Charter 8:21
Chicago 9:1
chief 2:5 10:11,13
 19:20 20:13 73:8
 73:17 89:12 91:7
child 53:1 129:3
 135:15 155:17
Child's 7:18
childhood 49:5
 66:17,19 119:12
 137:21
children 38:18
 39:22 86:2 94:3,5
 94:5,13 95:22
 96:1 120:11
 123:11 125:8
 128:13 134:5
 136:11 138:7,20
 140:18 149:4,11
 157:4,6
chime 84:1
Chinese 130:16
choice 161:17,18
choose 159:15,16
Christian 116:21
circle 145:13

circles 92:17
circulate 132:12
cities 24:5 26:5
 95:8 156:5
citizens 86:17
 126:12
Citizenship 117:11
 117:19 126:10
city 19:16 82:19
 147:16,18,20,22
 156:5,6,16 160:20
civically 78:19
civil 5:10,13 26:11
 29:10 38:10,16
 39:4,5 42:3 43:5,6
 44:2 46:8 90:7
 95:14 150:11
claim 46:2
Clara 7:13
clarifies 118:17
clarifying 118:20
class 48:9,12 96:1
 162:17
classes 103:4
 110:22 111:4,9
 121:20 142:11
classroom 38:11
 48:2 162:19
classrooms 5:16
clean 109:14
clear 63:15 143:18
clearly 86:2
Clinton 33:2 59:17
 65:14
close 61:22 154:17
 164:10
closely 11:13 22:17
co-chair 80:4 84:14
 144:21
Coalition 21:1
code 156:6
coffee 127:5
collaboration 35:10
 69:3,17 130:10
 131:6
colleague 41:18
colleagues 130:17
 161:12

collect 43:8
collection 39:5,6
 42:4,5
collective 12:4
 70:14
collectively 5:10,14
 51:4 70:21 77:19
college 1:12 4:14
 5:18,22 7:14 9:2
 13:21 19:16 20:8
 20:11 30:4,9 38:1
 80:11,16 81:12
 82:3 83:5,6 84:11
 84:22 91:17 93:6
 93:7 96:17,17,18
 96:19 99:4 106:21
 107:1,3 111:5,7
 111:10 115:1,1,8
 116:20 128:1
 140:4,5,21 141:1
 141:2 142:13,15
 142:18 152:10
colleges 18:11
 44:21 50:13 72:6
 84:6 94:7 101:4
 116:20 142:17
color 81:17 147:19
colors 94:8 102:20
Columbus 48:13
combination 37:4
come 9:7,8 12:14
 13:5 16:7 25:19
 38:4 45:4 46:1
 54:11 62:3 68:9
 71:15 73:21 86:19
 86:20 94:7 97:22
 99:4,5,10 101:12
 101:16 103:17
 106:13 107:7
 122:10 136:11
 147:16 148:20
 149:16 155:9
 157:5 166:10
comes 38:7 47:3
 55:10 57:11,12
 64:17 72:10 88:12
 128:21 161:5
 162:5

comfortable 107:5
 130:5
coming 40:4 98:13
 99:6,17 120:10
 123:10 126:18
 128:2 154:15
 155:4 156:18
 157:13
commencement
 37:22
comment 160:21
 164:8
comments 46:18
 66:6 73:6 148:15
 148:19 163:2
 164:3
Commerce 54:9
commission 1:3,11
 3:11 4:20 5:12,14
 7:7 8:4 9:4,13
 14:13 17:18 30:12
 52:1 53:6,17
 60:21 61:16 69:16
 77:21 81:8 88:11
 103:20 105:18
 107:18 111:20
 112:10,11,14
 113:3,19 115:21
 116:17 117:4
 139:15 141:12
 144:11 154:8,15
 158:9 162:20
 164:13 165:21
 166:5 167:2
Commission's 5:5
commissioner 66:1
 66:4,5 69:12,14
 71:3,4 77:6,10,11
 77:15,18 79:5,7,7
 79:8 80:3,4 81:21
 81:22 85:3,4
 96:19 107:22
 108:9 110:10
 111:12 116:10,12
 131:9 132:11,18
 132:20 135:3
 136:14,17,18
 137:5,7,9 138:11

144:15,16 145:4,5
 145:5 164:7,7,9
 164:11
commissioners
 1:14 3:16 6:4,9
 8:1 9:5,18 17:10
 30:15,19 31:20
 51:22 53:8,16
 54:11 55:20 58:20
 61:9 66:1 69:5,12
 70:19 73:5 75:12
 77:4 79:11 85:18
 87:6 88:18 90:3
 103:14 106:13
 115:20 128:16
 144:17 145:12
 148:8 151:22
 157:18 159:22
 166:12
commissions
 71:11 99:22
commit 156:10
commitment 8:1
 12:9 41:10 61:8
 135:18 156:9
 157:9 158:10
commitments
 11:15 12:2,3,5,12
 12:13,22 13:8,9
 49:11,15,17 50:3
 127:10,21 132:9
committed 14:1
 35:19 41:10 49:3
 125:22 141:10,19
committee 3:5 21:1
 25:5,6 80:5 81:9
 84:16 101:1
 139:17 143:8
 162:20 164:16,21
 165:10 166:1
committees 24:1
 67:11 148:10
common 133:8
commonly 153:16
communicate 9:7
 62:11 68:2
communicated
 77:7

communities 13:5
 18:5,15 19:5
 25:11 26:7 32:10
 32:17 34:7 37:20
 38:5 40:10 42:11
 44:1 45:18 46:7
 46:18 50:1 56:18
 63:19 64:5,20,21
 70:17 86:18 87:2
 88:21 92:18
 101:20,21 118:9
 119:21 124:11,16
 126:8 151:14
 155:13,15 156:17
 166:2
community 4:22
 5:1 12:6 13:7 15:4
 15:13,18 18:4
 20:17 23:16,20
 30:21 39:18 40:5
 41:11 42:12 43:19
 46:19 50:4,17
 51:10,15 53:2,14
 53:18 56:2 59:14
 60:14 64:11 65:4
 68:9,12,13 75:14
 75:19,21 76:9
 80:10,16 81:12
 82:19 84:6,11,21
 87:2,15 88:5,7,8
 91:22 98:21 99:10
 106:2,6,8 117:1
 119:18 120:19
 122:12 125:14,17
 127:8 128:12
 130:4,7,12 133:12
 136:3 137:13,22
 142:17 151:5,9
 156:2 158:16
 160:1
community-based
 68:12 129:13
compared 75:6
comparison 125:12
competency
 153:21
competitiveness
 61:14

complaint 46:3
complaints 46:10
complemented
 30:22
complete 30:11
 153:1
completed 6:13
completely 125:21
 153:5 159:16
completion 5:18
 51:3
complexity 78:12
comprehensive
 60:4 78:18
comprehensively
 88:16
comprise 77:20
concentrate 102:5
concentrating
 111:20
concentration
 67:22 102:16
concern 129:2
 152:2
concerns 65:1
concerted 85:1
concluded 167:6
conduct 25:17
conference 37:11
 106:18
conferences 37:10
congratulate
 163:19
Congress 56:9
connect 87:16
 152:14
connected 144:20
connection 32:16
 156:1
connections 16:1
 32:10
connectivity
 153:19
connects 83:18
conquer 147:5
conquered 47:15
consciously 144:8
consider 165:22

considers 166:5
consular 131:3
consultation 36:14
consultations
 25:15,15
consulting 25:18
contacts 58:4
contents 14:11
context 55:8
 110:16
contexts 141:1
continuance 17:20
continue 11:16
 12:6,19 13:3
 15:14,18 16:5
 27:15 28:7 34:7
 37:19 42:21 43:4
 49:18,20,22 52:6
 60:8 61:5 62:21
 65:2 81:5 83:14
 104:12 112:10,13
 114:8 115:2,7
 125:7 153:13
continues 16:17
 32:21 36:1 46:9
 49:7 88:2 102:22
 103:12 112:12
 114:9 128:10
continuing 5:7 10:7
 11:11 28:3,4
 61:17 113:5
continuity 152:12
continuous 19:1
continuum 144:19
contributed 5:12
contribution 86:11
contributions
 86:22
controversial 85:7
convenings 28:14
 126:15 127:2
conversation 5:4
 41:7 48:17 78:16
 107:16 115:19
conversations 6:22
 14:7 42:1 43:11
 75:14 76:5 165:11
cooperate 163:14

coordination
 129:14
Coordinator 158:6
copy 150:21
corporate 88:6
corporation 20:17
 65:3,14
Corps 13:16,18
Cortez 11:3
cost 129:6,7 154:6
costs 129:1 142:20
council 25:5 29:11
 56:1,4,6,8,12 57:4
 57:14 58:1 158:7
 164:15
counseling 111:2
 140:7
counselors 103:9
countries 57:12
country 4:9 8:2,7
 12:8,11 15:12
 25:16 29:7 50:2
 52:17 54:7 59:10
 60:14 64:9 67:3,4
 67:19 74:2,12,13
 76:1 77:1 80:14
 85:15 86:19,22
 107:7 109:9 120:1
 135:4 143:14
 150:18 153:12
 158:12,19 159:17
 165:12 166:3
county 50:15 68:6
 93:5 95:6,7 96:4
 102:2 104:20
 105:6 108:18
 109:11 111:17
 113:8 116:20
 149:22
couple 9:4 14:15
 20:5 34:22 53:22
 64:12 92:17
 120:14 140:19
courage 151:5
course 3:13 80:21
 115:17 153:2
 166:19
courses 30:2,2

39:14,16 110:13
 110:15 140:21
 142:19
court 67:7 69:9
 97:14 123:18
court's 124:2
cover 22:3 85:13
covering 165:2
Coyle 134:2
cradle 166:13
cradle-to-career
 12:7 29:18
create 19:7 58:2
 78:22 85:18 86:1
 88:6 106:9 134:19
 146:18 149:9
 156:4
created 22:2,16
 24:18 29:6,9
 37:13 65:14
creates 146:19
creating 13:13
 57:19 82:16 99:20
 134:10
creative 61:17
credential 80:18
credentialed
 140:14
credits 142:17,19
 145:18,20
criminals 105:7
crisis 140:9,9 161:1
critical 5:9 42:3
 43:22 48:22 49:12
 58:22 59:7 60:11
 60:18,22 61:13
 62:9 71:8 80:22
 87:13 88:3,11,17
 119:21 120:3
 121:20 123:5
 124:21
critically 63:6 88:14
cross 69:16 71:12
cross-cutting 22:5
crucial 28:7
cultivate 12:19
 49:19 52:16
cultural 24:12

135:21 153:21
culturally 27:2
 39:17 42:18 72:20
culture 86:15 99:5
 105:14 134:7
cultures 27:5
current 42:15
 129:20
currently 10:6
 58:17
curriculum 100:6
 100:22 150:22
 156:7
curriculums 134:10
 134:19
cut 45:5 71:12
cutting 30:7

D

D.C 23:19 91:9
DACA 40:20 41:21
 66:7 67:22 78:16
 117:20 118:7
 119:22 120:4,13
 120:16,22,22
 121:21 122:7,10
 122:14,19 123:5
 123:14,19,22
 124:3,4 127:19,22
 129:1,20 131:1,14
DACA's 66:15
 120:18
DACA/DAPA 66:11
dad 95:5,21 96:3
Dame 145:1
DAPA 66:20 78:16
 123:19
data 20:4 22:7 39:6
 39:16 42:4,5 43:4
 43:7,9,17 54:20
 54:20 55:3 69:18
 70:1,15 71:5,8,17
 72:9,12,16 81:5
 85:9,10,22 147:12
 153:6 155:9 157:1
 157:16
data's 69:19
dates 117:3

daughter 108:6
Davis 10:4
day 4:16 7:14 45:2
 45:3 74:4 94:22
 114:10 139:19
 143:9 150:10,19
 166:21 167:3
days 108:2
de 102:13,15
deal 47:16
dealing 19:1 123:3
dealt 44:6 83:17
dean 6:16
debate 48:15
debt 162:5,8
decades 20:5
decided 8:6 93:15
 97:2 143:14
decision 32:13 63:2
 69:11 85:12 87:21
 161:21
decisions 63:18
 67:7 85:14 87:18
 142:6
decreased 76:3
decreases 5:21
dedicated 36:2
 73:13 75:18 76:20
 78:6 108:10 128:4
dedicates 90:17
dedication 158:9
deep 34:15
deeper 145:18
Defense 91:11
deferred 66:15,20
 119:11
deficiencies 109:3
 112:3
deficit 153:10
definitely 9:19
 11:17 33:14 49:10
 62:2 75:2,11,17
 76:12
degree 19:14,15
 51:2 55:10,15
 84:5,22 163:11
degrees 4:7,10
 20:10 153:11

delighted 155:1
delightful 78:14
delivery 163:10
demeaning 47:8
democracy 19:7
 78:20 89:1
Democrat 18:21
 35:21
demographics 59:9
 59:11
demography 165:4
demystify 40:6
 165:15
denied 96:7
Denver 126:19
department 1:1
 13:22 16:7 25:17
 26:12 30:18 31:2
 32:14 35:5 36:5
 36:11 38:7 40:3
 41:20,22 42:2
 49:1 51:9,11,17
 54:9,22 67:13
 69:2 72:11 76:15
 87:14 91:11,12
 117:12,14,22
 118:12 123:1,9
 125:5 126:4
 137:12 159:9
 160:3,6,9,11,13
departments 21:22
 22:15,18 23:9
 34:19 36:12 63:9
 133:13 138:1
deputy 10:4 11:2
describe 75:7
desegregated
 90:10 97:11,20
deserves 149:10,11
desire 79:10,20
desk 100:19
detail 11:7 117:11
 117:18
detailees 59:5
details 123:13
develop 54:15
 67:13 85:9 158:22
developed 53:6

60:9 153:15
developing 13:20
 126:5
development 13:14
 78:7 79:1,3
 153:21 164:17
devices 153:18
dias 3:4
different 21:20 23:9
 24:2 25:3,7 34:20
 35:7 37:16 53:12
 54:6 67:16,21
 68:6 71:10,17
 106:14 156:2
differently 33:4
difficult 27:1,2
 40:22 67:9 85:6
 85:18
digital 152:17,18,22
diploma 55:16
 122:5 131:12
 132:2
direct 23:20 89:13
 131:22 163:10
direction 138:14
 165:9
directions 37:16
 164:19
directly 23:15 24:3
 62:9 124:15
director 2:2 8:11
 9:11 10:4 11:2
 17:12 19:12,19
 27:6 45:6 73:9
 167:1
directors 91:6,16
dirty 105:4 109:4
 109:18
disabilities 71:14
disability 38:19
disaggregate 70:1
disaggregated
 71:17
disaggregation
 20:4 22:7 43:4
 54:21 55:2 69:18
 70:15 71:5,8
discipline 39:9,12

- discourse** 5:13
110:13
- discover** 48:14
- discriminated**
38:19
- discrimination**
38:22
- discuss** 4:19
141:13 162:3
166:4
- discussing** 38:2
- discussion** 87:8,11
90:7 92:8,11
128:22 146:15,16
166:13
- discussions** 7:4
24:4 66:4 103:22
- Disneyland** 150:3
- disparities** 39:8
55:17
- dispel** 68:18
- disproportionate**
26:8,18
- disproportionately**
39:11
- disseminate**
119:17
- dissemination**
165:13
- distinction** 144:20
- distressed** 153:8
- district** 101:21
152:19 154:6
- districts** 40:1 73:2
101:20 102:4
113:19 141:22
153:8,12
- diverse** 42:12
131:13
- diversity** 5:17 22:9
70:11 91:21
- divide** 147:5
- divided** 147:3
- division** 159:10,11
- divisions** 146:19
- documentary** 149:3
149:6 150:22
- doers** 75:15
- doing** 15:3 16:14
27:16 50:6 57:17
66:10 69:3 74:6
83:19 104:3 115:2
118:1 127:11,17
127:20,21 129:15
132:6,9 148:13,14
160:14
- dominant** 93:17
- don'ts** 61:2
- doors** 76:11
- dormant** 96:16
- dos** 61:1
- dot** 116:3
- Douglas** 159:5,7
- Dr** 3:3,8 4:9 6:12
8:10,14 9:17 14:9
16:20 70:18 81:4
83:20 87:9 89:6
90:3 111:16
115:16 116:8
117:7 127:3
128:16 132:14
133:22 134:2
138:10 144:14
148:9 151:20
154:19 158:1,4
159:3 160:18
163:1,8 164:1
166:10,16
- drawing** 101:20
165:2
- dream** 107:11,12
130:8 149:9
- dreamers** 40:20
41:11 122:11
- dreams** 107:6
- dress** 47:11
- dressed** 109:21
110:4
- drive** 15:14 16:6
85:10,12
- driven** 135:9
- drop** 72:7
- dropout** 5:22 29:8
30:7 56:16 76:3
- dropped** 122:2,4
131:11 132:1
- drove** 150:18
- dual** 85:7 133:16,20
134:10 136:21
138:15,18 143:20
143:22 144:7,13
155:19 164:19
- dual-language** 7:10
134:18
- due** 25:22 28:13
- Duncan** 37:21 86:8
- Duran** 10:11
- dynamic** 5:3
-
- E**
-
- e.g** 153:3
- Earl** 97:5
- earlier** 34:17 43:3
55:1 62:4,14
124:10
- earliest** 154:11
- early** 5:21 7:8 29:20
30:13,17 34:10
40:18 49:5 52:3,6
56:19 89:10 123:3
127:18 132:17,18
132:22 133:1,3,6
135:5,6 136:8,8
136:19 137:21
138:16 156:7
157:17 166:13
- ears** 109:5
- easier** 72:11 75:17
- easily** 138:16
- East** 149:15
- easy** 145:9
- echo** 14:8
- economic** 108:21
161:17
- economically**
78:19 126:21
153:8
- economics** 91:4
- ed** 30:14 38:7 51:17
52:3 69:3 80:5
81:15 84:15 123:9
124:8 128:4
131:18 133:4,4
136:19 137:12
- 144:21 145:19
146:10,20 147:4
152:14 153:1,4,15
- Ed's** 117:14
- Eduardo** 3:8 166:16
- educate** 99:5
135:15
- educating** 108:3
142:5
- education** 1:1,3 2:6
6:6,16 7:4 8:2
10:9,15 14:2 17:5
19:6,21 20:14
24:18 25:17 26:12
30:18 31:2 32:14
36:5,11 38:3
39:22 41:9,20
44:21 45:12 46:12
49:2,5 51:9 53:3
53:10,12 54:18,22
55:7 56:12 72:10
72:20 76:15 82:12
82:16 84:17 87:14
90:8,12 92:12
93:16 97:12,16
99:1 100:21 101:7
104:13,22 105:17
106:10 107:2,3,10
113:14 114:1
117:22 118:13
119:20 121:7,8,19
123:1 125:10
126:4 127:10
133:10 135:6,11
136:2,9 141:15
144:6,7,15 148:7
151:4 153:3 155:3
159:9 160:1
162:15,16 165:5
166:14
- education-related**
54:17
- educational** 2:2,7
3:5,11 8:19 13:20
17:7,13 18:1,12
50:9 71:16 80:20
81:1 120:20 121:4
122:6 158:10

164:18
educator 104:8
educators 118:16
 119:13 123:6
 124:15,22 161:7
EEOC 35:6
effective 29:17 31:5
 60:6 146:2
effectively 62:12
 152:6
effects 26:9
effort 6:20 12:16
 15:4 26:4,13
 47:22 81:5 88:2
 135:9 136:9,10,13
 165:22
efforts 7:10 12:7
 54:10,21 118:10
 125:7 136:16
 165:19
eight 82:1
either 42:14
either/or 121:16
EI 95:9 96:11
 120:17
elders 24:13 27:9,9
eldest 74:22
elect 82:10 88:20
election 85:16 97:9
elegant 109:21
element 49:6
elementary 10:14
 49:4 101:5 138:19
elevate 127:12,14
elevated 58:20
elevating 127:17,20
eligibility 118:22
 123:14 160:4,10
 160:15
eligible 67:22 68:3
 119:7 121:3,5
 126:11 131:14
eligibles 120:22
 122:10 123:5
ELL 70:8
email 163:15
embarked 84:6
embassy 131:2,4

embed 35:13
embrace 37:6
 86:16
emerging 164:13
Emmy-winning
 149:2
emphasis 91:14
 135:1 139:1
emphasize 127:5
employee 117:21
employees 23:15
 35:19 36:2 128:4
 128:4
empowering 47:10
 106:7,8,10 119:16
empowerment
 38:12
empowers 47:12
Enamorado 159:4
 163:4,5,9
encourage 115:7
 126:11 159:21
encouragement
 129:22
endeavors 10:8
ended 90:12
enduring 43:5
Energy 51:11
enforcement 38:10
 38:20 43:6 44:2
engage 10:7 23:16
 27:9 33:19 34:7
 40:5 63:11
engaged 54:3,10
 54:20 55:20 62:11
 63:1
engagement 23:20
 24:2 33:21 34:17
 52:11 62:17 63:10
 63:16 134:12,18
 136:21 142:8
 151:6 155:16
engaging 34:11
 141:6
English 20:11
 42:13 71:13 102:6
 109:1,15,17
 114:16 121:18

122:8 124:11,12
 124:14 125:4,9
 128:9 131:12
 132:2 134:6
 155:21 156:8
 162:12,14 165:17
enhances 86:22
 87:1
enjoyed 66:6
enrollment 6:1
ensure 5:10 6:6
 11:14 19:4 30:10
 32:20 36:1 38:11
 38:18 48:22 49:19
 87:20 88:14 91:18
 119:6 125:7
 130:11 160:14
ensures 88:1
ensuring 38:22
 49:6 88:19 125:22
 128:12 158:19
enter 30:3,11
 149:17
entered 121:15
entering 30:9
 135:19
entire 33:6 86:19
 158:9
environment 26:2
 44:7 45:13 79:1
environments
 44:21
equal 93:16 104:13
 104:21
equally 91:18
equitable 158:21
equity 11:11 38:11
 53:10 61:5 71:16
 151:4 152:12,13
 152:18 153:15
 154:15 155:22
era 150:5
escapes 126:1
especially 55:9
 68:15 81:16 112:3
 113:21 124:10
 128:12 140:8
 158:15 161:8

ESSA 25:19,21,22
 27:18 28:11 144:4
essential 61:16
 155:19
essentially 152:7
 154:6
establish 62:22
established 21:18
 22:21 23:12,18
 33:1 126:1
establishing 62:7
Esteemed 151:22
estimate 152:13
estimated 120:21
 121:1
estimates 122:3
Estrada 105:2
Estrada's 96:13
et 96:15
ethnic 99:6
ethnicity 70:2
evening 167:4
event 131:5
events 130:15
everybody 93:2,17
 93:19 97:18
 105:13 106:1
 116:8 117:17
 151:15 156:6
 160:19 164:4
everyone's 66:6
evidence 43:17
evidence-based
 154:3
exactly 35:9 132:8
examine 71:16
example 13:4 28:16
 33:17,20 34:5
 35:2 37:9 40:2,7
 44:22 48:1 55:7
 69:21 102:1
examples 13:9 14:4
 34:22 50:15
Excellence 1:3 2:2
 2:7 3:5,11 17:13
 18:1,13
excellent 151:5
 155:3 161:20

excelling 74:6
excess 49:3
excessive 45:18
excited 9:19 10:12
 35:12 54:9 133:21
 138:3
excitement 67:12
exciting 5:4 11:10
 145:9 146:5
exclusively 38:21
excuses 110:14
execute 14:10
 31:12 61:12
executive 2:2 8:11
 9:11 19:11,19
 21:18 22:21 24:19
 60:5 62:1 66:21
 73:9 166:22
exhausted 54:5
existed 39:9,20
existence 33:6
existing 124:3
 154:5
exists 102:18
 154:10
expanded 24:21
 152:15
expansion 123:18
 123:22
expectations 76:9
expected 162:18
expelled 103:6
experience 8:7
 20:5 23:7 46:1
 71:18 74:2 80:20
 159:12
experienced 10:3
experiences 43:20
 47:1 71:7
experiencing 29:8
expert 20:20
expertise 8:8 31:21
 34:15 53:19 56:21
 88:18,19
experts 53:18
 56:14
explain 66:12
explore 146:5

extension 63:16
extent 85:17
extremely 77:22

F

fabulous 139:17
 164:1
face 109:5 120:6
 129:22 163:13,13
face-to-face 163:16
facilitating 91:1
Facilitator 2:10
 17:16 29:2 32:7
 35:15 38:8 42:7
 44:4 46:14 48:20
 53:4 55:22 58:7
 61:15,20 63:20
 65:21 66:12,17
 68:20 69:8 71:2
 71:21 73:4 74:9
 75:9 77:2,13,17
 79:6 80:2 81:20
 83:20 85:3 87:3
fact 12:20 34:8 50:7
 50:19 51:8 52:14
 52:21 76:20 84:12
 116:14 122:9
 130:19 139:15
facto 102:13,15
faculty 146:3,3,7,11
 146:12
FAFSA 40:13
Fair 104:21
fairly 55:9
faith-based 18:15
fall 117:5 165:1
families 5:11 45:14
 45:17 82:21 93:15
 107:8 119:19
 124:9 129:2
 156:11 161:22
family 20:22 24:8
 36:22 68:17 75:3
 90:16 96:12,13
 98:22 108:11
 110:4 113:15
 119:15 134:12,18
 136:21 149:14

155:15
fantastic 35:8
far 53:16 98:1
fashion 84:5
fast 30:5
father 94:17,20
 97:7 98:4 105:1
 109:13
fathers 115:7
favor 133:20
favorite 108:14
fear 68:15,16
federal 2:1 10:19
 13:8,16 14:3
 21:22 22:1,12
 23:4,14,15 25:8
 26:15 31:1,14
 36:2,9 38:14,21
 40:6,7,9,15,18
 41:6 43:7 45:10
 51:5,7,14 55:4
 57:9,18 58:3 59:4
 60:7 74:19 118:22
 123:18 130:3
 133:13 144:4,12
 148:2,6 159:8,12
federally 28:20
feedback 145:2
feel 45:14 63:21
 96:3 107:11 114:5
 130:5 131:7
 139:13 155:6
 161:6 162:2
feeling 47:14
Felicitas 98:5,8
 150:19
fellow 8:12 148:7
felt 26:14 64:21
 120:19
fewer 152:19
field 37:14 38:5
 41:5 56:14,18
 125:6
fifth 4:9
fifth-year 91:13
Fifty 81:11
fight 95:22,22 96:9
 105:2

fighting 105:3
 114:7,8
figure 63:5,12
file 46:2,2
fill 45:16
filthy 109:18
final 26:3
financial 40:9,16
 52:12 119:1
find 36:8,10 84:9
 100:11 101:8
 152:13
finding 72:3
finish 81:18 138:5
finishing 143:19
firm 17:7
first 7:13 25:14
 33:1,5 37:10,22
 41:12 45:2 47:1,2
 47:4 64:19 67:1
 75:14 81:13 92:13
 93:13,13 121:1
 131:13 135:11,16
 143:9 145:11
 148:21 149:8,14
 155:4,12 156:3
 158:8
first-generation
 4:14
five 21:4 93:15,20
 130:22 153:16
fix 9:10
fixed 146:18
flat 152:7
flesh 89:2
flew 163:9
flip 121:22
Florida's 7:19,20
fluctuations 33:16
focus 18:16,22 23:4
 29:16,19 84:10
 85:1 133:10 142:3
 152:11 162:21
focused 5:4 10:8
 18:14 38:21 153:5
focusing 35:3
 124:10 138:6
folks 23:18 34:18

42:17 55:2 56:17
 57:15 76:22 85:13
 86:7 119:9 121:2
 121:5,13,14,16,17
 121:20 126:11,21
 129:5,7,11,15,16
 130:9 139:19
 144:10 145:12
follow 58:11 137:13
 137:17
followed 120:17
followers 137:6,8
 137:10
following 87:12
 89:10 108:19
 166:9
football 47:5 82:7
footsteps 50:14
 58:12 156:1 157:8
force 41:20 126:2,5
Ford 141:9
forefront 128:11
foreign 114:18
 125:13
foremost 134:4
forget 124:5 148:3
forgot 93:2
forgotten 93:3
form 45:15 84:5
formal 138:2
formally 116:15
format 39:17
formative 135:16
former 150:6,9
forms 25:9
Fort 116:19 141:18
forth 92:13
fortunate 4:17
 10:22 11:8 63:22
Forty-four 83:3
forward 4:12 5:3
 8:9 10:7,9 16:18
 16:19 29:17 30:5
 36:6 60:11 64:4
 64:18 65:18 71:1
 77:9 111:21 117:7
 117:15 132:15
 134:14,15 137:1

141:13 143:12
forwarding 148:12
forwards 128:20
foster 54:14 65:10
Fostering 164:17
fought 93:1,21
 95:14 96:14
found 26:14 45:13
 47:7,9,17 98:12
foundation 13:10
 51:13 78:19 90:11
 141:9,9
Foundation's 13:12
foundations 133:12
four 22:6 25:12
 43:3 58:12 80:13
 130:21 135:16
fourth 4:1 48:12
 101:6
Fraga 144:22
Fragas 80:7
framed 84:12
framework 101:1,2
frameworks 149:17
Franklin 96:6
fraud 118:19
free 105:17 159:16
Freedom 90:15
French 37:1
freshmen 81:14
friend 95:12,13
friendly 39:17
 64:22
friends 161:12
front 44:13
fruit 133:15
fruitful 166:17
frustrated 139:18
Ft 116:15
fueled 146:11
full 39:13 101:15
 150:15
full-blood 36:19
Fullerton 1:12,12
 3:6,22 90:22
 166:20
fully 87:21 88:16
fund 57:21

funded 143:17
funding 82:12
 103:16 118:22
 129:17 152:5
fundraiser 150:13
funds 141:15,20
furiously 164:4
further 5:6 7:4
 108:22 128:22
 134:20
future 10:8 14:16
 33:11 34:9 58:13
 63:17 70:14 76:1
 76:18 79:19 80:1
 104:5 108:12
 112:7 129:21
 138:9 153:2,3
 165:9

G

Gabriel 2:10 17:3,4
 17:9,15,17
Gabrielino 89:11
game 149:20
games 48:4 156:7
ganas 149:13
Gandara 1:13,15
 6:19 7:9 14:9
 83:21,22 128:18
 129:19 133:22
 138:11,12
Garcia 1:17 3:3 4:9
 9:17 16:20 70:18
 81:4 87:9 89:6
 90:3 92:15 111:16
 115:16 116:8
 117:7 128:16
 132:14 138:10
 144:14 145:6
 148:9 151:20
 154:19 158:1,4
 159:3 160:18
 163:1,8,17 164:1
 166:10
Garden 95:8 96:12
gather 4:19 72:12
gathered 94:14
general 79:21 97:6

97:10 118:10
generally 109:4
 140:10
generate 12:3,21
generation 37:13
 76:12 139:7
generations 136:10
George 65:13,13
 99:14
getting 42:17 66:11
 90:4 94:17 113:7
 119:5 131:8 135:8
 139:9 142:3
 162:10
give 3:20 13:9
 37:22 40:6 55:7
 86:12 107:18
 127:2 151:2,8
given 67:6 76:20
 84:10 120:2
 129:21 149:13
 154:10
gives 60:5
giving 110:14
 119:15 138:5
 145:18
gleaned 153:17
global 61:13
go 30:10 40:14 48:4
 63:4 64:3 65:17
 72:8 76:7,19 80:8
 89:11,20 92:13
 93:9 94:6,19,21
 95:4,16,19 96:2
 104:7,8 107:3
 111:4,7,10 112:16
 114:12 115:5,8
 116:2 138:14
 139:14 140:5,16
 140:17 145:8,17
 149:9 161:18
 162:1
goal 127:6
goals 22:14
goes 53:11 56:9
 130:10
going 9:9,10,19
 10:8 11:10,13

12:6 15:18 18:16
 38:1 44:17 45:12
 46:11 49:6,12
 52:2 58:11 59:7
 59:14 60:10,11
 61:7,13,16 64:17
 64:18 65:17,22
 72:5 73:16 77:3
 79:13 80:15,16
 82:9,9,11,15
 83:12 85:2 86:4
 86:13 88:11,13,15
 89:2,7,8,9,11 91:1
 92:10,22 93:4
 98:14,15,15
 100:15,16 103:16
 105:9,19 106:21
 106:22 107:4,17
 109:9 111:17
 112:3,8,13 114:22
 115:19 116:9,9
 117:8 121:21
 127:16 130:1
 131:6,18 132:16
 133:19 134:21
 135:9 136:15
 138:4,12 139:11
 139:22 140:19
 141:1,2 145:8
 150:13,16 151:1,6
 151:7,10,12,15,17
 157:5 162:6,9
 165:1
Gonzalez 159:4
Gonzalo 94:4 95:21
 98:5,8
good 3:3 15:17
 17:16 21:10 24:6
 27:10 34:11 42:16
 49:7 50:2 57:11
 72:4 74:5 85:9,10
 107:16,22 127:12
 127:17 128:3
 132:13 142:2
 160:19 166:5
 167:3
goodbye 155:18
Google 15:19

127:14,20
Goose 109:2
gotten 82:2 143:17
government 22:1
 23:4 25:9 26:16
 36:3,9 38:15,21
 40:6 41:6 45:10
 51:5,15 57:9,18
 74:19 81:9 130:3
 133:14 148:6
governmental 91:7
governor 97:5,8
 100:17
grad 83:12
grade 48:13 101:6
 157:6
graduate 4:12 6:16
 19:13 20:7 30:3
 40:21 111:6
graduating 4:6 30:3
 84:10
graduation 4:12
 81:13 152:9
grandparent 65:10
grandparents
 110:3
grant 13:12 36:13
 141:9
grants 51:17 83:2,3
 83:4
grass 57:16
grateful 10:15
 83:10 158:12
gratifying 128:8
grave 166:14
great 12:22 15:3
 19:17 22:16 23:7
 31:16,20 44:14
 50:6 52:4 54:13
 59:4 60:9 69:4,16
 71:2 87:8 89:6
 99:8 108:1 115:18
 116:22 124:12
 127:4,15,21 128:5
 132:12 136:14
greater 83:12
grew 24:9 76:8
ground 22:3 51:1

57:16
group 10:19 17:5
 22:22 31:15 33:13
 51:7 55:8 70:12
 117:22 121:11
 122:1,7,16,17
 123:9 124:8
 139:17 145:9
 159:12 165:6
group's 118:6
grouped 55:4
groups 5:19 42:14
 71:10 89:9,21
 146:20 155:14
 156:2
Grove 95:8 96:12
 114:9
growing 41:15
 60:14
growth 59:13,15
 152:7
Guam 74:14
Guatemala 120:18
guess 46:3 121:7
 145:18 147:15
guest 115:20
guests 3:14 5:7
 89:17
guidance 11:17
 41:21
guide 118:14,15
 119:3,10 120:8,10
 123:11 124:7,9
Guinn 8:11
GUTIERREZ 1:18
guys 107:17,19
 151:19 162:20
Guzman 96:4,5,5
 105:2

H

HACU 50:12 163:18
hair 45:5
half 30:8 80:10
 83:10,10 139:19
 140:12 148:16
 156:18,20 157:2
 163:17

halt 67:7
hands 40:13 109:4
Hangout 127:20
Hangouts 15:19
 127:14
happen 68:17
 69:17 85:2 99:9
 138:18
happened 143:5
 146:17
happening 31:1,1
 51:14 102:10
 130:4 147:5
happens 47:4
 147:3
happy 3:19 54:10
 64:1 112:15
 156:11 163:8
hard 42:22 54:16
 71:6 75:7,7 82:14
 82:15 91:21 100:5
 100:7 102:13
 103:9,12,15
 111:11,13 113:4
 160:5
harmful 26:9 47:18
Harris 9:1
Hart 157:3
Harvard 8:15,15
Hawaiian/Pacific
 42:11
He'll 17:13
head 132:4
Health 133:14
 137:12
healthy 146:22
hear 5:6 41:18
 42:21 47:13 65:7
 68:22 74:5 88:3
 103:8 145:2 158:3
 161:16
heard 40:13 46:15
 65:4 69:9 91:18
 95:13 97:6 155:11
 166:12
hearing 16:18
 87:10
held 28:3 37:11

126:15,17
hello 9:8 16:22
 116:8 159:6
help 12:6 13:6
 15:16 16:14 26:16
 34:19 40:19 53:22
 58:1,5 59:5 60:10
 62:18 68:13 70:22
 73:3 79:21 97:7
 97:10 102:13
 107:20 114:14,16
 123:2 124:14
 127:7,7 130:4
 148:4 150:14
 157:14 161:22
 166:2
helped 14:10 97:8,9
helpful 33:10
 157:12
helping 10:17
 15:21 43:22 50:8
 57:21 65:16 76:6
 100:7,11 106:20
 108:10
helps 42:1 51:16
 70:16
Heritage 151:11
Hi 66:5 79:8 132:20
 149:1 158:3
high 5:21 13:21
 40:11 55:9,16
 72:5,22 93:6 98:7
 98:8 101:7 102:16
 105:17,22 111:7
 112:20 142:21
high-poverty
 152:21
high-value 153:22
high-yield 154:1
higher 7:4,14 30:14
 52:3 67:22 80:5
 81:15 82:12 84:15
 84:17 92:12 114:1
 131:18 133:3
 144:21 145:19
 146:10,20 147:4
 159:22
highest 28:10 29:8

highlight 23:10
 78:1 122:8,9
 131:21 134:20
highlighting 5:19
 121:9 134:11,13
highlights 118:15
highly 143:7,11
hire 95:19
hired 95:19 96:8
 140:12
hiring 161:2
Hispanic 13:14
 15:4,13 27:5 29:9
 30:9 37:4 50:10
 50:13 59:12,14
 83:11 86:11 106:8
 125:16 127:10
 151:11 155:3
 156:18,19 163:12
Hispanic-serving
 13:11 14:2
Hispanics 1:3 2:3,7
 3:5,12 13:15,18
 17:13 18:2 29:20
 82:2,3 83:12
 105:14 112:4,6
historic 9:20 11:22
 90:12
historical 47:20
historically 18:11
 48:9
history 29:6,15
 47:20 48:18 51:21
 90:18 91:14 92:16
 93:11,11,11,20
 97:1 98:20 99:3
 99:12,13,13,19
 100:2 102:8 108:3
 108:12 110:9
 113:17 150:1
Hmong 55:13
hold 159:17
holding 127:13
home 45:4 94:17,17
 134:6 138:22
 153:1
Homeland 67:13
 117:13

homework 114:15
honest 131:6
honor 9:15 16:15
 75:2 76:13,18
 90:5 92:2 113:12
 115:13 118:3
honored 4:17 8:5
 90:19,21 149:12
 149:15
honoring 78:4
hope 65:17 105:19
 107:16 122:15
hopefully 65:18
 117:2 123:12
hopes 91:9,16
hoping 120:9
horrible 47:8 130:1
horrifying 140:11
hospital 87:10
host 117:4,6 152:17
hosted 126:16
 127:3
hour 148:16
hours 157:8
house 2:2,3,5,7
 3:12 7:7 15:9
 17:12,18,21,22
 18:7,9,10,12,14
 19:11 20:1,13
 21:14 24:17,20
 32:15,22 33:18,20
 33:22 34:22 37:11
 38:6 50:1,21
 52:15 54:1 60:13
 62:6,8,12,16 66:2
 76:14 87:12,22
 94:1 98:11 115:21
 118:4 126:9,14
 127:2 130:18
 133:19 149:12,15
 155:2 157:16
 158:13 167:1
Houston 49:14
 126:17
HSI 83:8
Huang 2:3 19:22
 21:9,10 32:22
 42:9 53:15 61:21

66:10,15,19 74:11
huge 25:1 55:16
 140:21
Human 133:14
 137:12
Huntington 19:12
husband's 75:3
hygiene 108:20
 109:3

I

idea 71:2 92:7
 141:5 145:13
 146:5,17 165:7
ideas 16:18 54:12
 139:21 142:14
 163:21
identified 22:4 32:8
 156:13
identify 15:16 21:5
 23:14 39:8,14
 41:1 49:3 51:16
 53:5 72:21
identifying 35:11
identity 72:2 99:6
ignore 146:15
ignored 144:8
Ilene 154:20,22
ill 157:5
image 47:5
imagery 26:10
 47:17
images 46:13 47:1
imagined 75:1
immersion 28:1,1
immigrant 74:22
 117:22 118:9,13
 124:9,16 125:17
 125:22 126:20
 128:8 155:7
immigrants 35:5
 42:15 126:14
 127:7
immigration 41:19
 78:18 80:22
 117:12,14,19
 118:6 128:14
 139:4,9 165:4

impact 12:7 14:19 25:10 63:19 92:12 92:16 120:18 137:21	26:8,10 44:19 88:8 133:14 165:13	information 32:13 39:7 40:17 42:3 56:20 108:14,15 118:21 119:11,13 119:14,16,18,19 122:15 130:3,12 142:9,15 165:8	injustice 95:11 innovation 156:4,5 156:16
impacted 39:11	income 102:5 140:17	118:21 119:11,13 119:14,16,18,19 122:15 130:3,12 142:9,15 165:8	innovative 156:14 157:14
impacts 70:7 106:1	incoming 58:8 91:7	informed 6:22 95:7	input 16:9 25:21
impassioned 141:17	Incorporated 91:6 91:15	informing 6:2 7:9 117:14	inroads 84:19
imperative 125:18	incorrect 48:10	initiate 31:10	Inside 150:21
impetigo 109:3	increase 13:15,17 39:21 50:8 51:2	initiative 2:2,4,5,7 3:12 7:7 9:21 10:3 10:17 11:7,12 12:1 13:6 15:5,9 17:12 18:1,7,9,10 18:12,14 19:11 20:1,13 21:14 23:11 24:17,20 29:6,12 32:5,5,20 32:22 37:15,15 38:6 41:17 46:6 49:8 50:1,22 52:15,20 53:11 54:1 59:7 60:2,3 64:3 65:20 66:3,9 73:12 98:11 102:12 103:2 114:10 117:10 118:5 125:6 126:9 126:16 128:10 130:18 146:9 148:3 155:2 158:13 163:20	insights 71:7
implement 59:20	increased 5:20,22 152:9	initiate 31:10	inspirational 116:13
implementation 10:21 23:2	increasing 13:10 29:19 30:8 83:2 90:17	initiative 2:2,4,5,7 3:12 7:7 9:21 10:3 10:17 11:7,12 12:1 13:6 15:5,9 17:12 18:1,7,9,10 18:12,14 19:11 20:1,13 21:14 23:11 24:17,20 29:6,12 32:5,5,20 32:22 37:15,15 38:6 41:17 46:6 49:8 50:1,22 52:15,20 53:11 54:1 59:7 60:2,3 64:3 65:20 66:3,9 73:12 98:11 102:12 103:2 114:10 117:10 118:5 125:6 126:9 126:16 128:10 130:18 146:9 148:3 155:2 158:13 163:20	inspire 104:8 114:13,18
implemented 52:17 144:12	incredible 17:19 50:21 58:15 61:12	initiate 31:10	inspired 104:11 114:20 116:14 149:6,8,22
importance 5:7 41:3 48:22 125:14 134:11,16,17,18 136:21 137:13 166:14	incredibly 18:3 19:3 32:11 38:17 73:13 158:12	initiate 31:10	inspires 104:10
important 4:19 18:4 19:4 27:16 28:2 32:8,11 36:8 38:13,17 46:9 51:16 52:12,19,20 54:22 55:19 62:21 63:6,7 64:2,14 69:19 70:5 71:22 72:2 83:8,9 85:8 88:4,14 93:19 97:4 100:1 104:13 104:17 113:17 114:6 115:2 120:15,21 124:1 124:18 125:11 133:5 145:16 146:14 155:6,9,22 164:13 166:4	Indian 2:5 18:9 20:14,21,22 24:18 25:8 28:14,17 37:12 38:2 45:21 47:14,15 56:12 64:9 72:9,10 73:15,17 74:2	initiate 31:10	inspiring 108:2
importantly 78:10	Indian/Alaska 36:18	initiate 31:10	instances 101:17
improve 24:21 62:2	Indians 47:11	initiate 31:10	Institute 164:14
improvements 22:19	indigenous 37:13 57:6 86:9	initiate 31:10	institution 145:19 146:11
improving 158:10	indigenous-based 44:18 64:21	initiate 31:10	institution's 4:18
incentives 146:8,14	individual 155:13	initiate 31:10	institutional 101:22 149:20
incident 114:9	individually 5:11	initiate 31:10	institutionalize 33:14
include 18:7	individuals 8:4,6 11:14 35:19 67:2 87:15 124:19	initiate 31:10	institutions 13:11 14:3 17:8 67:16 119:14 131:21 159:14 160:2,16
includes 20:18 88:5	inequality 5:8 141:8,11,14	initiate 31:10	instruction 144:13
including 6:7 24:22	infant 135:16	initiate 31:10	instrumental 11:10 15:20,21 117:13

60:7
inter-disciplinary 165:3,6
interacted 157:1
interagency 10:19
interest 53:13 86:2
 122:13 123:15
 138:18 160:10
interest/public 20:9
interesting 57:8
 65:5 70:10 84:3
 121:3 128:19
 142:14
Interestingly
 121:22
Interior 72:11
Intermediate 98:5
intern 149:5
internal 40:22
internally 16:6 40:3
 41:17 42:2
Internet 153:19
interns 73:21
introduce 11:2 17:2
 90:6 92:3 101:9
 160:12,13
introduced 34:2
introduction 19:8
 21:11
invest 51:15 52:6
investing 51:10
investment 12:4
 50:4 154:5
investments 31:10
invisible 72:18
 132:13
invite 25:19 89:13
 159:15
involved 57:19 83:3
 86:15 100:21
 155:18
involvement 76:4
IPEDS 81:6,9
ironic 45:5 97:13
ironworkers 24:11
irrespective 35:20
 125:8 128:14
 130:13

ISD 116:19
Islander 42:11 43:9
 53:14 55:18
Islanders 2:4 4:4
 18:8 20:2 21:15
 68:1 86:10 130:19
islands 74:15
issuance 44:6
issue 17:19 28:6,15
 35:15 38:3 39:2
 53:18 69:10 70:9
 71:5,8 137:15
 140:22 143:20
 154:15 161:11
issued 153:4
issues 13:7 14:17
 15:7 18:3,22 19:1
 20:3,6,20 21:6
 22:5,7 25:12,21
 26:17,19 29:15
 31:6 32:10 38:11
 38:12 43:3,5 44:9
 44:11 55:21 58:13
 63:11 65:1,15
 84:2 89:3 137:20
 140:6,20 141:7,11
 141:14 145:7
 148:7 161:5 162:4
 162:14,18
issuing 6:2 133:19
IV 160:4,9,15

J

Jaqueline 11:3,6,14
 11:18
JD 9:2
Jewish 95:20
job 34:11 42:17
 73:14 75:17
 107:20 127:4
 130:11,12
jobs 76:22
John 41:9
join 89:14
joined 96:14 145:4
joining 9:18 132:22
Jose 67:20 126:18
Joseph 91:12,21

Jr 65:13
June 69:11 120:9
 123:13 127:18
 128:20 133:18
jurisdictions 74:21
justice 5:11 97:14
 139:22 153:22

K

K 29:21 30:13 52:7
 70:3 147:4
K-1 135:20
K-12 84:14 89:15
 89:18 138:11
 139:16 146:21
K-6 138:19
Kahnawake 24:8
Kanter 19:21
keen 123:15
keep 64:14,18
 65:17 79:13
 109:16
Keeper 34:5
keeping 102:7
Kenny 8:11
Kent 1:21 89:11
 116:10 140:10
 141:22
kept 9:13
key 4:22 6:3 13:7
 14:14 15:7 16:5
 18:18 21:5 29:15
 49:6 58:13 103:22
 118:11 119:13
 133:16 134:12
 137:3,20 145:7
 156:1
kids 72:3 94:14
 110:12 118:2
 120:3 122:17,20
 123:2,7,7 138:6
 140:8,21 142:5,11
 143:12
kind 35:10 48:16
 57:21 72:18 74:7
 74:18 79:19,20,20
 82:6 113:7 129:22
 130:10 133:7

134:4 137:19
 138:2 162:21
kindergarten 45:1
 45:3
kindness 151:5
King 38:1 41:9
 150:10
knew 45:22 93:18
 93:19 97:8,18
 109:15 110:6
 113:16
know 9:12 10:4
 11:6 17:22 18:20
 19:10 25:3 27:14
 32:19 39:20 40:15
 42:17,20 43:18,19
 45:10,15 54:19
 58:8 64:5 66:13
 68:10 69:5,8 72:7
 73:12 74:16 80:6
 80:9 82:4 86:14
 86:20 90:9 96:18
 97:17 103:16
 105:18 107:1,10
 107:13 108:9
 110:8 111:3,11
 114:7,14,16 119:6
 119:22 120:5
 122:15 123:17
 129:6,8,9 131:7
 132:5 138:7
 141:16,19 142:22
 144:1,17 145:14
 147:7 149:18
 151:17 157:3
 159:19
knowing 19:18
knowledge 34:15
 91:17 140:4
known 92:17 99:21
knows 92:19
Korea 130:20 131:4
Korean 130:16
 131:2

L

L.A 102:20 127:6
 153:9

- La** 29:11 158:7
Labor 35:5
lack 5:16,17 99:1
 109:1 140:4,7,20
lady's 7:14
Lakota 45:7
Landin 151:21
landmark 90:9
LANDON 151:22
landscape 59:10
 78:7
language 20:3 22:8
 28:4,6 31:12 43:4
 57:18 59:2,4 60:1
 61:22 63:13 71:13
 85:7 102:6 108:17
 114:18 124:12,14
 125:4 128:9
 130:13 133:17,20
 134:5,6,8,10,17
 135:2 136:22
 138:15,18,22,22
 139:7,10 143:20
 143:22 144:7,13
 155:19,21 162:12
 162:14 164:18,19
 165:16,17
languages 27:18
 27:21 47:22 57:6
 57:12,17 86:16
Laotians 55:13
large 75:13
largest 4:1 38:20
Las 8:14
late 120:9 138:16
Latin 139:5
Latina 76:17 99:1
 147:11
Latinas 6:20 14:9
 165:18
Latino 4:22 5:11,19
 13:20 18:4 70:3
 76:17 82:21 84:11
 84:20 85:15 93:15
 93:15 95:4 98:9
 104:5 106:1,2,16
 106:16 110:9
 115:6 118:2
 124:20 125:8,16
 127:8 128:12
 140:3 143:7
 147:21 158:11,21
Latino/Hispanic
 42:12
Latinos 4:3,6 5:13
 6:7 8:2 10:18
 39:10,12,15 69:18
 80:10 81:2,17
 90:8 93:20 94:7
 95:3,10,15 98:6
 102:19 104:22
 105:4 106:21
 108:4 109:10
 110:2,15,21 111:1
 112:5,18 165:18
launched 12:14
launching 49:13
law 8:13 9:3 17:5,7
 20:8 25:19 144:4
 144:12
lawsuit 90:16
lawyer 95:14,19,21
 96:3,8
lead 89:17
leader 156:15
leaders 15:22
 25:19 53:18,21
 68:13 76:12,17
 104:6 105:10
 146:12 152:19
 156:17
leadership 13:14
 35:17 37:20 38:4
 54:8 69:6 116:14
leads 20:2
league 106:18
learn 134:5,6
 142:12
learned 33:8 34:12
 62:13 103:1,13
 110:20 112:14
 137:11
learners 7:11 71:14
 128:9 162:12,14
 164:18,19 165:16
 165:17
learning 5:21 7:8
 23:7 29:21 30:13
 30:17 33:9 43:14
 52:4,6 85:7 89:10
 102:6 109:2 123:4
 127:18 132:17,18
 132:22 133:3,6
 146:10 156:7
 157:17 166:13
leave 58:11 72:7
 73:22 77:5 113:21
 133:1
leaves 65:6,6
leaving 94:13
led 4:20 130:15
left 13:2 36:20
legacy 9:20 16:3,13
 52:18 90:18
 101:18 102:9
 104:12 113:14,17
 136:10
legal 118:20 125:1
Legally 102:14
legislators 82:10
Lemon 114:9
length 145:8
lens 61:5
LEP 118:8 124:20
LEPs 124:18
Lessard 2:5 20:12
 24:6,7 36:7 37:1
 44:14 46:20 56:3
 63:21 71:20,22
 73:10 86:4
lessons 62:13
let's 9:3 95:21,22
 96:1,2
letter 58:9,10 77:4
letting 42:17
level 27:7 31:1,19
 31:22 60:14 99:12
 106:5,6 110:13
 129:14 138:19
levels 43:2
leverage 13:3 14:14
 31:7,21 32:4
 49:21 154:2
 165:22
leveraged 77:8
leveraging 31:4
liaisons 33:19
librarians 156:3
libraries 82:20
 153:18
library 82:17,18,18
lice 109:3
lies 113:18
LIEVANO 1:18
 136:18 137:7
life 5:15 73:18
 78:14 87:1 90:17
 107:5 115:9 127:1
Lifeline 152:15
lifetime 34:14
 109:20
light 78:11 94:5
liked 34:4 87:6
limited 42:13 52:15
 121:17 124:11
linchpin 79:18
Lincoln 99:14
Linda 112:19
line 16:21,21 31:4
 62:5 75:20 138:5
lines 27:22
linguistically 42:19
 126:21
link 79:17
links 150:22
Lisette 1:20 6:11,12
 69:13
list 128:21 148:17
listed 6:11
listen 114:11 115:3
 115:5
listened 115:14
listening 26:3
 44:10,15,16 45:9
 46:7 67:18 86:7
 97:15,16 98:11
literacy 52:12
 153:18
literatures 165:3
little 3:21 9:10
 17:14 21:20 22:8
 25:3 26:20 27:13

34:16 44:10 53:7
59:5 118:7,8
120:14 121:13
134:22,22 136:16
147:2,10
live 16:12 36:20
87:1 107:11
lived 24:10 43:20
lives 27:3 118:2
living 56:17 107:12
local 31:21 43:2
106:6 129:14
130:7
localities 68:6
locally 106:9
location 104:18
116:16
long 6:11 21:16
30:10 45:2,7
76:19 81:7 83:22
97:22 101:12,16
103:12 149:20
long-standing 22:6
longevity 34:20
look 5:3 8:8 10:6,9
14:15 31:15 36:21
36:22 37:7 47:12
61:22 65:8 70:8
72:1 81:4 84:17
100:1 117:15
134:14 154:17
162:4
looked 29:15
108:13
looking 4:11 14:10
15:15 16:17 32:3
35:10 58:1 59:1,2
60:1 66:9 79:16
81:5 86:8 117:7
128:20 132:15
134:14,15,15,19
135:1 136:17
137:1 138:4
Lopez 160:18,19
Los 98:6 112:17
126:17
lose 27:7 139:8,12
160:4,9

losing 139:11
lost 138:21 139:7
lot 13:2 22:2,2,3
24:10 28:21 33:8
34:11 37:14 43:11
43:14 45:13 52:22
59:18 63:9 64:9
64:19 65:1 66:10
67:12,12 68:5,7
68:11,15 73:2
82:4,5,21 83:7,18
87:11 101:12
107:8,17 118:18
119:10 120:6
122:20 123:17
129:13,14,16
130:6 137:9
138:18,21 139:6
140:15 144:1
159:18 161:12
162:12 165:15
lots 46:10 120:3
127:9 129:7,10
loud 143:18
Loudoun 102:1
love 60:6 80:8
98:18 107:16
114:11 139:14
157:12
low 68:10 76:9
102:5 141:21
low-cost 152:16
low-income/low-...
35:4
lower 133:4
lowering 105:21
lowest 70:2 140:17
Loya 17:6
Loyola 9:2
Luis 80:7 144:22
Lujan 2:6 15:19
41:18 69:1 117:9
117:17 129:5
130:6 132:3
lunch 115:22 116:2
Lundquist 1:19
77:11,15,18 145:4
Luther 150:10

M

M6 120:2
Magdalena 158:1,5
Magnolia 160:20
main 106:22
maintain 134:6
160:15
maintaining 134:17
major 55:5 91:4,13
140:2 153:12
majority 102:5
majority/minority
60:17
making 32:13 47:16
51:19 59:16 60:12
61:4 63:2,2,15
81:7 83:16 85:12
87:21 99:21
135:10
Mala 124:17
male 70:3 147:18
males 70:4
Management 13:13
mandate 18:17
21:20 31:5 50:8
50:21 51:1 52:22
54:12 61:12
mandated 22:12
99:12
mandates 53:19
59:3
maniac 149:4
Manny 1:21 133:1
134:21 136:15
Marcus 95:17,20
96:4 112:19
marginalized 78:12
Maria 1:18 2:6
15:19 41:18 69:1
100:12 117:9,13
117:16 131:10
133:2 136:15
Maribel 10:11,20
marketing 165:14
Martha 19:21
Martin 150:10
Martinez 91:3 98:18
106:4 107:15

111:15 115:10
marvelous 95:14
Mary's 19:14
mascots 26:10,17
44:18 47:16
Master's 19:15
163:10
materials 67:14
math 152:7
matter 89:22 116:5
122:22 167:5
mean 43:15 55:2
146:1
meaningful 80:17
87:16
means 87:15 101:2
146:21 159:19
Medal 90:15
media 85:20 133:12
134:19 136:6
137:6
Medicine 164:14
meet 4:15 75:22
96:11 121:8
meeting 1:5 5:3
14:12 16:2 17:18
17:19 23:6 49:14
58:18 84:12,13
116:17 140:3
143:2 145:3
152:11 154:2
166:11,17
meetings 73:16
84:16
MELVIN 1:19
107:22 108:9
110:10
member 20:22
members 3:10 5:12
23:16 43:19 56:6
68:17
Memphis 41:8,9
men 147:21
Mendez 2:10 90:7
90:10,14 92:11,14
92:18,19,21 93:10
95:1 96:14 97:3,7
98:5,8 100:3

101:18 102:11
 103:3 104:2,12
 105:3 106:12
 107:20 108:8,15
 109:8 110:19
 111:22 114:2
 115:12,17 149:3,4
 149:6,13,14,17,19
 150:1,14,17 151:2
 151:3,13,16,18
Mendoza 27:6 45:6
mentality 79:19
mention 15:1 25:13
 48:6 50:3 51:6
 74:13 86:5 126:13
 144:4,6
mentioned 14:4,8
 43:3 44:5 48:21
 54:5 55:1 62:4
 71:19 86:6 101:16
 117:18 123:8
 124:10 127:9
 143:1
mentoring 13:22
message 15:14
 54:1 64:14 68:2
 86:19 113:21
 114:2
messages 136:20
messaging 137:2
met 1:11 96:4 128:6
 143:9 163:16
methodologies
 43:14
Mexican 120:17
 150:4,10
Mexicans 95:3
 108:19 150:7
Miami 126:17 127:3
 127:6 163:10
mic 3:20
Michael 10:4
Michelle 16:10,11
microphone 77:13
mics 148:19,21
middle 161:3
Midwest 135:9
migrant 119:20

Mildred 1:17 87:9
 145:5
miles 150:12
milestone 12:1
Millie 14:8
million 12:4,22 14:1
 31:10 41:10 49:3
 49:15,20 52:16
 120:22 121:2
 125:13,14 137:8
 152:1,4 156:10,20
Milly 116:13
mind 62:4
mind-blowing
 109:7
mindset 79:15
minimum 55:4
minor 91:4 103:6
minorities 102:19
 161:9
minority 159:10
 160:1
minority-serving
 159:14
minutes 21:5 29:5
 143:5 148:18
 150:2,3
Mireles 158:2,3,5,5
misconceptions
 118:18,20 165:15
missing 73:1
mission 6:5 31:13
misunderstandin...
 165:16
Mo 132:22 137:18
mobilize 137:22
model 57:11 156:4
 156:5,16
Modena 95:9 96:11
moderating 91:2
moderator 17:2
 87:7
MODESTO 1:18
Mohawk 24:7,8,10
mom 73:18
moment 6:9
moments 98:22
Mondays 150:9

money 82:11 83:2
 114:16 146:21,21
month 67:21
 112:17 133:17
 151:11,14 152:15
months 14:15
 73:22 135:14
morning 3:3 17:16
 21:10 24:6 54:5
 78:16 103:1
 107:22 112:1
mother 93:8,18
 96:22 98:4 105:1
 109:2 114:19
mothers 115:6
move 9:9 16:19
 17:1 36:6 45:17
 60:10 70:22 81:17
 111:20 141:13
 148:4
movement 85:5
movements 104:1
moves 77:9
moving 9:14 29:17
 72:6 147:14
MPI 121:1 122:3
MPP 8:15,22
Mt 19:14
multi-race 4:5
multitude 80:12
municipalities
 148:4

N

name 21:16 24:7
 37:2 95:17 99:13
 100:12 112:19
 132:4 148:20
 159:6 164:2
name's 154:22
named 98:3,7
 100:18
Nancy 8:10
NAPE 152:6
narrative 146:18
nation 6:22 79:2
 86:3 87:16 97:19
 118:2
nation's 39:1 90:13
national 5:13 13:10
 13:12 15:8 20:17
 20:19,22 29:11
 51:12 65:4 91:10
 99:11 106:5 142:8
 143:6,13,16,19
 153:1 158:7
 164:14,15 166:1
nationally 82:7
nations 37:9 57:5
native 2:6 18:9
 19:12 20:14,16
 24:18,21 25:4
 26:6,7,14 27:4,8
 27:10,17,20 28:3
 28:5,8,9,12,18
 36:18,19 37:4,10
 44:12 46:19,21
 47:9 56:3,12,15
 57:13 60:2 64:4,4
 64:10,10,15,20
 72:15,16 73:1
 74:6 88:8 134:5
 134:17
Navajo 45:1 65:11
navigate 23:4
navigating 81:16
NCLB 144:5
NCLR 158:17
nearby 116:2
nearest 152:12
necessarily 83:16
necessary 59:21
 152:22
neck 109:4
need 5:9 12:19 16:5
 18:22 35:9 36:16
 37:6,7,16,18 38:3
 43:18,21 48:17
 49:18,19 52:5
 61:10,12 70:13
 72:15 74:7 81:14
 93:9 101:5,8
 104:11,15,16
 105:10,12 114:11
 115:5,7 119:6
 122:12 123:10

125:3 126:22
 128:13 130:17
 136:4 139:1,3
 140:18 142:2,3,8
 143:6,10,18,21
 155:12,14,15
 161:8
needed 23:19 29:17
 29:19,21 30:1,20
 31:7 41:6 51:3
 85:13 93:16
 125:19 126:22
 154:18 161:8
needle 147:15
needles 148:5
needs 32:19 46:17
 82:19 84:13,14
 86:19,20 99:12
 120:12 154:3
needy 160:16
negative 110:16
neglected 53:15
neighborhood
 102:7
net 139:4
network 23:12,13
 23:22 33:12 67:15
networks 31:17,22
 131:3
Nevada 8:14
never 33:17 41:3
 43:13 74:22 135:5
 136:8 138:15
 148:3 154:13
new 9:4 10:6,13
 11:2,9 18:19
 19:16 25:18 27:18
 41:21 47:3,3
 54:14 56:6 60:17
 64:6 69:22 88:12
 105:19 112:9
 124:21 126:2,13
 126:15 144:4,12
 147:20,22 150:19
 151:12 164:19
newborn 122:22
newcomers 125:1
 125:2

newcomers' 126:6
nice 92:11 110:5
 143:4 163:18
Nieves 1:20 6:11,12
 69:13,14 80:3,4
 131:9 132:11
 144:15,16
nine 26:4 135:14
Ninety-five 163:11
nominations 15:16
non-education
 131:21
non-native 47:10
non-partisan
 100:14
non-profit 41:14
non-profits 20:6
 50:5
nonsense 136:1
North 1:12
Northeast 36:22
note 65:6 124:2
noted 141:18
notion 146:7 147:6
Notre 145:1
November 126:1
number 35:6 39:10
 39:12,14 55:12
 83:12 142:13
 143:1 152:3
 164:22 165:12
nurse 96:20,21
 104:7

O

Obama 4:21 8:3
 16:10,11 21:8,19
 29:14 33:4 34:3
 78:9 83:1 125:21
 152:1
Obama's 6:5 17:11
objectives 38:9
obligation 77:22
 85:20
obligations 125:1
obtaining 55:10
obviously 118:3,18
 120:18

OC 149:22 150:15
occurred 140:2
OCR 44:8,13 45:8
 45:21 46:2,9
October 21:19
 118:14
off-campus 152:16
 152:20
offensive 47:18
offer 51:18 84:4
 116:15
offers 84:22
office 10:14 13:13
 26:11 35:21 36:15
 38:16 39:4 40:8,8
 40:18 46:8 63:10
 89:16 124:12,12
 159:8,12
officer 91:7
offices 36:5
oftentimes 32:9
 58:8
oh 163:3
okay 9:8 17:1 27:11
 36:3 81:22 116:8
old 90:16 93:22
 122:19
oldest 149:5
once 3:19 7:22
 21:17 89:3 144:5
 166:11
one-time 154:4
ones 57:10 72:18
 76:5,6 91:1
 114:13 123:3
ongoing 15:11 26:4
 26:13
online 142:19
 163:10
op-eds 165:20
open 65:22 76:11
 92:8 118:8 145:2
operational 117:20
operations 61:17
operator 114:21
opportune 154:16
opportunities 22:2
 24:3 49:4 50:9

82:1 113:6 144:9
 158:11
opportunity 10:16
 11:9,11 14:12,20
 15:5,9 19:5 22:16
 44:8 50:18 54:8
 57:2,4 58:19 61:6
 62:22 71:16 79:9
 84:1,19 87:6
 105:16 121:21
 133:22 154:10,12
 154:13 164:13
 166:6
opposed 154:18
 161:18
optimized 154:6
options 119:1
oral 69:9
Orange 50:15 93:5
 95:6,7,9 96:4,10
 104:20 105:6
 108:18 109:11
 111:17 113:8
 149:21
order 3:6 21:18
 22:21 24:19 29:16
 31:5 60:5 62:1
 66:22 98:20 99:8
 111:20 122:14
 123:18 136:20
 137:2
organization 26:15
 163:18
organizations 15:3
 15:6 20:21 29:11
 50:6,16 57:21
 58:5 68:12 106:7
 106:17,20 127:15
 129:13 130:7
 158:17,18
organized 35:1
origin 124:20
originally 24:9
 123:22
origins 125:16
Ounce 135:10
outcomes 50:9
 159:20 160:7

outgoing 58:9
outlast 36:3
outlook 108:21
outreach 8:19
 30:22 130:7,15,20
 131:1
outside 145:2
overseas 163:7
oversee 23:1 24:2
owe 80:14
owed 81:2

P

P-R-O-C-E-E-D-I-...
 3:1
p.m 116:7 167:6
Pacific 2:4 18:8
 20:2 21:15 53:13
 55:18 66:8 68:1
 74:13,15 130:19
package 116:1
 143:4
packet 26:1
Padron 3:8 127:3
 166:16
pages 144:6
painting 131:13
Palomino 105:3
panel 17:3 89:6
panelists 19:9 21:2
 21:4 39:2 73:6
 77:4 87:4 89:3
Panetta 91:9
papers 134:1
parade 150:19
PAREDES 1:21
parent 52:11 76:4
 142:8 155:18
parents 39:19
 66:21 68:16 74:22
 75:5 82:14,14,15
 96:2,5 109:19
 114:11,12,12,17
 115:2,3,4,5
 120:11 123:12,12
 136:7 142:9,16
Park 19:12
parks 82:20 94:12

95:16
part 15:2 52:18
 92:9 96:13 106:18
 106:19 112:22
 117:21 118:3
 119:22 123:8
 136:6 146:19
 147:1
participants 53:9
participated 7:13
participation 5:20
 13:11,15,18 29:20
 30:8
particular 6:8 10:17
 36:13 39:2 43:7
 54:15,20 55:13,21
 62:16 64:15 66:7
 67:18 69:10
 126:16 129:17
 144:18 159:21
 160:1
particularly 129:2
 147:12,18
partisan 65:15
partner 17:4 42:1
 158:18
partnered 38:16
 45:21
partnering 41:13
 67:16 68:11
 165:22
partners 12:9 50:22
 85:21,21 117:1
 133:9,9,11 137:11
 165:12
partnership 13:6
 18:15 158:13
partnerships 13:3
 19:2 31:8 38:13
 38:14 49:21 53:5
 57:3,15 58:2
 141:7
parts 54:6 67:21
 160:8
passed 100:13
 158:15
passion 73:19 74:1
 79:10,20 155:5

161:19
Pastrana 2:6 15:19
 41:18 69:1 117:9
Pat 134:2
patches 92:17
Patricia 1:12,15
 6:19 7:9 147:8
 160:22
pause 58:21 60:19
pay 82:15,18 83:5
 161:5
paying 142:12,15
pays 83:6
peace 13:16,18
 50:15 105:2
 149:22 150:15
 151:3,4,4
Pell 83:1,3,4
penalty 131:20
pending 67:6
people 24:10 26:6
 27:2,4,5 36:20
 37:14 45:21,22
 47:14 48:14 57:16
 65:16 67:3,8 68:8
 68:16 73:11,13,20
 82:17 84:16 86:9
 86:13,14 93:18
 110:14 113:4
 114:7 129:9 135:4
 139:3,11,17,20
 144:1 148:17
 151:17
percent 4:3,3,4,5
 4:13 36:20 55:14
 55:15 59:11,12
 72:14 81:11 83:4
 83:6 98:6,9
 100:15 112:5,5,17
 120:16 121:12,17
 122:1,7 124:19
 125:15 131:11,12
 138:7,8 152:5,11
 152:19,21 161:4
 163:11
percentage 72:22
 86:12
perfect 19:7 77:17

Performance
 153:14
performing 70:3
permanent 33:18
 62:5,7
permanently 33:21
permit 153:14
persist 5:15 80:13
persistence 76:16
 80:18
persistent 5:8
person 33:21 62:8
 63:10,13,22 64:1
 67:4 73:15 86:13
 100:10 104:20
 105:5 109:22
 110:7 148:22
personal 76:8
 108:20
personally 74:21
 85:8 130:15
personified 128:5
Personnel 13:13
perspective 84:18
 120:20 121:4
 129:8,18
PhD 6:13 8:16
phenomenal 74:18
philanthropic
 57:20 58:5 117:1
philanthropy 141:6
Philberto 159:4
Philosophy 20:10
phone 137:14,22
 138:1 147:3
 160:11
pick 138:12,14
picture 115:22
 131:14
pictures 109:19
 110:1,2,3
pie 146:19
piece 23:10 52:19
 70:5 80:22 117:20
 119:2,22 120:21
 129:17 145:16
pieces 118:11
Pine 28:14,16 38:2

Pineda 159:5,7
pivotal 98:21
place 15:18 60:21
 63:14 75:1 151:10
 157:11
places 28:15 47:13
 70:9 73:16 116:1
plan 14:15 16:8
 22:13 133:7
 137:20 152:20
 153:2
planned 124:1
planning 14:4
plans 23:2
play 41:4 58:15
 60:18,22 77:8
 87:12 88:11,17
 106:7 158:19
played 153:11
players 103:22
plays 88:4
plea 141:17
pleasant 27:4
please 3:17 11:3
 21:1 71:21 89:20
 90:4 124:5 148:18
 148:20
pleasure 9:15 17:2
 17:17 19:17 21:13
 90:5 92:2 115:16
plots 153:2
plus 18:3
point 24:5 32:8
 71:19 99:8 119:5
 120:2 122:17
 126:19 133:5
 138:13 144:11
 153:14
pointed 130:19
points 122:9 141:8
 141:22
policies 39:12
 57:20 63:18
policy 6:3 8:12 9:2
 14:17 15:7,22
 17:12 22:6,19
 30:20 32:13 43:3
 57:19 63:2,11

85:11 87:17,20
 101:19 102:9
 133:19 136:22
 143:10,21 144:3
 148:7 164:20
 165:8
political 35:18 75:3
 82:7 85:13,17,19
 86:1 91:4 136:1
politically 85:6
politicals 34:11
politician 101:8
Politics 104:17
pool 150:7,9
popularly 93:17
population 41:2,15
 55:17,18 59:13
 66:8 72:15 81:11
 84:13 85:15 86:11
 106:9 131:16,17
 131:19 132:12
 138:8 156:18
population's
 110:17
populations 36:17
 55:12 72:1 86:21
portrayed 45:20
posed 66:2
position 11:1 76:10
 76:13 123:2
positive 128:11
possible 68:14
 78:15 119:4,4
Post 102:3
post-secondary 7:2
 49:5 52:1 89:19
 144:15
postage 149:16
potential 84:10
 123:5 129:21
 154:4
potentially 47:18
 84:3 121:3
potentials 98:2
poverty 102:16
 106:2 114:4
power 85:17 148:3
powerful 41:7 46:4

139:20,21
practice 17:5 128:1
 141:14 146:2
 164:20 165:8
practices 118:16
 145:15
pre-K 135:12,19
 136:13
precedence 25:13
predominantly
 28:21
pregnancy 135:14
preparation 140:4
Preparatory 8:20
prepare 68:4
prepared 68:9
 140:6,8 157:5
preparing 148:11
preschool 134:11
 139:2
preschools 138:20
presence 31:19
 41:22 60:13 74:18
 113:13
present 1:14 2:1
 154:11,13
presentation
 117:15
presented 7:17
presently 25:2,18
preservation 27:17
 27:20 57:5
preserve 155:21
president 3:20 4:18
 4:21,21 6:5 8:3,18
 17:10 21:19 34:3
 37:8 45:7 56:5
 58:9 64:6,7 65:5,6
 65:12,12,13 66:22
 83:1 91:20 92:15
 105:20 112:9,13
 125:21 152:1
 154:9,14 163:17
President's 1:3 3:4
 3:10
Presidential 90:15
presidents 58:8
presiding 1:13

press 3:17 77:14
pressure 82:21
pretty 23:21
prevented 109:1
Prevention 135:10
previously 20:15
preyed 119:8
primary 138:22
 152:2
prime 101:10
principal 48:16
 94:21 95:1
prior 19:18 24:19
priorities 5:5 8:12
 14:18 16:5 22:6
 23:5 30:13 101:10
 137:3 141:20
 142:6
priority 22:20 43:3
 79:4 80:21 143:13
 143:16,19 147:19
Priscilla 2:3 19:22
 32:18 42:8 44:5
 53:5 61:20 66:7
 69:15,22 74:10
 75:10 87:5
prisons 103:8
private 119:2
privilege 21:12
 75:2
privileges 75:6
 113:2
pro-native 64:8
proactive 143:21
 144:3
probably 38:9
 56:22 64:2 73:20
 142:2
problem 40:14
 84:20 102:11,15
 111:10,12 118:19
 161:6,15
process 10:18
 40:22 52:10 67:8
 87:21
produced 77:20
produces 56:8
products 40:4

profession 5:17
52:9 161:10 162:6
professional 44:20
83:13 153:21
proficiency 121:18
125:4
proficient 42:14
124:11
Profit 10:6
program 13:14,20
65:10 68:14 92:1
162:7,17 163:11
programs 5:21
13:12,17 65:15
84:12 142:1,2
145:14 146:13
161:13 162:9
progress 5:20
22:19 30:6 49:16
76:7 78:1,15,17
83:15
prohibitive 129:4,7
129:10
project 35:3,7
54:14 150:13
projects 34:20 35:1
63:3 64:11
promise 132:7
promising 118:15
promote 53:10
136:22 151:14
163:21
propose 165:21
prostitutes 105:8
proud 73:7,11,14
73:21 74:3,8,11
75:11,22 76:1
104:14 105:13,14
105:15 112:15
113:10 117:4,5
120:7 132:21
147:16
prove 61:16
provide 25:21
32:12 56:20 59:5
69:7 88:19 125:1
125:2,19 126:21
130:13 152:16

159:13
provided 46:22
provides 153:16
154:1 165:7,9
providing 6:3 41:21
88:18 156:16
psychology 165:5
public 3:14 9:1 20:8
33:21 59:12 60:16
62:16 63:4,10,16
72:17 87:20 89:13
90:10 95:16 116:1
135:10 136:7
142:4 147:22
148:15 163:2,2
164:3 166:18
public/private 13:3
31:7 49:21 141:6
Puerto 70:4 150:18
150:20
pull 117:3
pulpit 49:22
punitive 160:6
purpose 32:12
126:20
purposes 44:3
pursue 91:10
pursuing 71:10
push 42:1,3 43:1
143:12,21
pushing 142:19
put 12:12 39:16
41:22 61:5 82:20
120:13 124:17
137:20 143:3
putting 50:7 101:20
130:2 152:14
156:15

Q

qualified 140:13
143:7,11 162:13
quality 6:6 19:6
39:21 53:3 161:7
question 56:1 66:2
77:3,10 92:13
98:17 99:17
107:21 115:11

129:19 131:10
158:14
questions 73:5
82:8 92:7 107:19
111:15 118:8
128:15,17
Quick 154:22
quickly 26:22
139:10
quite 33:8 130:6
131:6
quote 14:22 16:9
16:11

R

race 38:19 53:2
55:5
racial 90:13
railroad 103:7
raise 84:2
raised 44:12 140:7
140:22
rallies 151:13
rally 12:21
Ramirez 96:12
105:2
random 151:2,3,13
151:16,18
range 39:13
ranges 53:20
rate 5:18 28:10
30:7 55:15 56:16
68:10 76:3
rates 5:22 6:1 29:8
29:20 55:9 81:13
152:9,10
rationale 110:14
Raza 29:12 158:7
re-authorization
52:3
re-emphasize
127:13
re-writing 99:19
reach 7:14 43:1
50:8 74:11 85:20
85:20 160:5
reached 11:22
52:22 69:11

133:11
reaching 98:1
reactions 66:3
read 101:15 156:20
readiness 152:10
reading 152:7
ready 30:3 90:4
153:3
reaffirm 157:9
real 32:9 78:14 90:5
143:16 144:2
real-time 32:12
87:17
realize 70:2 85:10
135:5
realized 23:17
29:16 30:20
really 12:10 14:12
14:19,19 15:5,13
22:10 23:19 27:6
27:15 29:17 30:15
34:13,14,16,19
35:12,13,16 41:12
41:22 42:22 43:5
43:22 48:14 51:18
53:20 54:14,21
55:5 58:5,19
59:16 61:7 62:9
64:13 66:6 70:21
79:10,12 81:6
82:6 90:19 98:18
98:21 99:19 106:9
108:11,16 120:15
120:15 122:16
125:1,16,18
126:10 127:16
128:5,20 129:4
133:8,10,21
134:15 138:3,5
139:1 140:13
142:2,13,14,16,19
143:10,12,20
144:11 147:16
148:13 157:17
158:19 161:18
162:21 164:5
166:11
reason 25:7 121:15

163:12,18
reasons 42:22
 43:10 106:22
 109:13,16
receive 19:6 58:9
 137:14
received 8:15,21
 49:12 122:1
 131:11
receives 131:19
receiving 19:14
 26:6
recipient 20:10
 90:15
recipients 120:16
 129:20,21
recognition 50:5
recognize 6:9
 11:18 83:15
 120:12 131:22
recognized 11:4
 28:20 50:12
recognizing 80:21
recommendation
 35:22 59:16 81:7
 87:20 142:7
recommendations
 7:3 16:18 32:3
 52:2,5 59:1,18,20
 61:3,4,6 70:22
 78:2 79:14 88:15
 148:12
recommended
 153:17
reconcile 75:8
reconvene 116:3
record 90:1 116:6
 166:7
recording 131:4
records 119:20
 120:2
recruit 143:11
 162:7
recruitment 147:21
redrawing 102:4
reducing 30:7
 142:20
referenced 152:1

reflect 46:16 152:6
reflection 79:3
reflections 71:3
 73:6
reform 78:18
 113:14 146:8
refugee 125:17
refugees 42:15
 75:3
regard 133:15
 144:3 165:20
regardless 34:21
 53:2
regards 160:22
 162:8
region 24:3 70:8
regional 23:12,13
 23:22 31:17,19,22
 33:11 43:1 67:14
 67:15 70:12
 126:14 158:6
regionally 70:6
 147:9,13
regions 23:15 24:1
registered 96:21
regulations 159:1
related 19:2 20:3,6
 20:20 38:12,12
 62:13
relations 91:7
relationship 62:15
 99:18
relationships 49:1
 60:9 63:14
relative 36:13
relatives 137:19
released 7:3 42:6
 165:1
relevant 39:17
remain 62:10 80:21
 88:20
remainder 5:5
remember 93:22
 94:15,16
remind 160:2
reminder 78:17
Rendon 8:18,21
renew 124:5

renewed 29:14
 60:5 67:5
replaced 144:5
report 6:21 10:18
 14:9,11 26:3,21
 27:18 28:12 40:21
 43:10 44:6 56:8,9
 59:17 117:9
 128:19 132:15,16
 153:5 164:22
 165:11 166:4
reported 125:15
Reporters 94:15
reporting 132:18
reports 6:2 27:19
 51:22 75:16 85:22
 148:12 153:17
represent 70:16
 81:6 91:17
representatives
 66:3 68:6 74:19
represented 7:6
 23:1 71:11 91:19
 161:9
representing 17:7
 133:2 159:8
represents 72:13
 72:14 79:3
Republican 18:20
 29:10 35:21
request 154:12
requests 123:21
require 153:7
requirement 121:7
 121:9 122:6
requirements
 122:18
requires 27:18
 28:12 78:10 153:6
research 78:5
 79:14 132:7 139:6
 140:15 141:13
 156:22 157:3
 164:15,20 165:3,7
researchers 53:21
 108:15
reservation 28:14
 28:17,19 36:21

37:13 38:2 65:11
 72:4,5 74:5
Reserve 24:8
resilience 76:16
resolved 82:22
resource 118:14,15
 120:10 123:11
 124:7,21 153:15
resources 5:16
 41:1 42:18 51:16
 52:11,16 59:21
 60:6 61:10,11
 88:1 112:8 113:7
 126:22 128:13
 140:5 153:7 154:5
 156:10 159:20
 160:3 166:1
respect 139:5
respected 146:1
respecting 78:8
responded 44:13
responses 70:12
responsibilities
 162:1
responsibility
 16:12 31:6
rest 49:8
restorative 153:22
result 19:6 26:21
 30:19 35:11 41:16
 123:20
resumed 90:1
 116:6
retain 162:8
reveal 152:19
reversed 98:8
revitalization 27:17
 27:20 57:6
rewarding 128:3
rhetoric 110:15
 130:1
rhymes 109:2
Rican 70:4 150:19
 150:20
Ricardo 1:20 145:5
rich 52:10
richness 71:15
ride 47:11 50:15

147:19 149:22
150:15
Ridge 28:14,16
38:2
ridiculed 48:5
right 35:11 48:19
52:16 59:9 63:12
89:12,20 94:1
99:2 101:10
102:12,18 103:11
104:17,20,20
105:5,6,18,22
106:3,13,16 108:7
109:10,11 110:8
111:13 113:8
128:21 131:22
132:3 135:9 138:4
142:11,11 147:10
150:2 151:19
153:9 159:19
161:1,11
rights 5:10,13
26:12 29:11 38:10
38:17 39:4,5 42:4
43:5,6 44:2 46:8
90:8 95:15 118:20
rigor 91:22
rigorous 140:21
risk 82:5
Risley 157:3
Riverside 95:15
Robbie 100:8
148:22 149:1,1
Robles 159:5,6,7
robust 77:11,18
Rock 37:12
Rogelio 151:21
role 11:10 19:18
41:4 56:13 58:15
60:18 61:1 63:15
73:8,17 77:8
87:13 88:4,11,17
106:4 158:16,19
159:13
roles 146:7
roll 3:15,17,18
rolled 159:1
rolling 15:15 49:17

Romo 1:20 17:6
81:22 145:5
Ron 2:5 20:12 24:7
29:2 36:4 44:5
48:20 55:22 58:7
63:20 65:21 69:15
74:9 87:3,5
room 40:11 88:4
89:11,13,16,18,19
139:20,21 149:15
roots 57:16
Rosa 94:12
Rosenthal 154:20
154:21,22
round 42:5
roundtable 24:4
rug 81:2
run 138:4
running 123:19
Ruud 17:6

S

S 8:13
sacrifice 24:14
107:9
Salas 100:12
Sally 94:9,11
Salvador 120:17
sample 43:15
San 67:20 106:18
126:18
Sanchez 1:21 133:1
134:21 135:3
Sandoval 2:10 17:3
17:4,16,17 29:2
32:7 35:15 38:8
42:7 44:4 46:14
48:20 53:4 55:22
58:7 61:15,20
63:20 65:21 66:12
66:17 68:20 69:8
71:2,21 73:4 74:9
75:9 77:2,13,17
79:6 80:2 81:20
83:20 85:3 87:3
Sandra 100:8 101:8
148:22 149:1
Santa 93:6 95:8

96:17,19 98:4
113:9
Sara 1:19 145:4
Sarah 89:16,17
sat 150:8
saw 59:17 60:15
63:9 102:21 164:4
saying 82:17 105:4
109:9,22 145:17
147:1,2
says 27:6 59:4
94:20 100:20
114:22
scale 155:22
157:17,21
scary 130:2
scenario 153:10
scheduled 117:3
Scholar 91:9
scholars 20:9
scholarship 40:16
41:1 78:5
scholarships 119:2
school 5:22 8:13
9:1,3 13:21 26:2
39:9,11,22 40:12
44:7 47:2,4,21
48:6 55:16 59:9
73:2,19 83:12
93:6 94:1,2,10,20
96:6,10 98:5,7,9
102:4 105:17
109:17 111:7
112:16,20 113:19
115:6,8 138:19
146:4 147:22
149:9 150:4,16
155:17 157:5
159:12 161:3
163:11 166:3
schooling 121:13
122:2,4
schools 5:9 8:21
28:1,2 39:1 46:11
58:4 59:12 60:16
72:4,5,12,17,22
76:7 83:13 90:10
90:13 93:4 94:7

95:2,6,10 98:3,16
101:5,7,17 102:7
102:8,21 103:3,4
103:10,11 104:7
110:21,21 111:1,2
112:6 113:1,5
114:4 119:14
125:2,4 140:17
141:18 142:4
149:17 150:14
152:2,4,21 153:3
159:11 160:14
Schwarzenegger
100:18
science 13:10,12
51:12 91:4 160:20
sciences 164:16
165:5 166:2
scoop 11:9
scope 53:19 126:4
scores 35:19 152:6
scratch 51:20
52:13
Scribner 1:21
116:10,12
seats 90:4
second 129:19
131:14 146:6
165:16
second-largest
66:7
secondary 10:14
49:4
Secondly 26:1
secretaries 37:22
secretary 37:21
38:1 41:8 86:8
154:9
sector 54:15
sectors 146:3
security 13:19
67:13 91:10
117:13 162:2
see 4:16 15:1 31:16
56:4,5,11 60:7
62:1 72:1 80:8
102:12 108:1
109:19,20 110:1,3

- 110:4 111:16
113:22 125:12
128:3 133:17,18
144:19 148:10
149:16,16 150:3,6
150:8 159:19
161:8 163:13
seeing 30:6 83:11
138:17 146:3
147:20 159:18
seeking 16:9 57:14
seen 56:10 80:11
82:2 85:6 106:12
111:18 161:2
segregate 102:14
segregated 97:17
97:19 98:2,10
102:17 103:3,10
103:11 110:20
111:1 112:21
113:5 114:4 150:6
150:9
segregation 5:8
90:13 101:17,22
102:14,15,22
150:5
select 141:20
selected 137:4
self-identity 72:2
self-perpetuating
154:4
Senate 100:13,14
send 116:9 155:17
163:15
sending 54:6 97:10
senior 2:3,6 8:12
17:11 19:22 73:8
117:10 158:6
sense 22:13 30:22
78:11 139:13
sent 45:4 48:16
97:6
separate 55:6,11
95:10
separation 109:6
September 28:13
60:22 156:21
series 61:2 127:14
165:19
serve 4:17 8:6 23:3
32:9,12,17 44:2
52:2 61:9 87:7,14
88:13 90:21
125:17 142:4
160:15
served 17:10 19:18
19:20 20:15 78:10
91:5
serves 13:4 91:14
service 7:19 20:9
20:18 65:4
services 30:1
117:12,19 133:14
137:13 153:20
156:8,16
serving 15:13
159:10 160:2
164:21
session 17:14,15
69:1 86:8 89:2
90:6 91:2 92:3
143:6 145:3
sessions 26:3
44:10 67:19 89:14
159:16
set 90:11
seven 18:2 37:9
62:14 97:11
seven-plus 21:7
Seventy 120:16
121:17
sex 38:19
Shakira 133:2
137:1,6
shapes 122:10
share 38:10 92:6
118:5 119:14
144:20 155:9
shared 6:21 31:6
92:15
sharing 36:14
48:21 71:7 90:18
140:10 146:2
shelf 75:16
shepherd 10:17
65:19
shift 59:8 60:16
82:20
Shikita 136:17
shine 50:18 78:10
short 21:16 141:3
141:15 143:2
shout 127:3
show 43:17 105:9
105:12 119:22
showed 157:16
shows 104:5 110:1
139:6
sick 93:9 97:1
side 43:7 121:22
130:8,8
significant 5:20
52:8 70:8 88:2
significantly
140:11
signing 7:14
similar 25:11 51:6
67:10 68:7 129:15
similarity 110:11
simple 160:21
simply 130:11
Simultaneous 81:3
single 88:8
sit 84:15 104:18
150:7
sitting 150:2
six 17:21 130:21
sizes 43:15 122:10
skills 135:20,21
skimming 140:1
skinned 94:6
slide 15:1 120:13
124:17
slides 9:22
slight 48:15
small 43:15 56:7
snapshot 81:10
social 5:10 13:19
99:9 137:6
socially 105:5
sociology 165:4
soldiers 150:11
solution 153:15
154:1,9,11
solutions 98:14
solve 162:18
somebody 100:7
100:11 109:8
113:13 123:15
151:8
someday 98:15
someone's 45:11
somewhat 82:7
soon 7:3 9:8
soon-to-be 161:13
sorry 95:1 108:14
sort 84:1 118:19
122:2 140:1
source 108:14
south 37:5 102:20
113:8
Southeast 55:12
Southwest 36:21
37:3
sovereignty 64:8
space 21:13 29:22
69:7
Spanish 130:15
139:5 155:20
156:8
spanning 165:4
speak 24:11,14
25:20 27:8,11
36:4,9,11 38:15
39:2 53:7 56:19
57:5 71:6 94:7,21
109:15,17 114:12
114:15 122:8
125:9 131:12
132:2 144:17
148:17
speakers 2:9 90:6
92:3 115:20 139:5
speaking 48:8 81:3
102:20 108:13
131:10
special 3:13 5:7
35:1 162:15
specialists 164:22
specific 23:5 46:18
54:17
specifically 18:14

18:17 44:11 64:10
86:3
spend 11:19 12:15
108:2
spent 34:13
spoke 48:11,13
54:4 145:7 150:10
157:15
spoken 114:18
spokesperson 54:7
sports 44:20 48:4,4
48:8
spot 131:15 132:4
spotlight 15:8 50:7
50:19
spots 15:2,12,22
50:4,11,16 88:7
127:8,10,17,21
132:5,9 155:2
spread 165:14
spring 1:5 17:19
25:14
St 19:14
staff 2:1,5 3:12,13
10:2,11,13 16:7
19:20 20:13 33:18
34:13,18 35:9,12
60:10 61:11 62:8
73:8,17 74:17
87:22 89:12
115:21 167:2
staffed 33:22
staffing 59:21
stage 101:9
stagnant 5:18
stakeholders 6:4
49:2 88:5
stamp 149:16
stand 11:3 89:17
94:12 100:8 126:9
standards 55:4
100:16 101:11
158:20 159:1
standing 37:12
150:4
standpoint 36:19
stands 151:3,4
start 3:16 19:8 21:8

40:19 47:1 51:20
52:13 80:10 90:5
92:12 97:3 105:20
135:5,12,15 136:8
136:12 148:19
started 75:12 93:4
93:14,21 114:8
116:9 117:8 147:7
149:21 156:9
starting 48:16
151:12 153:9
starts 135:13
state 1:11,12 3:6,22
4:2 6:16 7:18 8:19
20:18 25:8 69:20
82:8,11 90:22
91:11 93:13 106:5
106:6 119:1
158:22 166:20
state-wide 17:4
stated 108:22 109:6
136:19
statement 8:5
85:16 108:19
133:19 136:22
statements 46:15
46:16
states 1:1 19:8
24:22 26:5 28:9
28:10,11,20 44:19
84:4 93:12 98:17
102:18 105:15
106:3 121:14
148:4 150:16
158:20
statistic 101:14
statistical 43:11
statistician 43:12
statistics 140:11
stats 43:13
status 128:14
stay 35:20 67:3
94:10 115:8,21
158:20
stay-at-home
121:16
staying 12:5 89:20
STEM 7:8 30:2

39:13
step 31:18 149:19
stepped 163:3
stepping 163:6
steps 11:21 14:21
16:3 155:1 166:9
stereotypes 46:12
stood 45:19
stop 14:5 16:16
stopping 123:18
stories 43:19
story 48:18 65:5
74:5 90:19 92:14
92:16 98:19 99:21
100:5 104:10
149:8,10,10
stranger 17:9
strategic 20:16
23:5
strategies 33:14
142:12 143:1
strategy 133:7
134:4,20 136:6
street 63:1
strength 79:22
strengthened 53:7
stressful 92:10
strikes 85:5
strong 77:22 80:12
139:1 141:19
142:2,3 143:10
stronger 32:6 126:9
strongly 131:8
141:10
struck 108:16
structure 25:4,7
structured 33:3
struggle 103:13
student 1:11 10:21
40:7,18 47:3 66:8
67:6 76:14 81:10
91:18 151:6
153:19 158:15
159:8,13 162:5,8
162:11 163:12
student's 92:1
145:20
students 4:2,11,13

4:14,15 6:6 13:21
19:5 24:22 29:9
29:22 30:2,9,11
39:10,19 40:12,15
40:20 41:2,15
46:16,22 47:9,11
47:19 48:3,7
50:10 59:11 60:17
70:3 71:13,14
72:15,17,21 73:1
75:22 76:4,21
81:12,12,16,16
83:4,7,10,11
84:11,20 90:22
91:3,5,15 93:14
94:6,12 102:6
103:5,5,11,20,21
104:4,11,16 105:9
105:10,21 106:7
106:11 107:1,14
111:3 112:16,21
113:16,21,22
114:3,13 115:3,8
115:18 118:21
124:8,9 127:22
128:5,10 152:2,4
152:22 155:3,8
156:19 158:11,21
160:16 161:8
166:19
students' 140:3
studies 153:18
165:5
study 91:8
stuff 136:2
stunning 46:20
140:14
sub- 148:6
sub-committee
30:12
subcommittee 7:2
16:4 30:14 52:4,7
84:14 89:10,15,18
89:19,21 132:16
132:17 136:19
138:11 144:21
161:1
subcommittees

16:4 148:10
subethnic 69:19
 147:12
subgroup 55:11
subgroups 42:13
 55:6 71:12 77:20
 121:12 162:11
submission 137:3
submit 22:12
subways 147:20
succeed 98:15
 110:12 136:9
 158:16
Succeeds 10:21
success 79:18
 81:19 134:14
 147:11 164:18
successes 99:15
 111:18
successful 61:11
 125:20
successfully 6:12
 23:22
succinct 148:18
sudden 94:16
suggestions
 119:17
suicide 28:8,9,10
 28:12 38:3 56:16
suicides 28:18
suits 27:7
summer 42:6
 142:17 145:20
summit 7:8 28:6
summits 28:4
 74:14
superintendent
 95:6 108:22 109:5
 141:18
superintendents
 108:18 113:20
 141:19 142:4
 156:14 157:14
support 4:20 8:1
 11:17 14:1 19:3
 29:22 34:4 41:11
 45:15 66:9 99:7
 118:17 120:5

122:13,14 123:6
 124:16 125:3,7
 126:20 127:22
 136:17 140:18
 143:22 144:2,13
 155:13 160:14
supported 6:4
 145:12
supporting 128:9
 155:8
supportive 153:20
supports 69:21
 80:12 125:6,19
 126:13 134:7,8,8
supreme 69:9
 97:14
sure 9:13 11:18
 12:11 26:20 29:21
 30:20 34:19 40:15
 50:12 51:19 52:5
 53:1 58:13,19,21
 59:21 60:4,12,19
 61:9 66:15 71:21
 107:1 112:11,12
 113:4 133:10
 145:21 166:6
surprise 34:6
surrounded 123:4
surrounding 87:2
Surveys 152:18
sustain 139:10
swelled 152:4
swept 81:1
swimming 150:7,9
Sylvia 1:16 2:10 7:6
 66:6 90:7,14,19
 92:7 93:9 94:16
 97:1 107:20 108:1
 111:16 113:12
 115:17 132:21
 147:2
symmetry 26:9
symposiums 30:16
synthesize 165:7
system 47:21 72:4
 73:19 106:10
 148:1
systems 146:4

166:3

T

table 12:13 141:12
tables 151:14
tackle 141:4
tackled 82:5
tailored 42:18
take 6:8 10:1 11:1
 32:4 52:13 61:7
 81:10 84:17 89:8
 90:4 111:4,8
 119:9 128:15
 135:17 137:15
 138:2 151:10
 152:17 154:17
taken 25:13 29:12
 35:7 43:13 63:4
 93:22 94:17
takes 63:12 74:4
 149:21
talent 75:21 76:17
 79:1,2
talented 8:6
talk 10:1 22:7 26:20
 27:3,9 41:6,12
 44:10 53:15 62:2
 70:21 76:2,4,7,15
 76:16 81:13 93:10
 123:17 134:21
 136:16 139:19
talked 14:17 39:18
 39:19 49:16 94:22
 103:19 111:19
 112:4 145:10
talking 11:20 16:2,3
 16:3 40:19 43:12
 44:19 63:13 74:17
 86:7 94:18 95:12
 97:3 105:6 110:6
 110:7,8 135:6,7,8
 139:15 143:8
talks 119:3
targeted 131:18
targeting 131:16
Tarrant 116:20
task 25:1 41:19
 71:10 126:2,5

taught 100:17
 101:4,5,7,11
 149:11 150:14
taxpayers 82:10
TCU 116:21
teach 101:3 140:8
 148:5
teacher 94:2
 100:19 101:2
 140:9 161:7
 162:16
teachers 140:8,12
 140:16 142:12
 143:7,11,11
 147:19 151:1
 152:21 161:2,13
 161:20 162:5,7,12
teaching 5:17 52:9
 57:17 99:2 140:9
 140:13 146:10
 147:22
team 11:19 15:20
 47:5 75:18 76:21
 118:4 127:4
 154:10
teams 44:20
Tech 153:2
technical 11:16
 159:13
technology 9:10
 153:19
Telemundos 136:5
telephone 114:21
tell 17:14 27:10
 76:22 91:20 94:6
 94:11 99:7,15
 100:4 104:9,16
 111:17 114:19
 115:4 129:18
 132:8
telling 3:21
tells 140:15
tempered 152:10
temporary 124:2
ten 13:7 23:15 24:1
 152:5
tend 55:8
Tennessee 41:8,9

23:3 30:7 48:8,8
 59:10 69:2 71:9
 72:9,16,19,20
 75:13 78:8 83:1
 88:17 108:3
 110:13,17 118:12
 120:4,20 126:13
 127:2 130:20
 135:1
territories 74:20
testament 31:4,11
 113:18
testimonies 26:7
 26:22 27:1
testimony 46:22
Texas 12:10 44:22
 49:14 116:16,21
 116:21 117:4
thank 7:22 9:17,18
 14:7 16:19,20
 21:11,12 24:5,12
 24:16 28:22,22
 29:2 42:7 44:4,14
 48:20 53:4 58:7
 65:21 66:20 69:15
 70:17 71:6 73:4
 74:9 75:9 77:2
 79:6 81:20 83:19
 83:20 87:3,4,6,9
 89:1,3,6,21 92:5
 100:3 104:19
 108:5 111:13
 113:10 115:12,12
 115:14,18 116:4
 116:13 117:5,8
 128:14,18 131:9
 131:13 132:14
 136:14 137:10
 138:9,10 144:13
 144:14,16 148:7,9
 148:13 151:19,20
 154:18,19,21
 155:4 157:21,21
 158:1,8 159:3
 160:16,18 162:22
 163:1,2,9,22
 164:1,3,5,11
 166:7,8,11,16,18

167:2,4
thankful 75:8
Thanks 79:8 117:17
theme 140:2
themes 155:11
thing 47:4 48:6,7
 57:8 64:3 70:10
 74:7 75:14 86:5
 101:15 104:15,15
 104:22 121:6,6
 123:16 126:12
 137:11 139:3
 145:11 146:6
 147:6 163:15,16
things 22:10 23:16
 24:12 25:12,22
 26:8 27:3,12
 33:10 36:8 39:3
 40:17 43:16 45:20
 46:10,21 48:9
 56:10,16 58:10,22
 59:6 62:3 64:9,11
 65:19 66:8 68:4,4
 69:16 76:11 79:9
 85:5 86:1 92:22
 99:9,10 103:6
 109:9,12 120:14
 138:17 141:5
 143:4,12,15
 145:10 153:7,16
 157:10 162:4
think 12:16,17
 14:13,20 22:10
 23:9 25:12 31:15
 32:2 33:9,10,13
 34:8,9,10,17,22
 36:16 37:5,7,18
 38:3 41:3 42:16
 46:5 48:17 49:10
 51:18 52:12 54:17
 56:4,22 57:10,22
 58:1,10,18 59:7,8
 60:11,15 62:3,4,7
 62:12,15,22 63:5
 63:14,21 64:2,13
 64:19 66:22 67:10
 67:20 68:7,15
 69:4 70:5,6,13,19

71:9,12 73:10
 74:8 75:4 77:6,21
 78:16 79:9,19
 80:7,11,20 81:15
 82:12,20 83:14
 84:2 85:9,14,19
 87:10,19 92:19
 98:19 99:1,8,17
 99:22 103:18,20
 104:2,9 106:4,12
 108:6 109:12
 110:6,7 111:6,22
 112:1,14,19 113:3
 113:17 114:2,6,10
 114:17 115:6
 120:21 121:6
 126:18 128:7
 129:1 130:9,17,20
 135:3,17 136:4,9
 139:3 140:2
 142:20 143:7,17
 143:20 144:10
 145:13,16 146:4,6
 146:9,12 147:6,14
 157:10,14 158:14
 158:14 161:11,14
 162:4 164:7
 166:12
thinking 32:1 51:18
 57:3 58:18 120:3
 137:18 147:1,9,10
third 48:12 139:7
 157:6
third-year 91:3
Thirdly 27:15
Thirty-eight 121:12
thought 95:11
 100:15 142:14
 143:2,16
thoughtful 79:11
 142:14
thoughts 69:12
 71:3 73:5
three 25:9 30:12
 38:8 40:20 58:12
 60:8 77:20 130:21
 148:18 150:12
three-year 127:19

thrilled 4:18
THURSDAY 1:7
time 10:1 11:1,19
 12:15 25:2 27:13
 29:7 33:6 41:12
 63:5,12 64:19
 67:5 81:7,14
 92:21 96:11 97:5
 97:8 100:18
 109:19 120:2
 135:11 139:8
 141:3 147:17
 149:8,14,21
 153:13 154:16
 157:20
time/full 81:14
times 143:15
tips 118:15
Titan 1:11
Title 160:4,9,15
titled 164:17
today 3:9 4:15,19
 5:3 10:12 18:16
 24:15 29:1 30:5
 46:17 75:2 83:18
 84:4 87:11 98:10
 100:4 103:13
 104:3 105:8
 106:13 108:7
 110:20 111:17
 116:14 118:5
 121:10 151:17
 155:4,11 156:11
 156:19 164:6
today's 14:12 16:2
 152:4 155:16
 163:6
told 75:15 94:8 97:2
 111:8 114:20
 137:14 149:8
tomorrow 80:15
 94:21
tool 38:17 39:20
toolkit 41:21
 124:14,21 126:6
tools 43:6,22 125:5
 151:7 152:22
top 7:19 128:21

132:3 140:1
topic 165:10
touch 159:22
touched 98:20 99:8
 111:22
touches 53:12
tough 85:14 142:6
tour 44:15,16 45:9
 149:21 150:12
town 113:1
track 22:15
tracking 72:4
tradition 151:12
traditional 25:4
traditions 86:15
training 162:10
trainings 67:14,15
transfer 84:21
 142:18
transition 12:16
 16:8 58:18 64:1
 78:13 79:4 80:13
 125:3 126:22
 155:20
transitioned 10:5
transitions 10:2
translated 67:14
trauma 47:20
traveled 26:11
traveling 12:10
tremendous 6:19
 17:20 18:2 79:13
 82:21 84:18
 120:19
tremendously
 157:15
trenches 15:7
 75:19
trial 108:17
tribal 25:10,15,15
 25:19 36:14 37:9
 38:1 72:6
tribes 25:9 28:20
tried 100:5
trips 74:16
trolley 150:15
true 81:10 158:21
truly 130:10 145:22

try 9:9 43:1 68:1,8
 68:13,18 100:11
 102:13 139:22
 141:4
trying 40:5 60:3
 69:6 72:19 78:20
 96:5,9 103:1,2,15
 109:16
tuberculosis 109:4
tuition 82:9,9
 105:21,22 119:3
 142:20
turn 9:11,15 107:18
 132:15,16 138:11
 148:15 164:6,9
turnout 159:18
turnover 161:4
Twenty-two 84:4
two 27:19 28:3 43:2
 60:15 62:3 78:8
 91:2 94:3,4,5 95:2
 98:3 103:3 104:3
 104:4 105:8
 121:11 122:9
 124:6 130:21
 137:3 145:11
 148:19 163:17
two-fold 152:12
two-way 63:1
type 137:15 146:8
 162:6
types 32:3 44:8

U

U.S 6:20 14:9 61:14
 84:4 117:11 122:2
 124:20 125:3
 127:1 140:10
 149:16 159:9
un-funded 154:3
unable 78:2
unauthorized
 128:10
uncommon 133:9
under-funded
 154:2
under-represented
 4:11

Under-Resourced
 159:11
underqualified
 140:16
undersecretary
 19:21
understand 34:16
 44:1,7 53:11
 55:19 68:13 79:22
 88:10 98:21 99:6
 124:22 125:18
understanding
 55:3 65:7
understands 58:14
 64:8 123:10
undocumented
 118:17,21 119:6
 120:6,8,11 123:12
 124:7
undone 78:22
unfit 105:5
unfortunately 3:9
 133:1 159:17
 161:20 162:13
Unintelligible 7:17
Union 1:11
unique 22:10 120:6
 120:12 123:2
unite 155:12
United 1:1 19:7
 24:22 26:5 28:9
 28:10,11,20 44:18
 57:5 93:12 98:16
 102:18 105:15
 106:3 121:14
 130:8 150:16
 156:3
unites 155:14
universities 18:11
 50:14 116:20
university 1:11 4:1
 6:17 8:14,16,19
 8:22 9:1,2 13:17
 20:7 41:13 116:21
 134:2 145:1
 150:12
Univision 165:13
Univisions 136:5

unscrupulous
 119:9
update 69:4
updated 153:4
upset 80:6 94:18,20
 109:14
urban 20:21,22
 24:22
urge 71:9 84:16
urgency 78:11
 139:13 157:18,19
urging 29:10
USCIS 67:18 69:3
 117:21 123:21
 128:2,4 129:18
 130:11
USCIS' 129:8
use 27:6 39:21 40:3
 49:22 56:21 91:17
 118:16 152:18
useful 122:16
user 39:17
users 82:13
UTSA 83:10

V

v 90:10,12 92:14
 93:10 96:14 97:3
 97:12,15 101:6
 108:15 149:3
 150:1
Valencia 91:12
 92:5 101:14
 103:18
values 91:21
varied 80:12
varies 69:20
various 29:13
 43:10 143:15
 153:11
Vegas 8:14
vehicles 45:11
VERONICA 1:19
veto 100:20
vetoed 100:19,22
vice 8:18
Vietnamese 130:16
viewed 83:8 135:22

Virginia 102:2
visited 64:9 74:14
visiting 12:8
visits 38:7
Vista 65:8
vital 32:16
vocabulary 157:4
voice 58:20 76:14
 125:9
voices 41:5 91:18
volunteer 163:20
vote 86:13 104:16
 112:12 151:15
votes 151:15
voting 86:12
vulnerable 35:2
VW 150:17

W

Wang 11:3
want 9:22 11:17
 14:7 15:1,13
 24:16 28:22 40:14
 50:12 56:19 58:13
 58:21 64:4 65:2
 71:4 74:3 75:15
 77:10 83:17 92:9
 99:16 100:21
 108:4 127:12
 146:6 148:2 155:9
 159:21 161:18
 162:4 163:2 164:6
 164:12 166:6,11
 166:16,18
wanted 10:1 11:1
 11:19 12:15 63:11
 69:14 71:18 80:19
 86:5 92:18 113:20
 114:21 116:12
 118:5 120:13
 122:16 124:17
 126:12 127:1,5
 128:1 149:18
 158:8 160:12
 164:8
wants 101:2
war 93:1 150:11
warranted 109:6

Warren 97:5
wars 47:15
Washington 20:7
 23:18 91:8 99:14
 102:3 134:2
 157:15
wasn't 93:8 96:9,22
wasted 145:20
way 23:9 30:10
 33:9 35:2 45:22
 46:2 74:20 76:19
 77:9 82:22 86:21
 87:17,17 88:3
 89:10 99:11
 101:16 102:4
 107:4 145:14,17
 145:22 146:22
 156:3
ways 62:1 97:22
 101:12 141:4
 142:20 143:14
 144:11
we'll 9:7 17:1,14
 19:8 21:8 26:20
 27:14 28:4,5 33:8
 94:9 112:6 135:21
 135:22 136:20
 166:9
we're 9:9 10:15,22
 11:8 14:4,6 25:18
 27:16 28:2 30:6
 32:1,3 35:10
 36:14 40:5 42:4
 50:7 56:15 57:10
 58:17 63:1 65:22
 66:11 68:5 69:6
 73:1 78:20 79:15
 79:17 80:14 81:18
 82:11 83:11,22
 89:1,7,8,9 90:4
 92:10 98:9,14,14
 98:15 102:17
 103:2,10,16 105:7
 107:17 110:20
 111:11 112:8
 115:19 116:9
 117:8 120:9 123:3
 124:6 125:16
 127:16 133:17,21
 134:15,19 135:1,7
 137:18 138:3,3,4
 138:5,17 139:9,11
 144:20 149:19
 151:11,12
we've 12:9 16:12
 22:4 23:14,21
 24:3 28:3,13
 30:13,16 31:19
 33:6,19 34:12
 37:9,10 42:22
 43:10 48:3,7 54:6
 54:13 64:7,21
 65:1 66:10 67:17
 72:21 74:12,14
 77:19 78:9 81:6
 82:2 83:14,17,19
 97:22 101:11,16
 118:11 126:17
 129:12 133:7,10
 133:10,15 158:15
we've-- 77:12
weak 79:17
wealthier 102:8
webinar 152:18
website 131:5
week 23:7
weeks 10:3
welcome 3:6,10
 8:16 9:3 11:18
 21:1
welcoming 125:2
 126:7
well-intended
 23:18
wellness 153:20
went 26:4 40:22
 45:1,3 65:8 75:5
 82:17 90:1 93:5
 94:22 95:5 96:16
 96:20 97:10 98:22
 100:22 115:1
 116:6 130:22
weren't 14:19
 112:20,21
Westminster 90:10
 92:14 93:10 95:2

95:9 96:13,15
 97:4 108:16 149:3
 150:1
whatever's 45:12
whatsoever 160:7
WHIAAPI 2:4 21:15
 22:11
WHIAIANE 2:6
WHIEEH 2:3
White 2:2,3,5,6
 3:12 7:7 15:9
 17:12,18,21,22
 18:7,8,10,12,13
 19:11 20:1,13
 21:14 24:17,20
 32:15,22 33:18,20
 33:22 34:22 37:11
 38:6 49:22 50:21
 52:15 54:1 60:13
 62:5,8,12,15 66:2
 76:14 87:12,22
 94:2,10 98:11
 113:1 115:21
 118:4 126:8,14
 127:2 130:18
 133:18 149:12,15
 155:2 157:16
 158:13 167:1
who've 147:8
widely 6:21
Wikipedia 108:13
William 8:13
winning 103:17
wish 113:15 167:3
won 90:16 93:1
 95:16,18 96:15
wonderful 3:13
 9:11 23:13 33:12
 35:6 93:5 98:13
 104:2,4,18 105:8
 105:17 107:15
 112:2 117:20
 118:1 119:2
 139:16 141:17
 166:12,19,22
 167:3
word 42:17 62:19
 131:8 135:8 136:7

165:14
wording 97:20
words 9:4 157:2
work 4:19 9:12,15
 10:19 12:18 13:2
 13:5 15:3,17
 16:15,16 17:20
 18:2 20:3 21:6,21
 21:22 22:17 23:8
 25:10,16 26:16
 27:16 28:3,8,22
 30:17,19 31:3,6,9
 31:13 32:19,20
 33:15 36:1,1 40:2
 41:16 44:8 49:8
 50:3,6,20 51:3,4,7
 51:14 52:8,9 53:1
 57:18,22 58:22
 60:7,10,20 61:17
 62:9 66:11 67:12
 67:18 68:11 69:2
 72:21 73:11 75:13
 77:12,19 78:4,22
 79:12 91:10
 101:12 103:5,19
 112:7 113:18
 117:2 118:1,6,13
 124:15 126:5
 127:12,14,17,22
 128:3 129:16
 130:8 132:6,10
 134:1,13 136:20
 146:3 147:7
 148:11,13,14
 156:3 157:21
 159:9 160:8,13
 163:14 166:15
work-related 83:7
worked 10:16 35:3
 42:22 91:8 96:20
 129:12 131:2
 160:5
worker 131:20
workers 35:3,4
workforce 13:16
 22:9 84:13 121:16
workgroup 57:7
working 8:9 9:14

10:6,9,19,20 11:7
 11:13 13:16 15:7
 16:6 20:5 22:22
 27:22 28:1 31:14
 33:13 34:21 36:4
 37:16 39:4 41:19
 51:7 56:18 57:15
 60:9 67:12,15
 68:5 74:2 93:14
 98:12 100:6
 102:12 103:8,10
 103:14 104:12
 105:19,20 106:15
 106:20 111:11,12
 111:13 113:4,9,14
 117:22 118:6,12
 123:9 124:8,8
 131:16 132:1,2
 157:7 160:6
works 25:6 91:20
workshop 143:3
world 155:16
world's 149:5
worse 109:9
worth 116:16,19
 141:18 143:3
worthy 149:7
wouldn't 37:2 70:2
wrap 165:10
write 164:4
writer/producer
 149:2
writing 133:22
 134:3 164:5
 165:20
written 51:22 164:2
wrote 52:1
WT 141:9

X

Y

Yale 8:16
year 4:22 9:20
 11:22 12:14,17,17
 22:11 28:5,17
 33:2 47:3 56:7,8
 56:10 85:16,16

125:6 145:21
 151:11 164:16
 165:1
years 8:7 10:16
 12:14 18:3 21:7
 22:16 32:6,21
 34:12 40:20 44:17
 60:8,15 62:14
 64:12,19 65:9,11
 80:13 82:1 90:16
 93:22 96:20 97:12
 122:4,19 124:6
 135:6,16,17 152:5
 152:8,17 163:17
yield 79:2
York 19:16 70:1
 147:20,22 150:19
young 27:2 44:22
 45:22 48:11,12,15
 67:3 68:16 70:4
 73:20 86:6,14
 139:11 164:18
youth 5:15 7:20
 26:6,7,14 27:8,10
 28:8,9,11,12,18
 37:11 38:12 44:12
 45:14 46:17 56:15
 64:4,10,10,15
 74:6 108:3 118:17
 119:6 120:6,8

Z

zero 139:4
zip 156:6

0

0 147:4

1

1 4:5 39:20 70:9
 163:19
1,000 26:6
1,200 144:5
1:00 115:22
1:10 116:3,3,7
10 125:13
10,000 4:13
10:14 90:1

10:15 89:7
10:30 89:7,8,20
100 98:6,9 100:14
 112:17 138:8
 153:17
100,000 137:8
11 41:10 49:15
11:17 90:2
11:45 116:6
12 29:22 30:14 52:7
 70:3 122:4 147:4
120,000 157:8
15 55:14 122:19
 123:1 150:2 152:5
15,000 152:2
150 12:3 40:8 49:11
15th 127:18
16 122:21
18 142:2 165:2
184 72:12
18th 69:9 127:16
1930 114:8
1947 90:9 92:21
 98:3
1970 125:12
1990 29:7,12 52:11
1996 59:17
1997 149:5

2

2 4:4 39:20 163:20
2,000 44:18
2.1 120:21 121:2
2:07 167:6
20 150:1 152:1,8
 156:10
2000 33:1
2005 59:13
2009 21:19 152:1
2011 24:19,21
2012 67:1 121:1
2013 19:20 23:11
2014 118:14 125:13
 126:2
2015 6:20
2016 1:5,8 4:22 8:3
 152:3
2017 60:22 88:13

2037 152:14**2050** 59:13**21st** 126:2**23** 4:3**230** 15:2,12**24** 23:1 59:11 112:5
152:4**25** 4:4 32:6 138:7
143:5 152:11,19**25-year** 11:7,15,20
12:21 16:16 29:6
51:21**250** 23:14**27** 31:20**28** 1:8**2nd** 133:18

3

3 135:7 152:20**30,000** 83:11**300** 26:6 49:3**300-400** 40:11**31** 156:13**33** 96:20**335** 12:4,22 31:10
49:20 52:16**39,000** 4:2

4

4 135:6,7 153:10**40** 4:2 24:5 55:15**426** 121:12**426,000** 121:4**43** 125:14**450** 17:7**465** 129:6

5

5 4:5 130:20 156:3**50** 4:13 28:18 65:8
65:11**55** 161:4**56** 125:15**568** 28:19

6

6 147:4**60** 59:12 83:6 112:5**62** 122:1 131:11**63** 124:19**65** 36:20**6th** 152:18

7

7 72:14**70** 36:20 122:7
131:12

8

8 93:22 160:20**8:30** 1:12**8:36** 3:2**80** 137:14,19 138:1
147:3**800** 1:12 142:1

9

9 90:16 122:3**9.2** 14:1

C E R T I F I C A T E

This is to certify that the foregoing transcript

In the matter of: 2016 Spring Meeting

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
true and accurate record of the proceedings.

Neal R Gross

Court Reporter

NEAL R. GROSS

COURT REPORTERS AND TRANSCRIBERS

1323 RHODE ISLAND AVE., N.W.

WASHINGTON, D.C. 20005-3701