

1
2
3
4
5
6
7
8
9
10
11
12
13
14
15
16
17
18
19
20
21
22
23
24
25

POSTSECONDARY SUBCOMMITTEE BREAKOUT DISCUSSION

PRESIDENT'S ADVISORY COMMISSION
ON EDUCATIONAL EXCELLENCE FOR HISPANICS

Fall 2014 Public Meeting
Wednesday, September 3, 2014
2:15 p.m.

The University of Texas at San Antonio
Downtown Campus
501 W. Cesar Chavez Boulevard
San Antonio, Texas 78207

Reported by: Terry L. Lochte, CSR
Hoffman Reporting & Video Service

1	A-P-P-E-A-R-A-N-C-E-S
2	
3	Alejandra Ceja
4	Daniel Cruz
5	Luis Fraga
6	Mildred Garcia
7	Lisette Nieves
8	Darlene Robles
9	Ricardo Romo
10	Marta Tienda
11	Ajita Talwalker
12	
13	
14	
15	
16	
17	
18	
19	
20	
21	
22	
23	
24	
25	

1 POSTSECONDARY SUBCOMMITTEE BREAKOUT DISCUSSION

2 MR. FRAGA: So Lisette and I put
3 together a tentative agenda, which I'd like to go
4 over with you. One, to give you an update on the
5 second symposium that we held and where we are with
6 the essays and what work needs to be done. Two,
7 what might the next set of three policy domains be
8 that we might focus on if we have a subsequent
9 symposium. I'm not suggesting that we're committed
10 to a subsequent symposium or anything of that sort.
11 There's a lot of work to be done, but it's something
12 I'd like to consider us discussing.

13 I'd like to see if we might better
14 understand and integrate some of our work with the
15 White House's priorities on the reauthorization of
16 Higher Education Act and set some advice as to how
17 we might approach that.

18 And then lastly, Lisette mentioned
19 the possibility of convening a meeting, which our
20 subcommittee would be very appropriate to consider,
21 of Latinos and Latinas who focus on education
22 reform. And Lisette can talk a little bit more
23 about her -- her idea and strategy behind that.

24 Does that sound like a reasonable
25 agenda for our half hour?

1 MS. GARCIA: Can I ask something?

2 MR. FRAGA: Of course.

3 MS. GARCIA: I think with the
4 upcoming rating system, we should be prepared to
5 look at it and see what reactions we have to it and
6 make sure the White House hears those reactions.
7 And we're not sure when that's coming out. When's
8 it coming out?

9 MS. TALWALKER: So we're looking at
10 probably late fall.

11 MS. GARCIA: Late fall. So I think
12 we as a subcommittee should be prepared for that.

13 MS. NIEVES: Yes.

14 MR. FRAGA: That was one of the -- As
15 you well know, Milly, that was one of the policy
16 domains, but we'll get to that and discuss the
17 policy domains.

18 Anything else anyone would like to
19 suggest? We do have one -- one guest.

20 And you are? Will you identify
21 yourself?

22 MR. CRUZ: Sure. My name is Daniel
23 Cruz. I drove down from Dallas. In Dallas, I'm
24 part of a nonprofit called Education is Freedom. We
25 help students get into college.

1 MR. FRAGA: Welcome.

2 MS. NIEVES: Luis, you had another
3 one too that we were talking about proposing to the
4 group, is really looking at this notion of
5 educational technologies that support the
6 persistence of Latinos, particularly looking at the
7 increased financial incentives of colleges to take
8 on technology. So we'd -- we'd actually like to see
9 who's -- It's not what do we think of it. That's
10 not the issue. It's about saying who was doing this
11 that it's moving the needle for Latinos. And that
12 could -- That doesn't have to be a two-day. That
13 would be a three-hour thing or something.

14 MR. FRAGA: So a very quick update on
15 where we're at and the work to be done on our second
16 symposium -- from our second symposium. We have all
17 of the essays and all of the responses. I think we
18 may be missing one respondent from the first panel,
19 the panel on two-year institutions. But otherwise,
20 all the rest are there. We need to -- Lisette and I
21 need to go through them and develop the specific
22 policy recommendations that we can derive from the
23 essays and from the discussions.

24 I would very much welcome -- I think
25 Lisette would as well, but I'm not going to speak

1 for Lisette, because I know her too well. That's a
2 joke; everyone's supposed to laugh.

3 MS. NIEVES: I laughed.

4 MR. FRAGA: I would appreciate your
5 taking the time to read those essays and the
6 responses and letting us know what you think the
7 possible recommendations are that we can derive from
8 these essays, including things like there are
9 dimensions of these issues that were not considered
10 that you think are very important for us to
11 consider. So I don't want us to be entirely
12 restricted to what is already written.

13 We did ask each of the paper-writers
14 to develop their own policy recommendations, the
15 original paper-writers to develop their policy
16 recommendations. But if you think there's something
17 very significant that's missing, we'd like to
18 consider that as well.

19 Again another update, based upon our
20 recommendations from the first symposium, we did get
21 a very, I think, appropriate and supportive response
22 from the Department of Education and from the White
23 House that helped us understand what work was
24 already underway that was consistent and fully
25 aligned with the recommendations that we made

1 before. So I think we contributed -- maybe
2 modestly, but contributed, I think, to thinking and
3 to the prioritizing that occurred.

4 MS. TIENDA: Can I just ask a
5 question? Where were -- Where was the deviation?
6 If we're basically reenforcing, then the net value
7 is not that great. Where did we mediate --

8 MR. FRAGA: I don't think that's
9 right, Marta.

10 MS. TIENDA: Huh?

11 MR. FRAGA: I don't think that's
12 right. I think that what we're doing is, where
13 we're enforcing -- excuse me for interrupting you,
14 but just on this individual point -- by our saying
15 we think it's a priority too, we're letting the
16 White House know they're on the right track. So the
17 net value is adding our endorsement to the work that
18 has already gone on or that is continuing that we
19 think is an important priority as well.

20 MS. NEIRA: Fine. So where did we
21 not -- Where were we not totally aligned? Were
22 there any areas?

23 MR. FRAGA: Well, there are areas
24 that we recommend action to be taken where no action
25 has been taken. We recommend, for one example --

1 there are many that we can identify based on -- a
2 number that we can identify. Not many, but a number
3 that we can identify. What were they called?
4 Evidence-based innovation -- innovation consortium
5 that was a recommendation for how to enhance
6 academic competence where practitioners and
7 scholars, particularly at two-year institutions, but
8 not just at two years institutions, could have
9 regional opportunities to share discussion and best
10 practices and thinking of structuring that in a
11 significant way to try to facilitate that
12 scalability and then outreach that occurred. I
13 don't think anything has occurred with regards to
14 that.

15 We also recommended on the empowering
16 Latino families component that there be a national
17 competition where universities and colleges that are
18 already involved in parent engagement, parent
19 involvement -- at the postsecondary level, not at
20 K-12 -- or those who want to get involved, would
21 have an opportunity to receive some additional
22 funding either to moderate their work, expand upon
23 their work or initiate a new set of activities that
24 would occur. That -- That has not been a part of
25 the agenda so far. We think that's -- that's

1 critically important. You know, how much money,
2 and, you know, would it be on the agenda -- You
3 know, all of the appropriate policy considerations
4 to consider, we appreciate that, but we haven't been
5 able to move the needle on that.

6 MS. TIENDA: But oftentimes it's not
7 really money. So if you think about parent to
8 parent, it's middle-class parents and not
9 middle-class parents, and parents with kids in
10 college and parents -- college-educated or
11 non-college educated parents would get -- You could
12 have a big return without having to say we need
13 money to do this. Because the money is not there,
14 so --

15 (Simultaneous discussion.)

16 MR. FRAGA: And that was a very
17 important party of our discussion. And we addressed
18 that, and we considered that, we used the models and
19 identified models of institutions that --

20 MS. TIENDA: Great models.

21 MR. FRAGA: -- have done magnificent
22 work with relatively limited funds on the basis of
23 developing those sorts of relationships.

24 Lisette.

25 MS. NIEVES: Yeah. And the key part

1 about the models that we've identified, they were
2 endorsed by the president -- the president of the
3 college that gave them space to make it happen. And
4 I think that's an important thing to talk about:
5 Where do you have enormous influence?

6 One area where we didn't get any
7 leverage and support on was looking at a national
8 kind of advisory council on looking at remediation.
9 And that was something we talked about because it
10 was a -- it's a huge issue. How do we combat the
11 counterincentives or incentives some colleges use?
12 It's their money-making arm. It doesn't get them --
13 It's the truth. And so how do we think about this?

14 Again, I don't -- I don't want to
15 scribe intention. I'm just talking about outcome.
16 But there's -- We -- It varies so much across county
17 in a state. I can't imagine the variance across the
18 country. If we really are at a crisis, how do we
19 think about this in a way to really deal with it?
20 And by even making that as a statement, right --
21 making that as a statement as a national group, I
22 think that could help elevate this to something that
23 it's all of our children we should be concerned
24 with. It's not just other people's children.

25 MR. FRAGA: So other areas that we

1 might consider focusing on, what we have -- would
2 generally describe as policy domains. I'm trying to
3 think of a term that was directed enough but not so
4 restrictive that it was just about an individual
5 piece of legislation. What do you see as the
6 important issues in postsecondary education for
7 Latinos? Yes. Ricardo.

8 MR. ROMO: Well, certainly, one of
9 them, as we see a decline in state funding, a
10 serious decline, all across American. You know,
11 we're down to maybe 20 percent of our funding.

12 MR. FRAGA: Yeah.

13 MR. ROMO: We cannot expect the state
14 all of a sudden to turn around and say, "We made a
15 mistake. We're going to fund you back at 30
16 percent" anytime soon. It might happen one day.
17 But it's not going to happen anytime soon.

18 So in the meantime, everybody's
19 concerned about affordability. And if the state
20 reduces us, then we have to go up slightly with a
21 tuition increase. We're at 8000, and we're told,
22 "No. Zero. You cannot go up at all." So the
23 regents met this last month. No tuition increases
24 this year. We might get a little bit next year, but
25 we haven't gotten any for quite a few years.

1 So what could the federal government
2 do? Well, my good friend here says pell grants. I
3 mean, there's less money now. There's less money
4 for the universities. The government isn't going to
5 give any money but maybe (inaudible). And so I
6 think that we just need to have a sizeable increase
7 and kind of -- or find ways to support our -- to
8 support our students, because there will be no more
9 money in the family. Forget it. I mean, if they're
10 poor now, they're going to be poor next year.

11 MS. TALWALKER: Am I allowed to ask
12 clarifying questions?

13 MR. FRAGA: Sure.

14 MS. TALWALKER: So I'm curious about
15 the state thing. Basically every single year in the
16 budget, we've tried some attempt at stabilizing
17 state funding or creating incentives for states to
18 not continue to divest. We may not have exhausted
19 every possibility in terms of shining a spotlight on
20 states -- And this discussion has come up a little
21 bit in the context of ratings, which appropriately
22 has been pointed out. Right? So how much can you
23 colleges accountable for these investment decisions
24 that are outside of the college's control.

25 MR. ROMO: Right.

1 MS. TALWALKER: But I'd be curious to
2 know like if there was another way you thought we
3 should be approaching that conversation or counsel
4 that we could be giving as to the impact of these
5 kinds of -- this kind of divestment on the student
6 populations. Because the pell grant cuts two ways,
7 which is, we've -- we've successfully increased all
8 the investments from the conversion to the loan
9 program into increasing the maximum pell grant
10 award. We've tried to maintain the maximum pell
11 grant award. Some of that is included having to
12 cannibalize or Congress cannibalizing some aspects
13 of the program designed in order to -- to meet that
14 max. It's -- It's hard to know if it's possible
15 given the political climate to see significant
16 increases in the pell grant just based on what has
17 happened over the past couple of years. But this
18 question around the state responsibility and
19 finding -- we have very little bit leverage there,
20 but we -- that seems to be an area of common
21 agreement.

22 MR. ROMO: Okay. So here's -- here's
23 the bad news. The bad news is that we have an extra
24 billion dollars in the state treasury because of the
25 wealth of this state. I mean, we got oil coming out

1 of our ears. And so we have quite a bit of money.
2 And just there's too many things to fix. So, yes,
3 they're going to maybe look at higher education and
4 they'll talk about it. But ultimately, it'll go to
5 highways and prisons and hospitals and something
6 else. I don't -- I don't expect too much change.

7 So the bad news is, there is -- it's
8 not for a lack of money anymore. I mean, we --
9 we're going to have -- Just us, the University of
10 Texas System, it's -- it got an extra billion
11 dollars in the last 12 months off the oil. Just the
12 UTS -- Just the UT System. And so the UT System has
13 money, but they're prevented by constitutional deals
14 from handing out that money to anybody else but A&M
15 and Austin, as you know. So -- So the rest of the
16 schools, that billion doesn't do any good. And
17 we're part of the system, but we don't benefit from
18 it. So that's the bad news. There's money there,
19 but it's just --

20 You know, what do they do with some
21 of the ivy league schools? They finally said, "What
22 are you doing building up this endowment forever?
23 Do something with it." And they said, "Okay. We'll
24 start giving some scholarships away." And the ivy
25 league schools (inaudible) said, "Okay. Let's start

1 giving kids scholarships." Because you're already
2 at \$20 billion; what is it that you're going to do
3 with this money?

4 MS. TIENDA: But make no mistake that
5 disproportionately -- It's not going to the lowest
6 of the lows.

7 MS. NIEVES: No, it's not.

8 MS. TIENDA: When I did the analysis
9 of the all administrative data, the biggest increase
10 is in the applicant pool, and the top ten were in
11 the wealthiest, not the lowest.

12 MS. NIEVES: Yes.

13 MS. TIENDA: And so UT had a slight
14 increase in the poverty, the lowest quartile
15 applicant pool, but the fastest growth was in the
16 10 percent with the highest income. So -- So what I
17 worry about -- and this is one of the under -- as we
18 continue to discuss these things in racial and
19 ethnic terms and group specific, the underlying
20 class stratification is being pulled in ways that
21 doesn't matter all these things -- That's why I
22 asked the question. It's not that I have any
23 problem with validation. What I worry about is the
24 common (inaudible). I'm driven by -- In my old age,
25 I think about, what's the common (inaudible)? What

1 would happen -- What would not have happened?
2 Because after the fact that we convened and we
3 pushed. And it only takes one flea to make a big
4 dog scratch eventually. So if we keep gnawing at
5 one or two issues that we think are really
6 important. And so align with affordability.

7 I always talk about the college
8 squeeze in terms of demography; that is, Texas did
9 not expand its number of slots relative to the
10 number of students. Most of the expansion was in
11 two-year colleges. So the college squeeze had a
12 double dimension, but blame it on affirmative
13 action, top 10 percent or whatever you want, but
14 that wasn't the problem. The fundamental was the
15 college squeeze that was with slots and number of
16 students.

17 We have the same thing happening now
18 on the economic side with the -- with the squeeze
19 taking place with the budgets that are being
20 squeezed in tuition. And they won't allow you to
21 raise that. And as long as that happens, guess
22 who's going to be able to come?

23 MS. GARCIA: So I would like to add
24 to that, because I'm in California with the
25 California State University System. And so we are

1 not allowed to raise tuition under this new governor
2 for the next four years. At the same time, we are
3 still operating with a budget of 2007. And I turned
4 around by myself at our campus 20,000 eligible
5 applicants to Cal State Fullerton. Now, who are
6 they? At Cal State Fullerton and California State
7 University, it is your lower income,
8 underrepresented students. And so here we are, it's
9 a degeneration of California, they are place bound,
10 they cannot go, and they cannot go to Texas, they
11 cannot go anywhere else. This is where they --

12 MS. NIEVES: It's just a handful.
13 It's just a handful. And it doesn't make a
14 difference.

15 MS. GARCIA: And it doesn't make a
16 different.

17 And the other thing that I'd like to
18 add is IPEDS. You know, we keep talking about
19 first-time, full-time freshman. Well, let's look at
20 the Latino population. They don't normally go
21 first-time, full-time freshman. At least not at Cal
22 State. So are we really tracking who's graduating
23 and what's happening? Because I was on the
24 committee of Student Success with the community
25 colleges. They made this recommendation two years

1 ago, and we're still dealing with IPEDS exactly the
2 same way.

3 One thing that can happen that I
4 think it helped, when in the first year, I think, of
5 the Obama administration we got dollars to help
6 public universities, was the maintenance of effort,
7 where we said, "You cannot -- If you are going to
8 take this money, you cannot lower your budget." So
9 that maintenance of effort is critical. And I
10 really believe that if we're going to move the
11 needle, the dollars should be going to institutions
12 that first enroll, retain and graduate low-income
13 and underrepresented students. And we're not -- We
14 have to be ready to deal with that.

15 MS. NIEVES: We're dealing with them
16 in the New York situation, where for the first time,
17 and all the data supports it too -- for the first
18 time ever, we have actually more students that can
19 go to the four-year colleges. Right? We do. We
20 don't have enough seats for them. And what we've
21 done is create this racialized two-tier system.
22 Very clear. Harvard has a higher percentage of
23 African Americans than some of our four-year
24 colleges in New York. That's not acceptable. This
25 is where the people are going to go.

1 So they're lucked out for a few
2 reasons. And I would say what's happened because of
3 the state funding is that -- It's not even as much
4 the state funding; it's the idea of public colleges
5 straying away from their mission of who they're
6 supposed to be serving. Right? And this is a huge
7 issue. There's no reason why you need to have a
8 12- or 1300 SAT to go to the City University of
9 New York four-year college. There's no reason. You
10 have decided you do not want Latinos, African
11 Americans to go there. And that has nothing to do
12 with their persistence. We know that their school
13 grades make a bigger difference.

14 But what we're seeing at a time when
15 we're seeing more movement in access, we're seeing a
16 closing up of these four-year opportunities. And I
17 think we cannot ignore that. And I know you've
18 convened many colleges together, but none of them
19 have been honest in the public colleges of how they
20 have closed the door on opportunity.

21 And so I'd add this other piece too.
22 People do not want to touch this one. We know
23 class-base strategies help Latinos, people get more
24 in, but they do not help African Americans in the
25 same way. And we know that data's come out. So I

1 just want to put those two out there, because we
2 have seen this. And so this has nothing to do with
3 state funding as what are the -- what are the
4 decisions that are being made that to me are an
5 assault on the population we're trying to get
6 through the pipeline.

7 And so many -- It's not about
8 under-matching, overmatching, whatever. I'm tired
9 of matching, you know. I'm sick and tired of it.
10 It is about, I can't get into Hunter, I'm going to
11 BMCC. Because I want to go somewhere, but I can't
12 leave. And let me tell you, that's ridiculous. So
13 there's got to be a way we think about that. And
14 it's the state's mission -- public colleges who have
15 really left -- left what should be their obligation,
16 moral obligation.

17 MS. GARCIA: And in California, the
18 community colleges are so overcrowded, they can't
19 get the classes.

20 MS. NIEVES: Well, that's the issue.

21 MS. GARCIA: So then they're using up
22 their pell. They can't get into the four-year
23 institutions.

24 MS. NIEVES: And they're not
25 guaranteed a slot. Unlike Texas. We could learn

1 something from the Lone Star state. In New York,
2 you are not guaranteed a slot if you successfully
3 complete two years of that to go into a four --
4 Could you imagine? What have we said about
5 opportunity in New York?

6 MR. FRAGA: Just on this issue of
7 affordability and -- and cost, one idea out of the
8 box that I've talked with a few people about that I
9 think might be one way to at least initiate
10 conversation -- there would be tremendous amounts of
11 pushback -- is to take a second look at federal
12 funding for research that goes to research-intensive
13 institutions that allows their budgets to be
14 supplemented very sizably on the basis of having
15 faculty who have no interest in working with
16 first-generation students.

17 Now, don't get me wrong. I'm not
18 suggesting that we should withdraw funding. What
19 I'm suggesting here is a balance between the total
20 package of funding that research-intensive
21 institutions receive from the federal government
22 with -- with those institutions who are actually
23 serving first-generation students, who receive far
24 less dollars per student because of the way in which
25 we have structured both our financial aid system and

1 our research funding situation from the federal
2 government. That's a very touchy issue.

3 And I've been researching (inaudible)
4 institutions all my life and well appreciate how
5 dependent university budgets are and how faculty
6 success is intimately tied to getting those
7 high-dollar research grants that allows them then
8 not to have to worry about any first-generation
9 students and be rewarded for that within those
10 institutions. We have to have a better system
11 unless it's going to -- unless we accept the
12 consequences that Lisette is referring to, that
13 Milly is referring to and the continued stress on
14 our institutions that serve first-generation
15 students. We have to open up that conversation.

16 One way to think of getting at that
17 that I've suggested in a couple of arenas is for us
18 to think about looking at institutional capacity.
19 What's the size of the endowment, and what's the
20 size of the budget for athletics? You can see where
21 I'm going with this, right? The size of the
22 endowment -- to look at the endowment, not as a way
23 to eliminate federal funding, but to balance the
24 amount of funding that then is available to go to
25 institutions that are serving the future of our

1 population, right? Of our country and the economic
2 growth of our population and country. And doing it
3 on the cheap because the federal government has a
4 different distribution formula that has allowed
5 research-intensive institutions to become dependent
6 upon that type of -- I don't know, we don't have
7 a -- What's the equivalent higher education term to
8 corporate welfare? Higher education research
9 welfare. You know, whatever -- whatever -- whatever
10 our term would be. And for those institutions that
11 devote sizable amounts of private donor money to
12 athletics, which they have the full right to do,
13 that that also be included -- I can say this now
14 that I'm not at the University of Washington but now
15 I'm at Notre Dame, which it's both, so -- has a
16 large endowment and a lot of money for athletics --
17 to use that as part of the resources that they can
18 choose to spend how they want, but don't -- don't
19 then allow for the federal government in a sense to
20 continue to contribute through financial aid or
21 through research-intensive institutions when they're
22 making a choice to invest their money in that way.
23 We don't have -- To my knowledge, we don't have that
24 conversation. I understand the pushback, but
25 without that conversation, we know what the

1 consequences are going to be --

2 MS. TIENDA: There can be no sacred
3 cows.

4 MR. FRAGA: -- for first-generation
5 communities and postsecondary education.

6 MS. TIENDA: You can't level a
7 playing field with a sacred cow.

8 MR. ROMO: Yeah. When you turned on
9 the TV two days ago as I did, three days ago, and it
10 said, okay, we're in this new stadium. They
11 remodeled it with \$430 million. The stadium was
12 already there with 80, but they needed to bring it
13 to a hundred. \$430 million for a stadium.

14 But here's on another side here --
15 and this is part of -- what you folks look at --
16 HSIs. Okay. So we have a little presentation on
17 it. HSIs graduate 40 percent of all the Latinos who
18 graduate from college in America. So there's
19 schools out there HSI --

20 Getting back to this institutional
21 capacity and so forth. There are ways which you can
22 tell these agencies, you know, "Is your money going
23 all to other schools?" You can investigate, which
24 is a good investment because we're going to be
25 training 40 and more in the future. Maybe 50

1 percent soon of all Latinos. And so, you know, I
2 served on the ACU board and went around knocking on
3 doors. I don't know what the solution is, but it
4 is -- it is something they -- They are responsive.
5 If you talk, for example, the Department of the Navy
6 and you say to the Navy, "You know, you can't send
7 90 percent of your money to schools that are already
8 powerhouses" --

9 MR. FRAGA: That's right.

10 MR. ROMO: -- "or 99 percent of your
11 money to the powerhouses. You can work with schools
12 and let them build up some programs and put" -- so
13 that -- And they're -- And they're responding. The
14 Navy actually is going to do a little bit of
15 projects with us. And we have some -- some agencies
16 respond and others be just like, "Nah" --

17 MS. TIENDA: Until they lose their
18 competitive edge. And then suddenly they're going
19 to be at your doorstep.

20 MR. FRAGA: Just a time check -- I'm
21 sorry, Lisette. Go ahead.

22 MS. NIEVES: There were some other
23 topics we talked about in our first actual convening
24 that we haven't touched on in a while. And one was
25 the emphasis on persistence through the undergrad.

1 We're actually losing a huge pool that could
2 potentially be graduate students. And I throw that
3 out there because we met quite a few of them along
4 the way. And this notion of what does it mean to
5 build the intellectual capital of Latinos, it's not
6 just looking at the freshman; again, looking beyond
7 that.

8 And so what are we doing that are
9 interesting things as far as advanced acceleration
10 programs that can get folks to go into graduate
11 work? We can -- Patterns show that we consume
12 higher ed differently. We do it piecemeal. We
13 don't do it all in one chunk. So if we know that,
14 then how do we think about alternative pathways even
15 at the end of a bachelor's to continue folks -- It's
16 just another way of thinking about this. And I
17 think it's -- this question is about what is the
18 whole pipeline for Latinos. And I know that's not
19 our priority.

20 MS. TIENDA: Well, I've actually done
21 work on that. I've done the BOB, and I've used data
22 that actually uses a whole new (actually) file
23 pretending it's the series of cross-sections. And
24 it turns out that African Americans and Latinos have
25 a higher transition into postgraduate training.

1 I've looked at the completion rates. I've looked
2 at, you know, impact by delay and then splice this
3 thing and probabilities. So it's not a problem.
4 The problem is that the pipeline is small.

5 So it's conditional on graduating
6 from high school, times getting into college, times
7 getting out of college. Once you do that -- And
8 it's not because they have higher scores or anything
9 else. It's (inaudible) factor. You've already
10 screened on persistence and drive and determination.
11 They have a higher rate of going, and it persists
12 across the ten years postcollege degree. But the
13 differences that are big are: What was your type of
14 institution? If they come from comprehensive or
15 liberal arts colleges, they have much lower levels.

16 MS. NIEVES: See, well, this is --
17 Well, that's my background, those two areas, where I
18 see there isn't this kind of counseling or support
19 to transition folks to go further. That's -- And
20 it -- And most of HSI -- Where are we talking about
21 where Latinos are graduating from now --

22 MS. TIENDA: Exactly. That's where
23 it's missing.

24 MS. NIEVES: That's the --
25 (Simultaneous discussion.)

1 MS. NIEVES: So there has to be
2 something -- So this is -- this is the challenge.
3 I'm not really concerned with -- I've been blessed
4 to go to these -- But I'm really not concerned with
5 the Harvards and Princetons of the world. I'm not
6 worried about that. They do not interest me. I'm
7 concerned of where we see the majority of our young
8 people. And we do see stife and tal -- talent
9 stifled even once they have a bachelor's degree,
10 which we know that they can go beyond that. So
11 that's another way of thinking about that.

12 MS. TIENDA: But it's because of the
13 school -- comprehensive and liberal art schools is
14 where they have lower transitions into graduate
15 school, which suggests -- That has an easy -- It's
16 not easy, but it has a solution, and that is, link
17 up with research. They have -- They don't -- My
18 hypothesis --

19 MS. NIEVES: Oh, yeah.

20 MS. TIENDA: The reason I say that
21 (inaudible), all these little pipeline programs --

22 MS. NIEVES: We can incentivize a
23 lot --

24 MS. TIENDA: -- and summer programs,
25 that's the implicit hypothesis which nobody

1 (audible) because they all do these feel-good
2 surveys, "Did you like the program?" And I think,
3 wait a minute, what difference did it make for your
4 life? Show me -- So when I started looking, it is
5 in fact the comprehensive -- those students who
6 attend comprehensive university with no PhD
7 programs, with no research funding, and liberal art
8 schools are the least likely to go on --

9 MS. NIEVES: So that would be a
10 policy question or policy question we could be
11 thinking about is: How do we set up the incentives
12 and pipelines to do that since that is where the
13 majority of Latinos are consuming higher ed as we
14 speak?

15 MR. FRAGA: We have two minutes.
16 Darlene?

17 MS. ROBLES: I just want to add the
18 K-12 perspective. That's why the (inaudible) has me
19 here. No, I think going back to earlier, Ajita,
20 where you talked about that partnership, I think
21 we've done, at least with college, making some
22 decision -- the legislature in California that
23 sub-CSUs now have agreements with your community
24 colleges that they will enter, and they're working
25 on having some content and curriculum and degrees

1 that match that. So if they get a degree from East
2 LA College, they could get it at Cal State LA where
3 they wouldn't before. They're just not going,
4 going, going.

5 But I think we have to look at those
6 partnerships that are seamless K-16.

7 MS. NIEVES: Yes.

8 MS. ROBLES: Because if not, we're
9 never going to have that pipeline advising to go to
10 get and research.

11 MS. NIEVES: The Long Beach model.
12 That's a good model.

13 MS. ROBLES: The Long Beach model,
14 all of those.

15 (Simultaneous discussion.)

16 MS. ROBLES: We have to focus on
17 that. And the resources, let's take away the money
18 from SC and Notre Dame on that research. They've
19 got enough money for athletics and buildings and
20 anything they want to -- Our president's raising
21 \$6 billion. 6 billion. But give -- give those
22 resources and the innovation money to those
23 partnerships with the longitudinal study that it
24 works.

25 MS. NIEVES: Absolutely. Absolutely.

1 MS. TIENDA: Without the metrics, you
2 just feel good.

3 MS. ROBLES: The thing is, if they're
4 not expected and required to put those metrics, then
5 they just go on their merry way.

6 MS. TALWALKER: There's been
7 significant data when I was on the hill this last
8 (inaudible) around this sort of question. Like you
9 know Upward Bound works, but you don't actually --
10 you cannot demonstrably know why and what aspects of
11 it -- yeah -- and what pieces of the intervention
12 can be isolated --

13 (Simultaneous discussion.)

14 MS. TALWALKER: Can I ask one small
15 thing on the -- So NSF actually has a (inaudible)
16 track of work around this transition at MSIs
17 undergraduate education. So that might be worth
18 exploring.

19 But more importantly, it actually led
20 me to another question, which was, backing up the
21 policy recommendations, are there like -- is there a
22 short list of research -- not research questions,
23 but things that you identify where -- where the --
24 like you're identifying where the gaps are and where
25 you want to focus.

1 MR. FRAGA: Gaps are in the research
2 or gaps are in the recommendation?

3 MS. TALWALKER: Gaps are in the --

4 MR. FRAGA: Policy?

5 MS. TALWALKER: -- in the -- in the
6 pipeline that would translate to a particular
7 time -- pieces that you want to correct for. And is
8 there a research agenda, kind of, supporting that
9 effort or identify --

10 MS. TIENDA: Without the evidence
11 base, you really can't argue. So today people are
12 talking about the Latino education -- the Latino
13 teachers, right? And do you know how little
14 research there is on the ethnic -- One of my
15 students is trying to analyze the data. He's really
16 sharp. The data are a disaster. He's found so many
17 errors in the data that the people at Michigan, he's
18 got them all blown away, because everybody's been
19 using this data, and it has gigantic holes. So it's
20 like a person who solved the problem, well, I got
21 the kid who's exposing all of their flaws.

22 And we need data before we start
23 pushing that agenda and say, "Well, what is it that
24 we're trying to accomplish?" and not pursue just the
25 demography of education, which I think is really

1 critical, but all demonstrate what are the benefits?
2 Because that's what's going to actually sell --

3 MR. ROMO: Let me give you one quick
4 example. So yesterday, I got a request -- Since
5 we're playing Arizona at 7:00 o'clock, it takes a
6 long time to get downtown, they want to know whether
7 or not we can cancel classes after 3:00 o'clock. I
8 said, "I don't think so."

9 So I wrote a note to my institution
10 (inaudible). I said, "I think it'd be in the
11 hundreds." He writes back, "We would have to cancel
12 450 classes, and it would impact 11,000 students."

13 MS. TIENDA: Yeah, the answer is no.

14 MR. ROMO: The answer's no. But they
15 have no idea. Nobody takes classes after 3:00
16 o'clock.

17 MS. NIEVES: Can I add something on
18 this, Luis?

19 MR. FRAGA: Yes. We've run out of
20 time. Go ahead, Lisette.

21 MS. NIEVES: But I think part of the
22 purpose of having the symposiums that we saw the
23 people were doing this kind of research that was
24 qualitative, that were in particular Latino
25 researchers that did not have visibility or did not

1 have recognition. I do want to say that. And some
2 of the stuff that we put out in the first -- at the
3 USC symposium and the second one here were the first
4 time they actually looked at a Latino lens through
5 these popular issues, but most importantly looking
6 at a sub-ethnic lens, which is what we don't see.
7 And when we're talking about regional approaches,
8 that was really important for the Latino population.

9 So I do say that that's what's --
10 that's what's been missing. And so that's -- we're
11 not doing this because we just want to see people
12 write things. We're doing it because the research
13 isn't there on that.

14 So now we know. We know that for
15 Latinos that it actually -- they got a better bang
16 for the buck in a certificate program than even if
17 they went for an associate's degree. We know that.
18 We know that. No one's ever published that before.

19 MS. TIENDA: Tied to (inaudible).

20 MS. NIEVES: Right. Of course. It's
21 tied to -- But if we want to move persistence, why
22 aren't those certificate programs stackable so that
23 they can communicate. If we know Latino behavior,
24 is to keep consuming piecemeal. Because there is
25 that mom who's going to come back in ten years and

1 say, "I may want to finish this." That's what we
2 see. But we don't have those connections.

3 So we still, you know -- So having
4 that data was really important for us. We didn't
5 have it before. I mean, we know it's tied to the --
6 We know the reasons for it. But again, when you see
7 it on paper -- we hadn't seen it before compared to
8 other ethnic or racial groups. That was significant
9 for us --

10 MS. TIENDA: That's the part I kicked
11 out of my data, because (inaudible). But that can
12 be -- That can be known. They have several cohorts
13 that are (inaudible). But you need somebody who
14 really knows how to use --

15 MS. NIEVES: And we did. And we did
16 get that. Dr. Cardinali did it for us out of
17 Georgetown. And he was well aware of that.

18 MS. TIENDA: The BME data?

19 MS. NIEVES: Some of it. And I'll
20 tell you the exact --

21 MS. TIENDA: He's using really old
22 data. He's using (inaudible) --

23 MS. NIEVES: No. He's using some --
24 I'll give you the specifics of what he's using, but
25 I have to tell you that it made a huge distance.

1 And I think the other piece is the
2 piece that we don't often talk about in some of the
3 work, is the work on Latino families and looking at
4 their role and engagement, which is I know it's
5 not -- it's much more quantitative ultimately
6 sometimes than qualitative, but it's an area people
7 don't often want to talk about, and it's a big piece
8 about thinking about cause engagement. So I would
9 say when you say what are the research questions?
10 That's why we do these things, so...

11 MR. FRAGA: We did have the focus on
12 empowering Latino families in our first symposium.
13 That's the reason we did it, to try to see what
14 research was available. There's not a lot.

15 (Simultaneous discussion.)

16 MR. FRAGA: There's not a lot of very
17 good systematic research.

18 MS. TIENDA: Did you see the book
19 that just came out on the compass, the broken
20 compass? One of them was in my (inaudible). The
21 other one was at UT Austin. And they put out this
22 book, broken compass. It got a lot of criticism,
23 especially by the economists that said, "Oh, my
24 God." But they were saying that parent involvement
25 does not get kids --

1 MR. FRAGA: Yeah, does not matter.

2 MS. TIENDA: And it's just like, what
3 planet are you from?

4 MR. FRAGA: It depends on how you
5 count the data and how you understand it.

6 MS. ROBLES: I can name a hundred
7 helicopter parents who made the difference in their
8 children's lives.

9 (Simultaneous discussion.)

10 MR. FRAGA: So given our limited
11 time, if you have other ideas, other thoughts or
12 other great research, if you could send it to Alex
13 or Lisette or myself so that we can think it
14 through, it would be very helpful.

15 MS. TIENDA: (Inaudible) New York
16 conference.

17 MS. NIEVES: We're going to be
18 circulating that. We're just getting final drafts.

19 MR. FRAGA: We always circulate it to
20 all the members of the commission. We did that on
21 the first time as well. Received zero responses to
22 return. But that's okay. It's to generate ideas,
23 generate questions for anyone who's there.

24 So I think we're done.

25 (Breakout concluded at 2:51 p.m.)

1 THE STATE OF TEXAS *

2 COUNTY OF BEXAR *

3

4 I, TERRY L. LOCHTE, a Certified Court
5 Reporter duly commissioned and qualified in and for
6 the County of Bexar, State of Texas, do hereby
7 certify that the forgoing is a true and accurate
8 transcription, taken to the best of my ability, of
9 the Postsecondary Subcommittee Breakout Discussion
10 at the President's Advisory Commission on
11 Educational Excellence for Hispanics, held at the
12 University of Texas at San Antonio Downtown Campus,
13 501 W. Cesar Chavez Boulevard, San Antonio, Texas
14 78207, September 3, 2014, from 2:15 p.m. to
15 2:51 p.m.

16 IN WITNESS WHEREOF, I have hereunto
17 set my hand on this ____ day of September, 2014.

18

19

20

21 _____
22 TERRY L. LOCHTE, Texas CSR 7042
23 Expiration Date: 12/31/15
24 Hoffman Reporting & Video Service
25 206 E. Locust
San Antonio, Texas 78212
Telephone No.: (210) 736-3555
Fax: (210) 736-6679
Firm Registration No. 93