

PRESIDENT'S ADVISORY COMMISSION ON
EDUCATIONAL EXCELLENCE FOR HISPANICS

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2014 SPRING PUBLIC MEETING

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TUESDAY
APRIL 1, 2014

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The Commission met in the Chapman
Conference Center at Miami Dade College, 300
Northeast 2nd Avenue, Miami, Florida, at 9:30
a.m., Eduardo Padron, Chair, presiding.

COMMISSIONERS PRESENT:

EDUARDO PADRON, Chair
ALICIA ABELLA
MODESTO E. ABETY-GUTIERREZ
SYLVIA ACEVEDO
DANIEL J. CARDINALI
LILY ESKELSEN GARCIA
LUIS R. FRAGA
JOANN GAMA
PATRICIA GANDARA
SARA LUNDQUIST
MONICA MARTINEZ
VERONICA MELVIN
LISETTE NIEVES
ADRIAN A. PEDROZA
DARLINE P. ROBLES
RICARDO ROMO

FEDERAL STAFF PRESENT:

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

MARCO A. DAVIS, Deputy Director, WHIEEH

JORGE NERI, Associate Director of Public
Engagement, Office of Public Engagement,
White House

SPEAKERS:

IVELISSE ESTRADA, Senior Vice President,
Corporate & Community Relations,
Univision Communications

STEVEN LEVINE, Senior Director, Community
Empowerment Initiatives & Operations,
Univision Communications

JO-ANN RULLAN, Manager, Education Campaign,
Corporate & Community Relations,
Univision Communications

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

9:30 a.m.

CHAIRMAN PADRON: Good morning, everyone. I would like to officially open the meeting of the President's Commission on Educational Excellence for Hispanics. I want to thank you all for being here, especially those of you members of the public.

Commissioners, I must say that you all look very rested which is an indication that you went to bed early yesterday and had no fun, which is a shame. Coming to Miami, you need to party but you decided that you needed to behave differently.

(Laughter.)

CHAIRMAN PADRON: So welcome, all of you. I understand we have two commissioners who will be participating by phone. Is anyone on the line at this point?

(No audible response.)

CHAIRMAN PADRON: Okay. Let me start by saying through many years of public

1 service I have been involved with many groups,
2 many commissions and all kind of activities.
3 I have to say that this group that I have been
4 so privileged to work with is second-to-none
5 and very impressive.

6 The work that you all have done
7 and continue to do is a source of pride and
8 should be a source of pride for all of us and
9 for the community that we represent. It shows
10 in the various committee activities and work,
11 which we will be reporting later on during the
12 meeting.

13 I'd like to briefly review the
14 agenda for the day in case any of you have any
15 questions. First, we will have our executive
16 director, who I should commend for doing such
17 a wonderful job for us, as well as the members
18 of the staff who continue to excel and provide
19 incredible support.

20 (Applause.)

21 CHAIRMAN PADRON: These
22 individuals are always on the go. One day

1 they are in Washington. The next day they are
2 in Texas. Then they are in California. Then
3 they are in Connecticut. I mean, you name it.
4 The work keeps moving and we are the
5 beneficiaries of that hard work and wisdom
6 that they bring to the Commission's work.

7 Alejandro Ceja will be giving us
8 basically a report on the second-term
9 priorities. And then we are going to move to
10 Jorge Neri, who we want to welcome especially.
11 Jorge Neri is new with the White House,
12 Associate Director for Public Engagement in
13 the Office of Public Engagement. He is
14 already busy at work doing good things. He is
15 the primary liaison for the Latino community,
16 as you all know, and also dealing with a
17 subject that is very important to all of us
18 which is immigration. We are going to be
19 hearing from him on the work and initiatives
20 that he's engaged in recently.

21 Next we are going to go to Marco
22 Davis, Deputy Director for the Commission, who

1 is going to discuss several things, but very
2 especially My Brother's Keeper Initiative that
3 the White House has undertaken, which also is
4 a very relevant program. He is going to
5 update us on where we are on that.

6 After a short break, we are going
7 to have presentations from the various
8 subcommittees. As you know, we decided early
9 on in our work to divide into three
10 subcommittees and all commissioners have been
11 assigned to that and the work has been
12 extraordinary. One of them is the Early
13 Learning Subcommittee chaired by Sylvia
14 Acevedo and Mo Abety-Gutierrez.

15 The second committee is a K-12
16 Subcommittee which is also chaired by Dan
17 Cardinali and Patricia Gandara. They just had
18 a meeting in Los Angeles about a week ago,
19 less than a week ago.

20 MR. CARDINALI: Last Thursday.

21 CHAIRMAN PADRON: Last Thursday,
22 and it was very, very productive, very

1 successful.

2 And the Postsecondary Committee
3 headed by Lisette Nieves and Luis Fraga. You
4 will be hearing from the. I know you will all
5 be impressed with the level of energy and
6 activity that has been going on with these
7 committees.

8 In the afternoon, we are going to
9 have two presentations -- well, one
10 presentation actually by Univision on new
11 strategy and a new program that they are
12 implementing, which I know will be of interest
13 to anybody. We are going to have Ivelisse
14 Estrada and JoAnn Rullan and, let's see,
15 Steven Levine who will be making that
16 presentation.

17 We are going to have subcommittee
18 breakout discussions after that. Then we'll
19 come back and each of the committees and
20 chairs will report out and will outline for us
21 the next steps.

22 We are also going to have public

1 comments at 3:15. This is, to me, one of the
2 most important aspects of the meeting because
3 we need all the feedback that we can get from
4 people in the various communities that we
5 represent in order to make sure that our work
6 is valid and doing the work that needs to be
7 done. After that, we'll conclude the meeting.

8 So with no further ado, what I
9 would like to do is ask, first of all, any
10 questions from any of the commissioners at
11 this point?

12 MS. GANDARA: I just wanted to
13 make a comment. I know that at the last
14 meeting, we had some really nice involvement
15 of the folks in the audience in the
16 subcommittee work and discussion. I would
17 want people to feel very welcome to join us.

18 It was very productive, I thought,
19 getting people's input from outside the
20 Commission on those subcommittees. I'm
21 imagining that all of the Commission members
22 agree with that. Please feel totally welcome

1 to join in the subcommittee discussions with
2 us and to contribute.

3 CHAIRMAN PADRON: Excellent point,
4 thank you. Yes, absolutely.

5 Again, with no further ado, I'm
6 going to ask our wonderful Alejandra Ceja to
7 give us her report.

8 MS. CEJA: Great. Thank you very
9 much. Buenos dias. Commissioners, earlier
10 this year the president said that our second
11 term would be a year of action. I want to
12 thank you for all the work you've put into our
13 priorities to helping us elevate our Cradle to
14 Career agenda.

15 At our December meeting, we
16 basically issued out a framework for the
17 second term that highlights those Cradle to
18 Career priorities. Today, you will hear a lot
19 of the exciting work that is taking place to
20 elevate that agenda and move it forward.

21 We have a great opportunity the
22 second term to really highlight the history

1 and the progress that this initiative is
2 making in support of the Latino community.
3 Our 25-year anniversary will be taking place
4 September of next year.

5 We hope to have a report for you
6 all in terms of what that framework would look
7 like and how we can really celebrate this key
8 milestone for our community. I'm looking
9 forward to continuing the great work with you
10 all.

11 I just want to highlight, and
12 you'll see in your packets, there is
13 information on the president's FY '15 budget
14 proposal and it's a snapshot of how the
15 president's proposal supports our Latino
16 community and where we are continuing to
17 invest to close that opportunity gap for our
18 community.

19 You'll also see information in
20 terms of fact sheets. We were able to create
21 a fact sheet on early learning last September,
22 when the Early Learning Subcommittee had their

1 forum. We're moving forward, providing the
2 community with key information on these
3 issues: early learning, STEM education, My
4 Brother's Keeper.

5 You will see more of that work
6 coming out of our office. We are working
7 closely with the police officials at the
8 Department of Education to ensure that the
9 Latino voice is present at the decision-making
10 table.

11 We have been -- since our last
12 meeting, we have been executing monthly
13 webinars on key issues that are of importance
14 to the Latino community. We've been having a
15 great turnout at those webinars. We're able
16 to reach two to three hundred per webinar, so
17 we've got a great framework to ensure that
18 when we can't travel to certain communities,
19 that we can continue to provide the community
20 with relevant information.

21 One of the key things about these
22 webinars is that we have stakeholders from the

1 community share the good work that they're
2 doing. We also have the policy officials in-
3 house share their expertise in terms of what
4 policy development is taking place on those
5 issues.

6 You did hear Dr. Padron mention
7 that we recently had a forum in Los Angeles on
8 Integrated Student Supports. I want to let
9 you know that we are moving forward with
10 additional policy forums across the country.

11 The next one will be taking place
12 in May, in North Carolina, on college access.
13 In June you'll hear from our Higher Ed
14 Subcommittee. We will be having a policy
15 forum on college completion in New York. In
16 August, we are looking to have a policy forum
17 on the importance of STEAM education
18 highlighting specifically the value of music
19 and the arts for our community. That will
20 take place in August. We are currently
21 looking at a location in California, so we
22 will have additional information for you on

1 that front.

2 So we've got a great policy and
3 outreach strategic plan. We are looking to
4 continue reaching those communities where
5 there is a growing presence of Latinos, so we
6 are looking to continue shaping out what that
7 outreach calendar will look like.

8 We will be reaching out to you all
9 to ensure that your leadership is present and
10 visible at these convenings. I want to thank
11 you because we've got a lot of work to do and
12 you guys definitely have rolled up your
13 sleeves and are getting to work. I look
14 forward to what this next year holds for the
15 Latino community working with you all. Thank
16 you.

17 CHAIRMAN PADRON: Thank you,
18 Alejandra.

19 Any questions?

20 Okay. Now it's my pleasure to ask
21 -- Jorge, where are you? There you are.
22 Jorge Neri to please give us his update.

1 MR. NERI: Good morning. Thank
2 you guys for having me. I really appreciate
3 being here. My name is Jorge Neri and I'm
4 with the Office of Public Engagement. I've
5 been on board since January.

6 We just finished ACA
7 implementation and moving on to big priorities
8 like immigration reform, minimum wage. Those
9 are the things that we're going to be really
10 focusing on and continue to focus on.

11 ACA just wrapped up. We feel very
12 confident that the numbers will show that we
13 are in a really good spot. I would like to
14 thank Miami Dade for taking great leadership
15 during ACA enrollment and really making sure
16 that their students and community were
17 enrolled in ACA.

18 I think it was a great model of
19 how the college can really be -- how the
20 college is part of the university and how it
21 can really help to advance the presidential
22 agendas and make sure that people are given

1 the resources that they need.

2 As we move into the next couple
3 months, we're really focused on making sure
4 that we try to pass immigration reform. We
5 have about a three-month window that we feel
6 is our strongest time to be able to do this.
7 It's not going to be easy. It's not going to
8 be -- it's going to be very challenging. We
9 need to continue to put pressure in the places
10 where it's needed and making sure that we're
11 coming up with a comprehensive, long-term
12 solution. It's something that is very
13 important to the president. It's something
14 that is very important to his administration
15 and me personally.

16 I grew up in the south side of
17 Chicago. I was born in Mexico City and
18 immigrated to this country when I was three,
19 a family that is directly affected by this.
20 No one knows the pain more than myself in
21 figuring out the good solutions to put this
22 country forward.

1 Those are the big, key issues. I
2 think the other big initiative is My Brother's
3 Keeper, which we'll touch in a second. It's
4 our priority to continue to make sure that
5 we're working closely with the initiative on
6 the presidential priorities.

7 We have DACA implementation that's
8 going to come up in the next couple of months.
9 I think this is a great opportunity for the
10 Commission and others to really take part. We
11 have signed up half a million people to DACA.
12 They have to go to their -- we have to re-sign
13 up 500,000 people.

14 On top of that, there's another
15 500,000 people that are qualified but haven't
16 signed up. We need to do all that we can to
17 make sure that those people are going through
18 the pipe and they have their status and work
19 permit, and they are a little bit more secure,
20 their driver's license.

21 I know some of the colleges and
22 universities that you all represent that have

1 done great work around that as well, but that
2 is something that is going to be coming down
3 the pipe that we need to figure out.

4 Then as far as My Brother's Keeper
5 Initiative, do you want to kick that off and
6 then we can just kind of --

7 MR. DAVIS: Actually, before you
8 do that, do you want to see if there's any
9 questions from the commissioners on what you
10 said? That way we can take the topics sort of
11 one at a time.

12 MR. NERI: Perfect.

13 MS. GANDARA: Jorge, can you be
14 more specific about what -- I'm sorry. Can
15 you be more specific about what the strategy
16 is with respect to immigration? When you say
17 we need to be involved putting pressure in the
18 right places, what are those places where we
19 need to be putting pressure and of what sort
20 of pressure? I, for one, am very, very
21 concerned about the situation and would like
22 more detail.

1 MR. NERI: Absolutely. So as many
2 of you may know, the Democratic House
3 leadership has entered into a discharge
4 petition. They have, I believe, 170 people
5 that have signed up to date. I have to get
6 the correct number, so I'll make sure to get
7 you that after. We feel that that's one
8 vehicle.

9 We need to continue to put
10 pressure on the House because this is a
11 legislative problem and it needs a legislative
12 solution. I know that there's folks that feel
13 like we can do more administratively and the
14 president has asked Secretary Johnson to put
15 forth the review of the current policies and
16 to come up with better solutions.

17 They continue to meet with
18 Secretary Johnson and other members. The
19 Department of Homeland Security is continuing
20 to meet with advocates with key stakeholders
21 and leaders on some of these stories that they
22 hear in the community.

1 We fully understand that whether
2 it's that one person with a great -- with a
3 really powerful story that is in deportation
4 proceedings isn't right and we need to do all
5 we can to continue to fix those issues.

6 The more that we can work together
7 on a comprehensive solution with the
8 Department of Homeland Security I think the
9 better we are going to be. So that's on the
10 administrative front. Again, we need a long-
11 term solution and it needs to be focused on
12 the House of Representatives.

13 MS. CEJA: Can I just add
14 something? I know folks have questions on
15 this issue, but I did want to make sure that
16 I gave you all an update on our last
17 Commission meeting. The commissioners agreed
18 on passing a statement in support of
19 immigration reform. We did submit that
20 statement to the White House. We've gotten a
21 favorable response from them that it will be
22 issued, but this also needs to be vetted

1 through their timing.

2 They did indicate that once that
3 statement is publicly released that they are
4 encouraging our commissioners to continue to
5 elevate this critical issue via blog posts and
6 through other forms of communication. We are
7 working closely with our counterparts at the
8 White House on this issue.

9 Once they give us additional
10 guidance in terms of the release of that
11 statement, there will be some additional next
12 steps for you all to be supportive and for
13 your voice to be heard and to share examples
14 of how this is impacting the students you work
15 with in the communities that you serve.

16 MS. NIEVES: Hi, Jorge. This is
17 just a request. Maybe after the meeting, you
18 could circulate, state by state, particular
19 coalitions or folks that you believe are
20 critical in building the kind of support to
21 move this forward.

22 Each of us has our relationships

1 as well, but that would be very helpful. I
2 know you are not able to give that to us now.
3 That would be great if you could pass it
4 through the executive director here. I'm sure
5 each of us as commissioners when we do our
6 statewide activities could engage them as
7 well. Thank you.

8 MR. NERI: Absolutely.

9 MR. FRAGA: Jorge, if I might add,
10 many of us are located in different parts of
11 the country, so to the extent that our
12 diversity of geographical location is a
13 resource for the White House with regards to
14 calling for further immigration reform, please
15 don't hesitate to use us.

16 Certainly the statement that we,
17 as a Commission, have adopted is something
18 that we can make known in our local
19 communities as part of our representational
20 opportunities, so to speak, in combination
21 with the White House. So please think of
22 using us appropriately and with appropriate

1 guidance and appropriate limits, for some of
2 us perhaps, to be able to support the
3 president in this effort.

4 As an example, in Washington State
5 we just this past legislative session were
6 able to work through a coalition of
7 organizations to allow students who do not
8 have authorized status to be able to be
9 eligible for state financial aid. It was a
10 three-year process of going through it. There
11 is a movement there, so it's possible that we
12 could use that as an opportunity to further
13 endorse the need for the entire country to be
14 able to adopt comprehensive immigration reform
15 that would allow these changes to occur.

16 MR. NERI: Absolutely.

17 CHAIRMAN PADRON: Anyone else?

18 MS. GANDARA: Yes, just one more.
19 Jorge, what's the status of the discussion of
20 the deportations?

21 MR. NERI: So the president
22 ordered Secretary Johnson to do a review of

1 the current policies and we're in the review
2 process. Other than that, I don't have a
3 timeline on when the review process will be
4 over, but again, they are engaging key
5 advocates from across the country into the
6 discussion.

7 They've had, I think, three
8 different sets of meetings with groups that
9 represent folks on the border. There are
10 groups that represent interior enforcement.
11 Not only the southern border, but the northern
12 border.

13 It's something that we are taking
14 very seriously and making sure that we are
15 engaging the right folks. We'll be happy to
16 have a conversation with other commissioners
17 or universities as well on ways to do this.
18 We want to make sure that it's right. It's a
19 long process, you know.

20 Something that you should note is
21 that Secretary Johnson is responsible for
22 implementing the don't ask, don't tell policy

1 within the military. It's huge to be able to
2 transform an agency in the military to think
3 of don't ask, don't tell or something like
4 that.

5 That's one of the reasons why he
6 was brought to take over DHS. There's some
7 changes that need to happen and we realize
8 that. We feel that Secretary Johnson is the
9 person to be able to do that.

10 MS. LUNDQUIST: Yes. Thank you.
11 I wanted to simply comment that the positive
12 ideas that have been circulating in this
13 conversation feel a little bit like a re-
14 mobilization of a core set of advocates that
15 are nationally and state based.

16 I would like to have a sense -- I
17 think we're all extremely anxious about the
18 clock that's ticking down in terms of the
19 window of legitimate operations in terms of a
20 policy transformation. We're not seeing signs
21 that anything is really changing; the
22 timelines for review, the reactivation of

1 highly motivated networks. If there are any
2 insights that help us understand where a
3 breakthrough would occur, I wanted to simply
4 disclose that I feel a remobilization
5 perfectly parallel to this one that's
6 oppositional.

7 If you have any insights in terms
8 of tipping points or opportunities, this is a
9 little bit like a recurring, passionately-
10 debated issue that we are not actually making
11 headway on.

12 So the more tactical and the more
13 specific that you can be -- I understand that
14 you can't share a time frame with us. I fear
15 that one or two more cycles of remobilization
16 and we'll be working with a new administration
17 under enormously changed circumstances. I
18 just wanted to articulate that based on
19 Alejandra's comments and things that others
20 have said, this is an issue that does come up
21 at every Commission meeting.

22 I feel confident on behalf of the

1 group that I couldn't overstate the urgency
2 that we feel in terms of this issue as a
3 precondition for so many others that we're
4 dedicated to.

5 CHAIRMAN PADRON: Absolutely.
6 It's, again, one of the president's top agenda
7 items. He wants to get this done. He wants
8 to get it done this year. We are doing all we
9 can to make sure that happens. It's something
10 that I deal with on a daily basis.

11 I come from an advocate world,
12 working with immigration organizations. I
13 hear from them often as well and it's
14 important to us to continue to put the
15 pressure for the legislative solution. I hear
16 you loud and clear. We're looking at a real
17 three-month window to be able to do this and
18 do all we can.

19 There's going to be different
20 times in that that are going to be really
21 important and really important for folks to
22 continue to be active and to let their voices

1 be heard in ways that they feel fit and that
2 are in their guidelines. Easter recess is
3 another great example of a very crucial time
4 within this debate.

5 MS. LUNDQUIST: I appreciate the
6 12-week that you called out.

7 CHAIRMAN PADRON: Any other
8 questions of Mr. Neri?

9 (No audible response.)

10 CHAIRMAN PADRON: Okay. Hearing
11 none, I'm going to ask the Deputy Director
12 Marco Davis to give us his report.

13 MR. DAVIS: Thank you, sir.
14 Before we jump into My Brother's Keeper
15 discussion, which I suspect will take the
16 balance of our time, I wanted to share just an
17 update about another initiative out of the
18 White House that our colleagues asked us to
19 share and that is the First Lady's activities
20 around what is currently, I think, informally
21 referred to sort of as her North Star Goal
22 program. I think there will be a more formal

1 name coming soon. Let me just give you some
2 background and I think you'll see why it's
3 particularly relevant.

4 As this second term got started,
5 the First Lady sort of began having
6 conversations with her team about ways in
7 which she could use her own agency to continue
8 to continue to make an impact in improving
9 lives for Americans.

10 Looking at the, frankly,
11 tremendous success, I think we would argue,
12 around her Let's Move effort that I think
13 everyone is familiar with, followed up by her
14 Joining Forces effort in support of America's
15 veterans and troops, also highly successful,
16 she began to look at ways in which, again, she
17 could sort of use her agency as the First Lady
18 to try and impact lives.

19 She actually chose the topic of
20 education and, as a result, has been working
21 with the U.S. Department of Education quite a
22 bit. She particularly has decided to focus on

1 the president's challenge that by the year
2 2020 we will once again lead the nation in the
3 proportion of college graduates. That's the
4 North Star Goal that is often referred to, to
5 have the best-educated, most -- best-educated,
6 most-trained workforce in the world. As a
7 result, she has begun to look at ways in which
8 she can make an impact.

9 Given sort of her unique role, as
10 well as her unique position of influence, she
11 has begun to craft a program which will
12 provide opportunities for her to speak
13 directly with students around the country and
14 to help spark a conversation around the value
15 of education.

16 She wants to deliver simple
17 messages to American students, such as it
18 doesn't matter where you live or what you look
19 like, everyone has the power to take control
20 of their future success. The idea is that
21 she's going to encourage young people to
22 commit to their education to achieve things

1 that they could never have imagined and
2 particularly sort of having them commit to
3 their educations in terms of perusing
4 postsecondary ed, whether that be vocational
5 two-year or four-year degrees.

6 Part of the way in which she, I
7 think, will be crafting her message and that
8 we think is particularly effective is, one,
9 she will be sharing and reflecting on and
10 informing, I think, frankly a lot of young
11 people about her own personal journey; about
12 herself being a young person; being the first
13 generation in her family to go to college; a
14 person who struggled to really achieve
15 obviously tremendous success and tremendous
16 heights through hard work, through accessing
17 resources, through support from community
18 supports and institutions and so on.

19 But also now -- fast-forwarding
20 now to the present day where she also, I
21 think, will be potentially very effective in
22 engaging parents because, of course, she is

1 now the parent of two children who are
2 embarking on that very process. The large
3 numbers of folks who will be the first cohort
4 to arrive at the class of 2020 are currently
5 in 10th grade right now, and I believe her
6 daughters are right around that age. So she's
7 sort of acutely aware of some of those issues,
8 conversations, and so on that are happening.

9 As I mentioned, this is a program
10 that is still being formalized, but again, we
11 thought it was worth sharing with you all now
12 in terms of thinking about ways in which you
13 can leverage, amplify, support, coordinate
14 with things. You'll be seeing her more
15 visible on this issue. You'll be seeing and
16 hearing statements. You'll be seeing and
17 hearing events around that. They are
18 formalizing their team. There's going to be
19 staff in her office specifically dedicated to
20 working on this and so, again, it will become
21 more formal shortly.

22 She has already begun to do a

1 couple of activities. Recently -- I believe
2 it was last month she did an event at a public
3 high school in Northern Virginia where she
4 basically did a FAFSA completion event with
5 parents. She basically went there with the
6 Secretary of Education. They sat down and
7 they met with students. She had a
8 conversation at a round table with students.
9 Then she also sat down with students and
10 counselors and parents and had folks actually
11 fill out FAFSA forms. The idea was sort of
12 obviously to highlight the value and the
13 importance of FAFSA.

14 She is also going to be pointing
15 to a lot of the other resources that are
16 available such as the college score card, the
17 financial aid shopping sheet. Obviously all
18 things that come out of the Department of
19 Education, so we couldn't be prouder about
20 that. She's also obviously going to be using
21 her voice to really encourage everyone to
22 pitch in. Secretary Duncan has said pretty

1 much from the start of the administration that
2 education is really an all-hands-on-deck type
3 of effort. It's really something that
4 requires everyone, all different stakeholders
5 in any given community to pitch in and support
6 in addition to the effort put forward by
7 students and families. Again, she is going to
8 be raising her voice along those lines.

9 Then, lastly, the one thing I was
10 going to mention is that our initiative -- you
11 all may or may not be aware of, but we are
12 actually very soon to be releasing our own
13 guide that we developed there at the
14 initiative called Graduade: A Financial Aid
15 Guide to Success. It's going to be available
16 in English and Spanish and it's specifically
17 aimed at Latino students and parents
18 specifically.

19 Whereas the Office of Federal
20 Student Aid at the U.S. Department of Ed has
21 put out a tremendous financial aid tool kit
22 for counselors, for education professionals

1 last fall. There's a tremendous website which
2 also, if you're not aware of, we definitely
3 recommend you check out. It has lots of
4 resources including video clips, links,
5 checklists, all sorts of great things that
6 educators and counselors and mentors can use
7 when working with students.

8 We also thought, given what we
9 know about our community, that also having a
10 document and a vehicle that speaks directly to
11 the families and talks to them. It helps
12 them, for example, everything from a checklist
13 in terms of steps to do in terms of the
14 college application process and pointing them
15 to the federal resources all the way to having
16 a glossary so as not to assume anything, which
17 breaks down some of the terminology like
18 federal direct student loan and what the ACT
19 is and the SAT is and what the difference is
20 and those kinds of things.

21 We are very excited about that.
22 We will be rolling that out, like I said,

1 shortly. I think hopefully in the next month.
2 We are obviously going to be looking to
3 leverage that in the context of obviously the
4 First Lady's messages as well. We'll be
5 looking to strategically place that and put
6 that out.

7 So yes, if there are questions?

8 MS. GANDARA: Marco, Alejandra,
9 did we get the Making Education Work for
10 Latinos video posted yet?

11 MR. DAVIS: Working on embedding
12 the link in some way and getting the
13 clearances for all that to put on our website,
14 but it is in process.

15 MS. GANDARA: No, I just thought
16 you might want to call it to the attention of
17 the First Lady and her project because this
18 was created for Eva Longoria, who sponsored
19 this and it follows eight young Latinas
20 through the various -- it's only 18 minutes,
21 but follows them through the various barriers
22 that we know exist for so many young women and

1 how they navigated those. I think it's a very
2 personal account that can be very useful in
3 this endeavor.

4 MR. DAVIS: Thank you. That's a
5 great idea. We'll make sure to send that link
6 to her staff -- to her team and encourage them
7 to use it and incorporate it.

8 CHAIRMAN PADRON: Dr. Romo.

9 DR. ROMO: Thank you, Marco, for
10 your presentation. We have an invitation
11 extended to the First Lady to come in the next
12 month to San Antonio to TSA, through the
13 mayor's office.

14 We are working on it, so we'll --
15 this is to discuss continued conversations on
16 the pre-K program that's been launched by the
17 mayor successfully. We hope as soon as we
18 know anything definitively with everybody
19 else. You may know more about it than we do.

20 MR. DAVIS: Thank you. I believe
21 it's being considered. It's under review. We
22 haven't heard any update yet but, again, we

1 are happy to share it as soon as hear
2 something definite as well.

3 DR. ROMO: Thank you.

4 CHAIRMAN PADRON: Any other
5 questions?

6 (No audible response.)

7 MR. DAVIS: All right. So then
8 turning to My Brother's Keeper Initiative.

9 I'll just start and you jump in
10 wherever you like.

11 You all may be familiar with it,
12 but if not, I'll recap. I'll try to recap
13 quickly. So in his second term, the president
14 in keeping with his values and his vision,
15 developed an agenda which has been referred to
16 loosely sort of comprehensively sort of
17 building more ladders of opportunity for
18 anyone who is willing to work hard to climb
19 them, to build more ladders of opportunity of
20 the middle class for Americans.

21 It's really predicated on his core
22 value that if you work hard and play by the

1 rules, you should have the opportunity to
2 succeed. And your ability to get ahead should
3 not be -- should be determined by your hard
4 work, ambition, and goals, not by the
5 circumstances of your birth.

6 One of the things that his team
7 honed in on, in looking at data in particular,
8 was that for decades opportunity has
9 disproportionately lagged behind for boys and
10 young men of color, particularly in African
11 American and Latino communities. By a large
12 number of different measures, the group that
13 continues to face some of the most severe
14 challenges in the 21st century is boys and
15 young men of color. The disparities are
16 sometimes most stark among boys of color in
17 particular, vis-a-vis young woman of color,
18 vis-a-vis the white population.

19 This is particularly true, as I
20 mentioned, and of interest to us in the Latino
21 community because for reading proficiency, for
22 example, 82 percent of Hispanic boys read

1 below proficiency levels by the fourth grade
2 compared to 58 percent of white boys.

3 There is also sort of a gender
4 disparity that is emerging and seems to be
5 growing. For example, the fact that recent
6 data indicates that in associate's and
7 bachelor's degrees, more than 60 percent of
8 all of those awarded to Latinos are awarded to
9 women.

10 Whereas, again, we applaud that
11 and we love the fact that the numbers are
12 going up, the trend lines are going in
13 different directions. So the proportion is
14 increasing, which means that our young men
15 are falling behind. We want to bring them up
16 to the level of success and progress that we
17 are making among women.

18 And then there's even more stark
19 sort of data. The president sort of
20 referenced some of this in his launching of My
21 Brother's Keeper Initiative. For example,
22 Hispanic young men are more than six times

1 more likely to be victims of murder than their
2 white peers. When combined with African
3 American men, they account for almost half of
4 the country's murder victims each year. This
5 is really, I think, a sobering statistic.
6 This is really a fact that, at least, for me
7 sort of made my breath catch and made me stop
8 and reflect.

9 I think the president sort of
10 framed it best. Rather than do an injustice
11 of paraphrasing, I would like to quote him
12 because I think this really sort of embodies
13 the spirit and the passion that he has behind
14 the issue. He said, and I quote, The worse
15 part is we become numb to these statistics.
16 We are not surprised by them. We take them as
17 the norm. We just assume this is an
18 inevitable part of American life instead of
19 the outrage that it is. That's how we think
20 about it. It's like a cultural backdrop for
21 us in movies and television. We just assume,
22 of course, it's going to be like that but

1 these statistics should break our hearts and
2 they should compel us to act.' End quote.

3 So as you all may know, in the
4 beginning of 2014, the president declared 2014
5 to be a year of action. He has been looking
6 and is continuing to look for ways to use his
7 office, sometimes referred to as using the pen
8 and the phone to find ways to achieve impact,
9 to make a difference -- tangible differences
10 in the lives of different communities and
11 different populations in the United States, as
12 opposed to simply and only waiting for the
13 legislative process which, as we know, can be
14 difficult.

15 So at the end of February, he
16 announced this new initiative, My Brother's
17 Keeper, which is specifically focused on
18 unlocking the full potential of boys and young
19 men of color, something that will benefit not
20 only them but all Americans. It's
21 particularly true for Latinos.

22 By the way, I referenced his

1 remarks at the launch of the event and the
2 video is available on Whitehouse.gov, which I
3 recommend everyone, if you haven't looked at
4 it, because he speaks extensively. He speaks
5 about his own experiences, his own personal
6 perspective. Again, it demonstrates, I think,
7 is commitment and his passion behind this
8 issue and provides, I think, a pretty good
9 overview as well.

10 Reducing these disparities is
11 critical for the Latino community because as
12 you all know, we are the largest, youngest,
13 and fastest-growing minority group in the
14 nation. We are going to account for ever
15 larger portion of the workforce in the future.

16 According to the U.S. Bureau of
17 Labor Statistics, Latinos will account for 80
18 percent of the total growth of the labor force
19 from 2010 to 2050. We're going to double from
20 15 percent in 2010 to a little more than 30
21 percent, making up nearly one-third of all
22 workers by the year 2050.

1 The career paths of the Hispanic
2 community will affect the future economic
3 success of the nation and, at present,
4 Hispanic men in particular are concentrated in
5 low-wage and low-skill jobs. Obviously, the
6 extent to which their economic futures
7 increases our overall nation's economic
8 strength will be enhanced.

9 So thankfully, one of the things
10 his team also found almost immediately after
11 discovering these really alarming statistics
12 and this alarming data is that there are,
13 frankly, many, many different people, many
14 difference institutions, many different
15 resources throughout the country who are
16 already tackling this issue, but on the local
17 level or the regional level. There are
18 examples of success on which we can draw that
19 we can learn from. The idea is to engage
20 those examples, to engage those successes to
21 help build up those examples, to raise them
22 up, to bring some of those efforts to scale,

1 and to bring resources to the federal
2 government to bear on them. There's a couple
3 of components to the initiative one of which
4 is --

5 CHAIRMAN PADRON: Marco, give me
6 just a moment to ask the people sitting in the
7 back, can you hear well?

8 PARTICIPANTS: Yes.

9 CHAIRMAN PADRON: No problem.
10 Okay.

11 MR. DAVIS: Should I bring the mic
12 closer?

13 CHAIRMAN PADRON: That would help.

14 MR. DAVIS: Apologies. This might
15 be better.

16 So there's a couple of components
17 to the initiative, particularly the president
18 in announcing the creation of it. He created
19 a federal interagency task force which is
20 chaired by Broderick Johnson, the new cabinet
21 secretary, and co-chaired by Valerie Jarrett,
22 his senior advisor.

1 The executive director is actually
2 Jim Shelton, the newly confirmed deputy
3 secretary at the U.S. Department of Education.
4 Basically one of the things that he's charged
5 the task force to do is to sort of take an
6 inventory, if you will, across agencies of the
7 federal government to do two things.

8 One is to identify the data that
9 is currently available in the federal
10 government that is currently collected, that
11 can help shed light on these disparities.
12 Things that are already done that we can help
13 consolidate that we can make into a much more
14 digestible form and present to the -- make
15 available to the public so that people can
16 look to hone in and tackle sort of where these
17 disparities are and to find things.

18 One of the things also you should
19 note again is whereas we have discovered that
20 these disparities are particularly significant
21 for young men of color, a lot of the
22 interventions, a lot of the work, a lot of the

1 data sort of points to the fact that whereas
2 they may be starkest for young men of color,
3 they are still pretty stark sometimes for all
4 communities of color, for all low-income
5 communities both rural and urban, and so on.

6 One of the things -- one of the
7 ideas is that by having this systematic
8 approach and looking at and combing through
9 this data and so on, we will also be able to
10 sort of identify a wider variety of
11 disparities and solutions that may benefit
12 young men of color.

13 In particular, are substantially
14 likely to benefit all of the communities
15 affected that are under-resourced, all the
16 communities that are underserved stand to
17 benefit. That's one of the efforts is to pull
18 together data. The other thing is to sort of
19 identify what federal initiatives and efforts
20 are already having an impact in supporting and
21 advancing, again, under-resourced communities.
22 So, again, one of those things -- one of the

1 ways in which that directly points to are the
2 disparities for young men of color.

3 That's what the inter-agency task
4 force is doing. It set a 90-day time table in
5 his presidential memorandum creating the
6 initiative for the agencies to come together
7 with an initial report that they will make to
8 the president at the end of 90 days.

9 Actually, the effort will
10 obviously continue after that and continue to
11 build on that work. Then also, that data is
12 going to be sort of pulled together into a
13 kind of dashboard and to be made available
14 again for the public.

15 At the same time as all of this
16 was being set up in the federal government,
17 there was a parallel effort that is
18 independent but that the president learned
19 about and met with, which were individuals in
20 the philanthropic community. This is a set of
21 foundation leaders who on that same day that
22 the president announced My Brother's Keeper

1 the philanthropic leaders stood up and
2 announced that they had already committed a
3 \$150 million specifically aimed at boys and
4 young men of color and they committed another
5 \$200 million of their resources over the next
6 five years specifically aimed at supporting
7 and benefitting boys and young men of color.

8 They themselves have also set up
9 their own 90-day timeline, where they're
10 working to formalize that infrastructure, that
11 network to be able to begin to move those
12 resources and direct them, again, to the
13 places of greatest need. We anticipate -- we
14 expect that one of the things that may be
15 useful is that by us making the data
16 available, they will be able to be much more
17 strategic and focused on that.

18 I think those are the main
19 highlights I wanted to mention. The only
20 other thing I'd say -- and Jorge can add any
21 pieces I may have neglected to include.

22 One of the reasons we bring this

1 up obviously not because obviously it affects
2 our community, our population, significantly,
3 but also because the initiative has been
4 tapped by Deputy Secretary Shelton by various
5 offices of the administration to really try
6 and help support these efforts, particularly
7 in looking at the Latino community.

8 We, in fact, started laying some
9 of the groundwork ourselves beginning late
10 last fall. We held a round table. You may or
11 may not be familiar with, in January, we
12 brought together 20 thought leaders,
13 practitioners, philanthropy, and researchers
14 in academics who had in some way, shape, or
15 form already been doing some work on this
16 issue of Latino males. Latino males largely
17 in education but not exclusively. It
18 similarly ran the full Cradle to Career gamut,
19 so focusing on everything from early learning
20 through postsecondary completion and
21 employment.

22 We talked with them about sort of

1 the state of affairs for Latino males and so
2 we learned a couple of things, perhaps not
3 surprising, one of which is obviously the
4 data. The data is alarming, but also that
5 there is actually frankly not enough data.
6 There has not been enough analysis yet. Of
7 what data there is, there has not been a
8 number of research and analysis to date on the
9 specifics of the Latino community. Obviously
10 also breaking down among region, among
11 ethnicity, and so on, in order to be able to
12 really pinpoint and identify sort of where
13 disparities exist.

14 Similarly, there hasn't been
15 enough investment or attention to efforts that
16 are successful so we were hearing far more
17 anecdotally, I think, than systematically
18 about programs and efforts and interventions
19 and investments that are succeeding.

20 So we realize that, I think, that
21 is our challenge to really sort of raise up
22 that whole component of the conversation so

1 that there is more data that is analyzed, that
2 is assessed, that is consolidated so that
3 there is more -- there are more programs
4 bought to scale with a strong evidence base so
5 there are more investments in those programs
6 and in those efforts and so on.

7 We'll be having conversations
8 about that. I think we'll look to plan one of
9 our national policy forums as part of our
10 series to be specifically focused on that.
11 But most immediately, over the next couple of
12 months we've partnered with our counterpart
13 initiative, the newest of the White House
14 initiatives, the White House Initiative on
15 Educational Excellence for African Americans.

16 We are going to be doing three
17 round tables, half-day to full-day sessions in
18 conjunction with them in Miami, Florida, in
19 Los Angeles, California, and in Denver,
20 Colorado, specifically sort of bringing the
21 issue of My Brother's Keeper, of practices
22 that are working sort of focusing it.

1 Again, most particularly, as you
2 all know, the initiative strength being to
3 really elevate an issue. To highlight, to
4 bring a spotlight, to bring attention to raise
5 public awareness about this issue so that
6 people know both what the issues and the
7 challenges are, but also what the solutions
8 are. We'll be having these conversations.
9 Obviously as details are finalized, we'll
10 share them with you and make them available to
11 the public so that people can participate.

12 Anything to add?

13 MR. NERI: So something struck me
14 this morning. Sara, you had mentioned a
15 comment about if you are a biology teacher you
16 can be considered a mentor. You said that
17 this morning and that really stuck with me
18 because, again, I grew up on the south side of
19 Chicago in a low-income, single-family
20 household with really high gang rate.

21 As a Latino male, I look at where
22 my life's at and where some of the people I

1 grew up with life is at. I think the
2 difference is, I had a parent who invested in
3 my education, but also teachers and coaches
4 that cared for me.

5 I think you all here have maybe a
6 similar feeling around a teacher that helped
7 impact you in your career. I think there's
8 different resources that you work with now and
9 different groups that you may work with now.
10 It would be important for us to also know
11 that.

12 There is a group, an organization,
13 a good model that you've seen throughout your
14 community, please let us know because we're
15 looking to uplift that. We are looking to
16 make sure that we are taking the best
17 practices.

18 We're not reinventing the wheel.
19 If there's a good program out there, let's
20 figure out how to duplicate it in other areas
21 and let's make sure we're doing all we can to
22 support. When this initiative kicked off, for

1 me it struck home so much in thinking about
2 the community I grew up in.

3 The comment you made, sometimes
4 you don't realize who your mentors are.
5 Sometimes you don't realize that person had as
6 really deep impact in your life, like actually
7 my biology teacher did. Thank you. Just,
8 again, please let us know.

9 The White House Initiative has
10 been extremely helpful with us making sure
11 that we are working closely. We had a call --
12 we had a White House call with Latino
13 stakeholders where they took part, with Marco
14 and Alejandra's leadership as well, making
15 sure that we have a good representation of
16 Latinos within this initiative.

17 MR. DAVIS: The one other thing I
18 would mention where commissioners can be
19 helpful in particular also, again, as leaders
20 is that the -- as I mentioned sort of, the
21 president reached out to leaders across the
22 country and the administration and has gotten

1 some really great response.

2 They are continuing to look to
3 build out that team of leaders who speak out
4 who apply their own leadership, who leverage
5 their own institutions, their own resources,
6 to support this effort. You all, again, if
7 you follow sort of the launch of the event,
8 there were a number of business leaders.

9 There was obviously a good number of
10 philanthropic leaders.

11 We are also interested in making
12 sure that our leaders in the Latino community
13 are aware that they have been invited to also
14 step forward. Sometimes folks may not be
15 aware. Folks may not have thought of the
16 connection. Folks may not realize sort of
17 that there is that invitation, that there is
18 that welcome. It's not something that's pre-
19 packaged that is already set.

20 So to the extent that you all, in
21 your networks and your conversations, come
22 across folks, if there are leaders in the

1 business world, if there are leaders in the
2 philanthropic world who have any interest who
3 would like to plug in, please let us know. We
4 would love to engage them. We would love to
5 include them in this effort and find ways to
6 collaborate with them.

7 As Jorge mentioned, for us a big
8 interest is to make sure that people all
9 understand that the My Brother's Keeper effort
10 is specifically designed, one, first and
11 foremost, really sort of to improve lives for
12 all Americans. And, two, one of the ways to
13 do that is specifically aiming at all young
14 men of color, of all different backgrounds.

15 Obviously the Latino community,
16 just given our sheer numbers, are a
17 significant population of that. One of the
18 ways I think we can demonstrate or really
19 leverage the opportunity is by applying sort
20 of, again, some of our strongest resources to
21 the effort. That would be something also
22 helpful.

1 I know some commissioners have
2 reached out yourselves but also, again,
3 thinking of your own networks and your own
4 contacts who may be able to find creative ways
5 to utilize their institutions of higher ed,
6 their businesses, et cetera. That is
7 something also I think we could build on going
8 beyond the 90-day period.

9 CHAIRMAN PADRON: Any questions?
10 Let's start with -- yes, Darlene.

11 MS. ROBLES: Thank you for that
12 great summary, Marco. I'm wondering -- this
13 is a question for Alejandra. I'm wondering if
14 there is a way to begin the work that -- the
15 work that we're doing now, not begin, is to
16 see how we can provide that next step for this
17 initiative because I think we're focused on
18 that.

19 Everything we're doing on this
20 Commission is about educational excellence for
21 all Latinos and we can target, and we do
22 target, specific groups. But what I don't

1 want to see is -- what I'm hearing, and it may
2 just be my listening, is separate initiatives
3 here and that is a struggle that we always had
4 with fragmentation.

5 Maybe we, as a Commission, can
6 help people see the comprehension and the
7 seamlessness of what our work is because what
8 we're focused on, maybe each subcommittee can
9 then do that Latino boys and part of this
10 initiative.

11 I feel that it was unfortunate
12 that we weren't at that table as well, all the
13 Commissions, particularly the African American
14 and the Latino Commission, given that we're
15 working for this specific population. I don't
16 know how our Commission can be part of that
17 and be more at the table. Maybe not at a
18 policy level, but that we focus on our three
19 goals and objectives in that specific area of
20 Latino boys as well because I don't want to
21 see the fragmentation and have the public see
22 it as separate, when it's really all one goal

1 that we have.

2 MS. CEJA: Thank you. Thank you
3 for your comment, Darlene. I just want to
4 clarify, we are working closely. There are
5 six total White House initiatives. We are
6 working closely with all six to ensure that
7 when we talk about young boys and men of
8 color, that it's inclusive of not just the
9 Latino community but the Native American
10 community, Asian American, Pacific Islander,
11 the faith-based community.

12 We are working closely with the
13 HBCU White House Initiative. For us, this is
14 embedded in our Cradle to Career priorities.
15 It was one of the things that we struggled
16 with when we were coming up with our strategic
17 plan because we wanted to carve out a
18 particular focus on young men and boys of
19 color. You'll see in our strategic plan that
20 what we did, to your point, is ensuring that
21 we're focusing on all of our Latino students.
22 It was a great opportunity when the White

1 House started talking about this particular
2 initiative. We've taken that leadership role
3 to ensure that when they talk about young men
4 and boys of color that the Latino voice is a
5 voice that our initiative is going to help
6 elevate, so I appreciate that comment.

7 MS. ROBLES: And I think public
8 communication is part of that work, so I thank
9 you for that.

10 MS. CEJA: Yes. Absolutely.

11 CHAIRMAN PADRON: Lily.

12 MS. GARCIA: I just wanted to add
13 if you're talking about community partners,
14 business leaders, people who would be
15 interested in this. Coincidentally, because
16 I'm here today, the United Teachers of Dade
17 are going to be meeting with me to discuss
18 some of the work that their local union is
19 doing with ending that school-to-prison
20 pipeline, that they are really focusing on
21 children who all the statistics would say, you
22 know where these kids are going to head if we

1 don't intervene.

2 They're taking it as their
3 personal responsibility to do something as an
4 association of educators. You want to make
5 sure that you have the local and state and, of
6 course, the national education associations as
7 part of that because we have nothing but spare
8 time, of course. As busy as we all are and
9 now with the Common Core and now with all of
10 the millions of things that we are being asked
11 to do, we are still just amazed that we will
12 have local leaders like the United Teachers of
13 Dade who will stand up and say, nobody asked
14 us to do this. We didn't get funding to do
15 this. We just know it's important.

16 And so they are coming to show off
17 to me so that I can share their work with
18 their colleagues around the country. They
19 were excited that the Commission was going to
20 be meeting here in their backyard. So keep
21 the educators in mind, too.

22 MR. DAVIS: Absolutely.

1 CHAIRMAN PADRON: Lisette.

2 MS. NIEVES: Marco, there's a
3 couple things. About four years ago in New
4 York, municipally, we actually put together an
5 African American Male and Latino Task Force
6 and realigned in the city the request for
7 proposal process based on the information we
8 have there. There is enormously deep-rooted
9 data across agencies and New York on that. I
10 can make sure you get that info.

11 MR. DAVIS: Is that the Young
12 Men's Initiative or is that separate?

13 MS. NIEVES: Yes, it is.

14 MR. DAVIS: The White House
15 team --

16 MS. NIEVES: But it started first
17 as the African American and Latino Initiative
18 that then moved into the Young Men's
19 Initiative.

20 MR. DAVIS: So I think the White
21 House team talked to those folks, but I would
22 love to have more info because we certainly

1 could use more of that. Thank you.

2 MS. NIEVES: But one is that we
3 can count on federally, but there is a lot
4 that we can do as commissioners locally and
5 that's where a lot of the funds are aligned.
6 No matter how much we want to do federally,
7 it's not going to compare to what can happen
8 locally with political will.

9 I feel strongly about that. It
10 needs to engage. I would say the second thing
11 on that is that it spearheaded a whole bunch
12 of reports that came out of the community
13 service society.

14 One of those writers of the
15 report, particularly about this crisis, is
16 actually going to be at the Higher Ed
17 Symposium that we'll talk about later as it
18 relates to workforce and higher ed. There is
19 enormous, and I think to support Darlene, that
20 it is for us to create that kind of
21 connection. I don't see how we could ever not
22 create that but a deliberateness around that.

1 I guess I'll end on one thing.
2 When we did look at disconnected young adults
3 in New York we still saw it even with the
4 higher dropout rates of Latino males, it was
5 Latinos who became parents very early that
6 still remained the most disconnected.

7 I just put that there because I
8 know within that, regionally when we dig down,
9 there are some other interesting facts. It's
10 not about one over another. It's about what
11 are the multiple strategies.

12 CHAIRMAN PADRON: Great.
13 Commissioner Fraga.

14 MR. FRAGA: Jorge and Marco, as
15 you understand the current focus in this area,
16 is there an explicit component that focuses on
17 possible development of new policy proposals?

18 One of the frustrations that I
19 think we have had in our work is when we do
20 focus on specific policy proposals and put
21 them out there on the table, they kind of get
22 lost and become part of the expected process

1 of policy. I'm wondering whether to limit the
2 extent to which good ideas get tabled.

3 There is, at this point with
4 regards to My Brother's Keeper, an explicit
5 component that focuses simultaneously on
6 trying to think of what it is that the federal
7 government might be able to do in terms of
8 specific policy proposals in this area.

9 MR. DAVIS: Yes is the short
10 answer.

11 MR. FRAGA: What are those?

12 MR. DAVIS: So I think one of the
13 -- in a way it could be sort of seen as a
14 third component of the charge that the
15 president gave to the agencies is in addition
16 to the data, in addition to looking at the
17 programs that work, it was a charge for the
18 agencies so, again, using sort of the pen and
19 the phone kind of idea rather than the
20 legislative process.

21 The idea was for the agencies to
22 look at their existing policies and practices

1 and the ways in which they might adapt the
2 work that they're doing or the policies or the
3 guidance they put out in ways that could
4 address these gaps and disparities or could
5 mitigate some of the impact.

6 The primary case study, I would
7 say, that is often used, that is often
8 highlighted which I think speaks directly to
9 that is, in fact, on the heels of this issue.
10 Thank you, Lily, for bringing up this school-
11 to-prison pipeline question. As I understand
12 it -- let me see if I have this right.

13 So coalitions of community
14 organizations combine with sort of
15 philanthropies and other folks did research
16 and started to first of all, I think,
17 highlight and really bring attention to this
18 essential school-to-prison pipeline,
19 particularly around school discipline and
20 started to point out disparities.

21 In identifying some of those
22 issues, one, they were able to work and put

1 pressure on local districts and jurisdictions
2 and institutions around school disciplinary
3 practices.

4 Through that work and through that
5 advocacy they were able to engage the U.S.
6 Department of Education's Office of Civil
7 Rights to investigate whether they felt civil
8 rights were being violated around
9 disproportionate impacts.

10 All of which together through that
11 continued pressure -- and I may be missing a
12 point or two. My apologies. But, ultimately,
13 on the backend the result you see is that in
14 January the U.S. Department of Education in
15 combination with the U.S. Department of
16 Justice issued, for the first time ever,
17 federal guidance on school discipline.

18 One, reminding all schools and
19 districts about their obligations under civil
20 rights law to ensure that students' civil
21 rights are not being violated, in terms of the
22 meeting out of disciplinary procedures.

1 But also highlighting and
2 providing guidance about ways to reconsider
3 the way in which schools and district
4 implement school discipline, so pointing out
5 that zero tolerance policies have not been
6 particularly shown to be effective at all.

7 Pointing out other examples of
8 alternative disciplinary practices, sometimes
9 referred to as restorative justice. One
10 example often raised is positive behavioral
11 interventions systems, PBIS. Sort of all of
12 those pieces were comprehensively put
13 together, and that was federal guidance.
14 That is federal policy that was then
15 instituted, not to mention again a
16 prioritization within the Office of Civil
17 Rights in terms of their practice, in terms of
18 investigating these issues.

19 That is arguably a policy change
20 that was brought about, one, as a result of
21 this issue at the federal level that directly
22 speaks to this issue, but also as a result of

1 community mobilization and effort.

2 And so I think the thinking is
3 that something like that would be ideal where
4 people at the local level, practitioners, as
5 well as state and local leaders, are shifting
6 the way they do things that impact these
7 communities, but also that the federal
8 government identifies a way in which it can
9 add to that conversation.

10 It can change what it does. It
11 can change its language and guidance in ways
12 that are more beneficial to the community.
13 That definitely is absolutely part of the
14 vision behind My Brother's Keeper. And so
15 part of it is through the process of
16 collecting this data and so on, and reviewing
17 what there is. Then folks will be charged
18 with trying to look at that in the window that
19 we have. Thank you for bringing that up.

20 MR. FRAGA: Just a quick follow
21 up. As appropriate, and to the extent
22 possible, if you can let us know as soon as

1 possible in the process which agencies are
2 involved, and who the individual appointees,
3 administrators are who are involved.

4 It allows us to maximize our
5 possibility of communicating, or knowing
6 individuals who we may be able to communicate,
7 in addition to all of the outreach work and
8 the hearings and so forth that are occurring.
9 It just helps us be more efficient in trying
10 to influence the thinking of those who have
11 direct responsibility for redesigning policy.

12 MR. DAVIS: One thing I'll tell
13 you, in the short term is that -- and we can
14 share the copy of the presidential memorandum
15 with everyone that was released. It is
16 frankly basically every domestic agency. It's
17 a pretty long list of all the agencies. The
18 task force names the heads of each agency, so
19 it's the secretaries and the administrators
20 who are named.

21 They are designating folks that
22 I'm told the task force team, the task force

1 staff, is collecting and identifying who has
2 been designated within the agencies. As soon
3 as that list is formalized and finalized, we
4 will share that with you all as well to let
5 you know. Personally, I also think, though,
6 I might even -- provocative is probably too
7 strong a word, but I would be encouraging in
8 that I think we can be proactive.

9 There is some a colleague of ours,
10 Rafael Lopez, often mentions that I have
11 really taken to heart, even though I've been
12 in government for a couple of years now, which
13 is we often don't need to -- I at least am
14 learning that I don't need to wait to be
15 asked.

16 One of the things is that I think
17 it could be interesting if you all have
18 contacts already that you might encourage
19 them, if they haven't signed up, if they
20 haven't appointed themselves, if they haven't
21 spoken up about this issue.

22 Again, those are places where I

1 think you have unique leverage, as
2 commissioners, to sort of really encourage
3 them to make sure that their agency is
4 stepping up to the plate so that they are not
5 -- so that they don't fall off the list when
6 it's released. Right?

7 And so making sure that they --
8 again, this is something that I think pretty
9 much all the domestic agencies can play a role
10 in, can contribute to. Again, I think if we
11 work on all levels, I think we can ensure that
12 everyone does actually have a response or an
13 activity as a result of this initiative.

14 CHAIRMAN PADRON: Sylvia?

15 MS. ACEVEDO: Hi there. Thank you
16 very much. I wanted to ask how do we respond
17 to community members who, say, kind of
18 building on Lisette's comments -- have you
19 looked at the numbers for Latinas? The
20 incarceration rate for Latinas is through the
21 roof.

22 Have you looked at teenage

1 pregnancy? But not just that, Latina numbers
2 dwarf the number of African American males.
3 But, when you look at the payscale, not
4 withstanding Latinas having a higher rate
5 going to college and college completion.

6 On the economic income pile,
7 Latinas are absolutely dead last. It's such
8 a big number. Then when you look at how
9 philanthropic dollars are spent across the
10 country, women and girls are incredibly low on
11 the totem pole. When you are looking at
12 funding toward some important initiatives, no
13 question about that, we are working with the
14 community where half of them are saying, and
15 how about us? Where is the national spotlight
16 that helps us?

17 MR. NERI: So there is the White
18 House Council on Women and Girls that was
19 started before My Brother's Keeper Initiative
20 that looks at some of these things and thinks
21 about better ways to approach that community.
22 I also think that all the president's agenda

1 items are going to that, to making sure that
2 women get paid the same amount as male,
3 regardless of them being Latina, regardless of
4 them being African American.

5 Like you said, they're dead last.
6 When you look at the thing, it's that they're
7 dead last as far as people that don't get paid
8 the same. But our administration priorities
9 is all inclusive. When we say we want women
10 to get paid the same, that is including
11 Latinas, that's including African Americans so
12 that addresses of that as well.

13 MS. ACEVEDO: You bring up an
14 interesting point. If there is this
15 initiative on women and girls, and we are
16 looking at this initiative about men and boys
17 and want to make it part of our initiative,
18 why are we not doing the same thing with women
19 and girls?

20 MR. DAVIS: So it's a good
21 question. One of the things that we can do
22 along those same lines, we can look to the

1 council. We can talk to the council to find
2 out ways in which we can plug our efforts more
3 into their activities and find out sort of
4 what they're focused on.

5 MS. ACEVEDO: As an example, I
6 mean, just Patricia's wonderful video would be
7 fantastic for that.

8 MR. DAVIS: Right.

9 MS. ACEVEDO: If you are a contact
10 for this men and boys, who is our contact for
11 the women?

12 MR. DAVIS: Good question.

13 MS. CEJA: We can follow up with
14 that. I mean, I just want to clarify --

15 MS. ACEVEDO: I'll volunteer.

16 MS. CEJA: I want to clarify:
17 there's so many issues in our community. That
18 was the challenge with our strategic plan. We
19 want to be able to elevate the women, and
20 council's leadership on this issue, because,
21 just given our bandwidth, and given all the
22 competing priorities that are going to

1 continue to come to the forefront.

2 We will follow up with you. We
3 can reach out to them to see how we can better
4 align efforts with our Commission and the work
5 that they're doing. In particular, because I
6 know they are focused on Latinas and STEM, we
7 can -- that's within our strategic priority
8 framework, we can coordinate with them on
9 those fronts.

10 MR. DAVIS: The only thing I was
11 going to mention is that, one, we as the
12 initiative, have had some conversations with
13 some of our partners who specifically focus on
14 some of the issues around Latinas,
15 specifically. We've had a couple of meetings
16 now. We will continue to have meetings with
17 the National Campaign to Prevent Teen
18 Pregnancy.

19 They have specifically reached out
20 to us, specifically their Latino division,
21 about ways in which we can amplify and
22 incorporate and promote some of that work that

1 they're doing, because they have some really
2 great data and the pieces. The other thing
3 is, again, the thing that I find interesting
4 is that the component of the data collection
5 and of the promising practices of the federal
6 programs and policies are not going to be
7 exclusive, and that is something that folks
8 should know.

9 Obviously, as the federal government,
10 they will not single out one particular
11 population to the exclusion of any others.
12 Particularly, one of the lenses that they've
13 begun to use is looking at data where
14 disparities exist.

15 As I mentioned, sort of one of the
16 ones that is a cross-cutting issue is economic
17 data. One of the pieces is that, whereas,
18 based on the indicators, whether it be early
19 learning, literacy, school discipline which,
20 again, is another piece where, again, there
21 is, I believe a need for even more data about
22 young women in terms of the disciplinary

1 actions and the impacts, all the way up to
2 college access, postsecondary completion, and
3 employment.

4 The ideas that programs and
5 efforts and investments may benefit young men
6 of color most, given that the gap is widest,
7 but the idea is these efforts will be
8 comprehensive and will be universal, in that
9 all affected folks, all disparities will be
10 addressed by them because the idea is to level
11 the playing field. The idea is to sort of
12 close the gaps across the board. By default
13 these efforts will incorporate populations
14 beyond young men of color.

15 It's just that the young men of
16 color may see the largest growth in some of
17 those places. In some places the young women
18 of color may see the largest growth, because
19 the gaps may be broadest.

20 That is our hope that it really
21 helps to really boost, again, really
22 ultimately the president's vision of providing

1 opportunities and building ladders of
2 opportunity for all individuals.

3 CHAIRMAN PADRON: Commission Gama.

4 MS. GAMA: So one of the things I
5 wanted to add is: I don't know which programs
6 you're looking at, but I know that is one of
7 the three. I don't know if you're looking at
8 community programs, or programs that are
9 housed in higher ed, but I would encourage you
10 also to look at K-12 institutions, because
11 there are a lot of K-12 institutions who do
12 this work.

13 For example, we're just 15 years old.
14 We're not -- we haven't historically been
15 around for a really long time, but we have an
16 entire in-house team that does this, so an
17 alumni team, a staff of five, and that staff
18 will grow as we add more alumni.

19 We've got about 1,500 alumni in,
20 you know, 56 colleges and universities across
21 the nation. Ninety-eight percent are Latino,
22 obviously, based on the region in which we're

1 housed. But I know there are a lot of other
2 districts. HISD and a lot of other charter
3 organizations that are doing this work. So I
4 just encourage you to also look at K-12
5 institutions and what they're doing to support
6 their graduates.

7 MR. DAVIS: We're looking all
8 across the board at all those groups and that
9 is exactly the kind of information we need.
10 We'll certainly follow up with you because
11 what we want to be able to do is to capture
12 what those programs are, where they are, what
13 evidence they have and so on that we can then
14 hold up and share with other folks who may be
15 willing to learn from it, to invest in it, to
16 support it, to adapt it.

17 CHAIRMAN PADRON: Commissioner
18 Abety-Gutierrez.

19 MR. ABETY-GUTIERREZ: Good
20 morning. I wanted -- I know that the White
21 House Office on Social Innovation has put out
22 some funding already related to this issue.

1 You mentioned another \$150, plus another \$200
2 million coming from the philanthropic
3 community. I'm wondering what we could do, as
4 a Commission, to help our communities access
5 information about funding, and where -- if
6 there is some place where that could come
7 together so we can disseminate that to our
8 communities.

9 MR. DAVIS: Certainly. Again, to
10 clarify for the record, this is -- the
11 philanthropic effort is separate, and
12 distinct, and managed wholly by them. What we
13 do anticipate is that when they make that
14 information available, they will share it.
15 They will obviously not just make it available
16 to the public, but they will share it with us.
17 One of the things we can do is definitely get
18 it to you all directly, so that you can share
19 with your groups. Similarly, I think that is
20 one of the reasons we're trying to collect as
21 much information as we can on programs that
22 are out there that are succeeding, that are

1 working because, similarly, we can help
2 disseminate that piece. One of the things
3 that we do, I think, rather well is forward
4 information that's available.

5 When the Philanthropic Executives
6 Alliance and those sort of networks identify
7 whatever their structure is, whatever their
8 funding models are, however they plan to
9 disperse their resources, we can share that,
10 again, with all of you commissioners to share
11 with your networks and, again, with any of the
12 groups that we've identified and heard about,
13 so that they can then go directly to them and
14 try to engage and adapt to that.

15 The other thing that we're finding
16 that I would recommend is that, to the extent
17 that you have ideas and-or ways in which you
18 can assist the programs, one of things we're
19 finding, one of the things we're hearing is a
20 lot of the programs on the ground could use
21 support in building capacity, in terms of
22 being able to sort prove their model in terms

1 of having evidence bases, in terms of
2 accessing or writing competitive proposals for
3 those funding and so on.

4 That is another piece I think our
5 community can benefit greatly from. That is
6 something we're encouraging, to the extent
7 that they choose to take any suggestions from
8 us, we are suggesting that the privacy sector
9 and philanthropic sector consider figuring out
10 ways to add that component, to ensure that
11 they don't simply just fund the best written
12 proposals, but in fact, they look for programs
13 that show the most promise that may need some
14 assistance in terms of getting to the point
15 where they can articulate their case and make
16 their point.

17 MR. INGRAM: And, again, this is
18 -- what is happening right now is that we are
19 in a 90-day review process, so there are a lot
20 of things that they are still setting up. I
21 know for the philanthropic world they are
22 doing the same thing.

1 They are going to hire certain
2 staff. They are going to figure out the best
3 ways to structure how money gets sent out, and
4 where they are going to do it and where they
5 are going to focus.

6 That's why this 90 days, it's like
7 60 now, is going to be really critical to
8 figure out the best ideas and the best folks
9 that you'll have, or that you can point us to,
10 because it's going to help influence what the
11 program looks like, or what the initiative can
12 look like.

13 I just want to make sure that it's
14 clear. It's still in the building phase.
15 It's not those is where you go, this is
16 exactly what we're doing, and this is exactly
17 where we're focusing on. It's still in the
18 review process.

19 CHAIRMAN PADRON: Commissioner
20 Gandara.

21 MS. GANDARA: Adrian, you've had
22 your hand up, haven't you?

1 MR. PEDROZA: Yes. That's okay.

2 MS. GANDARA: Why don't I defer to
3 you first, because I'm seeing you down there.

4 CHAIRMAN PADRON: That's fine.

5 MR. PEDROZA: Very good. Having
6 an interest in the early learning area, how is
7 the initiative working together with the
8 National Responsible Fatherhood Programs?

9 I know they have sort of charted
10 the way in a lot of local communities in
11 working with young fathers throughout the
12 states in partnership with the federal
13 government. How is the collaboration
14 happening between both initiatives?

15 MR. DAVIS: So those are examples
16 of programs that show promise that often are
17 making an impact, so those are some of the
18 ones that are being looked at as promising
19 practices, as successful models, as effective
20 things that can be held up, that can be
21 brought to scale. Those folks have already,
22 I think, provided some input and, again, we

1 are gathering information on those to be able
2 to share, to holdup.

3 I think there is philanthropy that
4 is also focused on that, again, on their end
5 as well as, essentially, investing and scaling
6 it up more. Yes, they've been mentioned.
7 Like you said, they've been leaders in this
8 space for awhile, so folks have reached out to
9 them.

10 MS. GANDARA: So Marco, I want to
11 make a pitch for having a strong research
12 component to this, because data is one thing,
13 programs is another thing, but there is
14 actually quite a lot of research out there, I
15 think, that would be very helpful.

16 One of the things that comes to
17 mind is that this gender split is a phenomenon
18 across all groups, not just Latinos and
19 American Americans. It is a phenomenon across
20 all developed nations. Something is happening
21 much more broadly than just in the Latino and
22 African American community. Of course, these

1 communities are most direly affected, because
2 the gender split is the greatest in these
3 areas. As has been pointed out, for those
4 entire communities the situation is appalling.

5 When you are seeing something like
6 this happen across developed nations and
7 across all groups, it is a bigger issue than
8 just -- I would not want us to focus too much
9 without looking at the broader picture. I
10 would urge you to take a look at the research
11 in this area as well, and have that as an
12 important component of the work that you're
13 doing.

14 MR. DAVIS: Definitely.

15 MS. GANDARA: Let me add just one
16 factoid also to Lisette's comment. Latinas
17 are also more likely than Latinos to feel that
18 they don't belong at school, to have a lack of
19 a sense of belonging. Yet, in spite of that,
20 they are outperforming the male. There is
21 something interesting to be learned from that
22 as well.

1 CHAIRMAN PADRON: Commissioner
2 Melvin.

3 MS. MELVIN: Thank you, Dr.
4 Padron. One, I'm excited to see this focus.
5 I congratulate the president and the White
6 House for this particular spotlight, because
7 it's been something, if you guys see my
8 computer, that we've been working on in
9 California and Los Angeles for a number of
10 years now.

11 In particular, in Los Angeles,
12 under the leadership of Dr. John Daisy at the
13 school district, when you talk about K-12
14 systems, who has a firm belief if you don't
15 measure it, it doesn't get done -- so charged
16 all of his schools to focus, in particular
17 when we talk about some of those key points,
18 on attendance and suspension.

19 For those of you that came out to
20 Los Angeles Manual Arts last week, you heard
21 him talk about a reduction in the number of
22 suspensions in a few years from 60,000 to

1 10,000 suspension events, just by focusing and
2 charging the staff to bring those numbers
3 down.

4 Then also, from the philanthropic
5 side, some of the partners that you guys know
6 nationally, because they have raised their
7 voices nationally after being grounded in Los
8 Angeles with the California endowment and the
9 California Community Foundation, who both have
10 taken on this charge, and locally, just to add
11 some light to it, very similar to what you're
12 talking about, very congruent.

13 It's that early end piece, in
14 terms of knowing that we've got to reach our
15 mothers and fathers and our young people early
16 and get them into a pre-school that's at a
17 third-grade reading level. It's the
18 attendance and suspension pieces and that
19 middle and high school.

20 We know if we can get kids to 10th
21 grade, their likelihood to get to the finish
22 line greatly increases, so that 8th to 10th

1 grade is critical for us. Finally, it's the
2 anti-recidivism, just because -- I think what
3 tends to be very, very detrimental to our
4 young people, the men, once they have
5 interaction with the juvenile justice system.
6 And for females, I point to Patricia and to
7 Dan, as we heard last week at our Integrated
8 Student Services Conference, the troubling
9 trend for our girls is when we become pregnant
10 as teenagers, too young.

11 Knowing in terms of what My
12 Sister's Keeper needs to focus on, it really
13 needs to be on that teen pregnancy. And,
14 Alicia, as you like to remind us, on that STEM
15 piece, the STEAM piece in terms of females and
16 engineering.

17 Lastly, what we've seen at our
18 school sites, it's that mental health
19 component for our young girls in terms of
20 making certain that we provide them the
21 supports and the mentorship and opportunities
22 for them to belong in the mainstream of the

1 school, something that connects them to the
2 educational piece.

3 Lastly, I just want to really get
4 back to the original question that, Darlene,
5 you talked about in terms of making certain
6 that we're not fragmented in this work. I
7 wanted to say that I think that although we're
8 hearing about different elements, whether it's
9 the school climate work, or the boys and men
10 of color work, I think they are all pieces of
11 this college and career and their strategies
12 of it.

13 But it is a good reminder, Dr.
14 Robles, that we need to do a good job as we
15 break up into our groups this afternoon, or
16 we're having conversations about integrated
17 student services, that we need to make certain
18 that we're hitting these key points that the
19 White House has laid out, in terms of some of
20 their initiatives, and see how they fall
21 together so that we are aligned with their
22 effort. Thank you for that reminder.

1 MR. NERI: I think you hit a
2 really important point, that these things are
3 tactics that lead to your overall strategy and
4 your overall goal to advance the Latino
5 community. These specific points that we're
6 working on are going to help in your overall
7 strategy and your overall plan.

8 That is the way that we're looking
9 at it through our agenda as well: what are
10 these things that we can do that is going to
11 help us to our overall goal, and what does
12 that arc look like?

13 CHAIRMAN PADRON: Commissioner
14 Nieves.

15 MS. NIEVES: I think it's really
16 clear that we have to web the narrative. I
17 don't think that's a problem. I do think that
18 is a challenge also for the Commission team in
19 a good way. One perfect example is the great
20 work that you're doing on the changes that are
21 happening with the GED. We know there is
22 disproportionate consumption of African

1 American and Latino males for that, and that
2 change is going to impact hugely the
3 alternative pathways.

4 I guess the last thing we also
5 know, too, is whatever program that you do,
6 when you include a rather and component to it,
7 it doesn't have to be a stand-alone program.
8 What you're doing is linking the disconnected
9 young women with the disconnected young man.
10 We're not in isolation. There's a lot of
11 things that we know about data that we can do
12 better on, but collectively teach each other
13 around this narrative. I don't think it's any
14 one single person's responsibility.

15 CHAIRMAN PADRON: Commissioner
16 Romo.

17 DR. ROMO: Thank you. Getting
18 back to something that Jorge mentioned that,
19 if not for a good mentor, if not for a caring
20 teacher, I probably wouldn't be here. I can
21 attest to that. We are discovering that we
22 have to invest more in college in mentors and

1 tutors and counselors.

2 The success rate is really linked
3 not to the fact that we've got a good smart
4 kid in college, but we've got a good smart kid
5 in college who has never talked about careers
6 and where to go. As smart as they are, they
7 don't know if they want to go to medical
8 school or engineering school.

9 The confusion sometimes, or what
10 am I going to do? means that they stay in
11 school longer. Now, eventually they get out,
12 but it's not four years. In the Hispanic
13 community we have a lot of kids that are not
14 going to graduate, and we get to this
15 conversation in the afternoon.

16 They are not going to do your
17 standard four years and I'm out of here. We
18 have a need. We've identified this particular
19 need. What worries me is what's new in the
20 world. In the high schools now we are
21 encouraging -- well, social media has taken
22 over lots of stuff in schools, but we are also

1 encouraging online courses.

2 We are encouraging and we are
3 supporting and paying for more STEM. If you
4 just only encourage taking more math, more
5 science, and only encourage that you can take
6 some online courses, you don't get those
7 mentors, and you don't get the individuals
8 talking to you that help you in your career
9 planning.

10 Then as I heard Patricia and
11 others talk about the support system needed,
12 because of the sense of belonging. Contrast
13 that with the low expectations that many
14 individuals have towards the community. After
15 all, no one really has ever gone into these
16 programs or do these schools.

17 Why would we expect you, an
18 Hispanic student, therefore, to make it there?
19 Sometimes there is a low expectation to
20 overcome. And common to a lot of Hispanic
21 kids is both low self esteem and lack of self
22 confidence.

1 These kids can do it. Just no one
2 has ever patted them on the back sufficiently
3 to make them feel like they can go forward.
4 If you can solve that, Jorge and Marco, you
5 know, that's going to make my job easier.

6 CHAIRMAN PADRON: Anyone else?
7 Okay. Thank you, gentlemen, for your great
8 information that you have provided us.

9 (Applause.)

10 CHAIRMAN PADRON: We're going to
11 take a very short break right now. Let's be
12 back by 11:00.

13 PARTICIPANT: It is 11:00, isn't
14 it?

15 CHAIRMAN PADRON: It is 11:00. I
16 have a Miami watch. Okay. 11:10.

17 (Whereupon, at 11:00 a.m., the
18 above-entitled matter went off the record
19 until 11:10 a.m.)

20 CHAIRMAN PADRON: We are now going
21 to move to the subcommittee presentations. We
22 are going to start with the Early Learning

1 Subcommittee. I'm going to ask -- as you
2 know, every committee has two co-chairs. In
3 this case it's Sylvia Acevedo and Mo
4 Abety-Gutierrez. I'm going to ask Sylvia to
5 start the discussion.

6 MS. ACEVEDO: Great. Thank you
7 very much. I'm happy that we've also got
8 Adrian and Mo here from our committee. It's
9 fun being in this room, because this is where
10 we had our really successful summit in
11 September so we're still feeling the good
12 feelings from that.

13 Since we had that strong national
14 summit, we are continuing three things from
15 that summit. Then in addition to that
16 focusing on one other thing which is the \$75
17 billion universal preschool bill. Following
18 on the summit the three thing, first,
19 leveraging the partners that are out there and
20 really amplifying their story and really doing
21 that through our partners in the media.

22 We are really excited. One of our

1 committee members, Shakira, has been fantastic
2 about making sure that early childhood is
3 front and center on her topics as well.
4 Leveraging that last week in California, there
5 was an early childhood conference that was
6 very much based on the summit and taking the
7 lead on the importance and amplifying the
8 importance of early childhood learning,
9 economic development.

10 Shakira tweeted before that, even
11 though she was having an album dropping, she
12 tweeted that week and is continuing to tweet
13 the importance of early childhood. In
14 addition to that, working with other media
15 partners like Univision and really being
16 excited. We'll hear more about that later
17 today about Univision's strong push on early
18 childhood learning.

19 Especially teaming up with the
20 Clinton Global Initiative with the Too Small
21 to Fail, Pequeños y Valiosos. We are real
22 excited about that particular opportunity and

1 have already started to see fruit from that in
2 Austin. Univision and CGI teamed up to attend
3 more than 10,000 of our target population so
4 that was fantastic.

5 One aspect of that was the media
6 partnerships. The other aspect is really
7 continuing to promote the importance of the
8 economic value of early childhood and how it
9 helps everyone.

10 Thanks to the initiative team they
11 put up -- and also for Dr. Padron, they put up
12 the conference, the summit up on the website
13 and a lot of people have already gone and
14 looked at James Heckman who is the Nobel Prize
15 winner on early childhood. That has been
16 really successful in continuing to have that
17 message.

18 One of our goals of the summit was
19 to make sure that people understood the
20 importance of economics, and making that
21 linkage. I was really excited because last
22 week in California at the Early Childhood

1 Summit because of our attention on that issue,
2 at our national summit in California they
3 highlighted that. They had an economist there
4 talking about the benefits and the return on
5 investment on early childhood education. To
6 me, I felt like we already had a win.

7 Then the third aspect was really
8 focusing on working with mission readiness and
9 making the connection between our military
10 security on early childhood. Those were the
11 three things from the submit. But then
12 following up we've also met with Health and
13 Human Services because that is such a big part
14 of the early childhood component. And Dr.
15 Libby Gill, who is in charge of the Office of
16 English Acquisition,

17 But one of our key points that we
18 really wanted to focus on is the passage of
19 the universal preschool, and we've been
20 working very closely with Dr. Libby Dogget who
21 has been a tireless champion of that. We are
22 looking in the next six months really focusing

1 on how can we get key legislators to support
2 the universal preschool. As you know, this is
3 an issue that has bipartisan support
4 everywhere but Washington, D.C.

5 Thirteen Republican governors
6 increased their funding of universal
7 preschool. The business community has come
8 out and said this is the best return on our
9 education dollars. The military, police, they
10 have all come up.

11 This is a particular issue that
12 has broad bipartisan support everywhere but in
13 D.C. In the next six months this is something
14 that our Committee is really going to focus
15 on, on how can we meet with key legislators to
16 help them understand the importance of this
17 passage of the \$75 billion for universal
18 preschool and really get community mobilized
19 around that.

20 Then a short-term is how can we
21 help our community, so they can be part of the
22 half a billion dollars that is going to be

1 distributed by March 31st of 2015 to help
2 community partners on early Head Start.

3 That's half a billion dollars.
4 Many times our community partners don't know
5 how to fill out the forms, so one of the
6 things is working with HHS so that we can get
7 our community partners across our key
8 communities to put in grant applications for
9 that money. That's early childhood. Thank
10 you.

11 CHAIRMAN PADRON: Commission
12 Abety-Gutierrez, do you have any comments you
13 would like to add?

14 MR. ABETY-GUTIERREZ: The only
15 thing I would add is an important part of that
16 package is support for the expansion of
17 voluntary home visiting programs and a very
18 important lifting of the quality of childcare.
19 Both important parts of that budget piece in
20 the president's budget.

21 CHAIRMAN PADRON: Okay. Any
22 questions? Comments?

1 Hearing none, we are going to move
2 to the K-12 Subcommittee. As you know, there
3 are two co-chairs for that committee, and it's
4 Dan Cardinali and Commissioner Gandara. Who
5 is going to take it?

6 MR. CARDINALI: I can start, and
7 then I'll ask Patricia to weigh in. First of
8 all, just a huge thank you to the staff for an
9 extraordinary support in putting on last
10 week's policy forum. It was a huge lift and
11 you all were really remarkable to work with.
12 And for the fellow commissioners who put in a
13 lot of effort.

14 A little bit of background. We
15 have two initiatives that we're working on in
16 the subcommittee. One is around target
17 increase in recruitment of Latino teachers.
18 We have a number of things going on there.
19 Patricia and I will tag team on an update on
20 that.

21 Then we have another initiative
22 about raising the importance of integrated

1 student support, particularly for Latino
2 students. The reason behind that are quite
3 clear. First, there is a quick rise in the
4 number of Latino students in K through 12
5 education, and a persistent gap in the
6 frequency of poverty. They are about 50
7 percent more likely to be poor than their
8 white counterparts. And they have a
9 persistently lower graduation rate.

10 We know the prevalence of poverty
11 presents a set of barriers to students that
12 schools often are not set up to manage. Yet,
13 these barrier really are fundamental obstacles
14 to their success. There has been an emerging
15 body of evidence that has demonstrated that
16 when you can mitigate those barriers, you set
17 up young people to be successful.

18 Ideally to have great teachers in
19 the classroom with terrific curriculum and a
20 strong-managed school. So the student support
21 strategy is much about assisting schools and
22 enable students to be available to learning.

1 With that in mind, the Commission
2 partnered with Child Trends. And the
3 Bloomberg Philanthropies along with AT&T
4 funded a ground-breaking study that looked at
5 all of the evidence that there was around
6 actual student support providers. There are
7 nine evidence-based programs in the U.S. that
8 compiled the report and delivered that report
9 at a policy forum last week. I'll talk a
10 little bit more about that.

11 What is important to, I think,
12 this Commission is that instead of starting
13 with a high-falutin report, which was very
14 impressive, we actually went to a school.
15 Veronica Melvin, who leads LA's Promise, had
16 a terrific site visit and stayed for about
17 three hours, that brought in the
18 Superintendent Dezi, and really demonstrated
19 what this work would look like.

20 We had a number of the
21 commissioners there, the White House staff,
22 both on the initiative as well as Rafael Lopez

1 who is in the White House Office of Social
2 Innovation. We took a deep dive from what
3 principles we're seeing about this work and
4 how to integrate student supports into the
5 overall design of a school turnaround. We
6 had about remarkable results that the
7 principal and the community together were able
8 to drive. Increased four-year college
9 matriculation, decrease in discipline, and
10 increased academic achievement for the
11 students.

12 This is an extraordinarily
13 challenged school. The seamlessness with
14 which student supports were integrated into
15 the design of the principal turnaround was
16 really quite remarkable. That grounded the
17 two-day summit. So just, actually, kudos to
18 Veronica for both leading that work and really
19 hosting a phenomenal site visit. It was
20 really a terrific morning.

21 Finished off by just some
22 extraordinary young people telling their story

1 and really challenging us. Primarily we
2 talked about the summit. A young man by the
3 name of Fabio Logos who said to us basically,
4 this has been a really great experience. How
5 do we grow this faster and out into the
6 community? That really staged for us the
7 fundamental question as we turned to the
8 policy summit.

9 The policy summit, forum was a
10 creative artist agency who underwrote the
11 entire forum housed at their offices in Los
12 Angeles. We had about 110 people, I think.
13 A hundred and 20 registered. Probably a 100
14 to 80 at any one time. Full-day summit. It
15 was started with the report of Child Trends.
16 I would commend people to take a look at that.
17 It's really a very fine document.

18 CHAIRMAN PADRON: It is.

19 MR. CARDINALI: It's on their
20 website: Childtrends.org. It really is a
21 compilation of what we know to be effective
22 practice for student supports. It's not

1 exhaustive of the whole body of work around
2 student supports but it is a terrific
3 grounding foundational document.

4 We had a panel discussion with a
5 variety of viewpoints. Dr. Ganad facilitated
6 that and we had a really robust conversation
7 with the participants. We then turned to
8 education leaders who are actually leading
9 systems, or have led systems.

10 We had a number of superintendents
11 and we had folks who are really leading the
12 state school board in Nevada really wrestling
13 with how do you put in context the amount of
14 education reform that is going on or policy
15 and how do you really put student supports in
16 a way that gets appropriate attention. It's
17 not a silver bullet. It is a necessary but
18 not sufficient part of the conversation, but
19 often is treated as a second-class-citizen
20 strategy. That was a robust conversation.

21 We then heard Rafael Lopez from
22 the White House give really a very personal

1 and powerful keynote that linked the work of
2 My Brother's Keeper with the student support
3 strategy, and how critically important it was
4 for him, personally, to be able to have a set
5 of adults who knew what to do to support him
6 through his own academic success.

7 And then turned in the afternoon
8 to how philanthropy could help jumpstart and
9 drive this work. Finished with a kind of
10 townhall engagement of those participants that
11 charged the committee with kind of five
12 strategies for the Commission to come back
13 with and wrestle with. So we are fresh off of
14 that. It ended Thursday afternoon, and I
15 think this afternoon we will try and take a
16 deep dive on where we want to go with those
17 recommendations.

18 Patricia, do you want to add to
19 that and then talk a little bit about the
20 teacher stuff?

21 MS. GANDARA: I think you did a
22 fine job of summarizing so I won't add to

1 that. Simply to say that we think it was very
2 successful and that it will launch significant
3 work, which we are about to roll up our
4 sleeves on.

5 With respect to the K-12, I am
6 really wanting to spend some time this
7 afternoon in our committee talking about,
8 because we have, I think, kind -- we sort of
9 shift back and forth between the integrated
10 services and the teachers.

11 That half of our agenda of our
12 work really has to do with the critical
13 importance of recruiting more Latino and more
14 bilingual teachers into the workforce, because
15 there is now substantial evidence that it
16 makes a difference.

17 That outcomes for Latino kids are,
18 in fact, improved by having a teacher who,
19 one, can communicate with the child's family,
20 and understands the context from which the
21 child is coming. Also can communicate and
22 understand the child in the classroom, both

1 their experience and their language.

2 It's critical that we improve this
3 recruitment so we're going to be talking about
4 that today. Any of those persons in the
5 audience today who has an equally strong
6 interest we invite you to come and talk with
7 us, too.

8 CHAIRMAN PADRON: Great. Thank
9 you so much. Questions? Comments?

10 Okay. We'll move to the last
11 subcommittee report, which is the
12 Postsecondary Subcommittee. That is chaired
13 by Commissioner Nieves and Commissioner Fraga.

14 MR. FRAGA: I'll start out on
15 behalf of the two of us, and there are three
16 of us who will speak, Dr. Padron, on this
17 topic. Building on the work that we did for
18 our first symposium which was held on August
19 the 12th at the University of Southern
20 California that was entitled "Enriching
21 America Through the 21st Century - Enhancing
22 Latino Postsecondary Completion," where we

1 commissioned a set of essays, where we invited
2 respondents that were not just other
3 researchers, but rather by design were also
4 policy advocates.

5 We included also policy advocates
6 and actual practitioners so that you got the
7 interaction between researchers, advocates,
8 and practitioners to be able to come up with
9 policy proposals: in that first symposium we
10 focused on three specific areas: accessing
11 financial aid, increasing academic competence,
12 and empowering Latino families. We were able
13 to come up with our 18 specific policy
14 recommendations, six in each area.

15 Building on that experience we
16 planned a second symposium which, a few
17 minutes ago, I proposed to be entitled --
18 we've got our three specific areas worked out,
19 but we didn't have an actual title for the
20 overall symposium.

21 In a flash of Miami sunlight, I
22 have to say that because I'm from Seattle, and

1 the wisdom that comes with that sunlight, it
2 may be entitled, Postsecondary Access and
3 Completion for All Latinos and Latinas,
4 because of our focus on gender, Latinos and
5 Latinas and American's Future."

6 We have a second symposium that is
7 organized for June 9 and 10 at the City
8 University of New York. We have three
9 specific areas that we are going to focus on
10 and I'll ask my co-chair and fellow member of
11 our higher education subcommittee to talk
12 about what those three areas are, but my
13 co-chair, Lisette Nieves, will talk about some
14 of the specifics regarding the symposium that
15 we already have planned for June 9 and 10.

16 MS. NIEVES: Great. I also wanted
17 to add something. Just as a fellow
18 commissioner I get inspired every time I hear
19 about early learning and K through 12, so I
20 was really excited to hear about the most
21 recent pieces because even though we are
22 creating vertically, we really think

1 horizontally so thank you.

2 A couple of things about the
3 symposium. It will be the 9th and 10th. It
4 will start the afternoon of the 9th. The City
5 University of New York is the host. It will
6 be at the home of Eleanor Roosevelt, a
7 beautiful townhouse in midtown that can host
8 about 100 people. We will be doing three
9 particular themes, we call them. One is higher
10 education and workforce, because we often put
11 those separate. The truth is, how do we make
12 them together. We are very excited about that.

13 We will also have one that is
14 leaning towards -- well, right now looking at
15 the college ranking system, what does that
16 mean and its impact on Latinos. I'll have
17 Sara talk about the community college one.
18 A few things about it. We will be opening
19 with a keynote address by Tony Carnevale from
20 Georgetown, and he'll be talking about his
21 report Separate and Unequal. It's important
22 to think about the pipeline where Latinos go,

1 what are their choices. One thing we can't
2 forget is that unlike in K through 12 we
3 really do have data on the consumption
4 patterns around higher ed, particularly how
5 Latinos consume higher ed. We are very
6 excited about that.

7 I guess the last thing I would say
8 is that what we learned from the last
9 symposium is that we are going to have
10 enormous student voice represented throughout.
11 We will have different student addresses, as
12 well as what we call firestarters, which is
13 just kind of thoughts on particular themes
14 from a student perspective, or a Latino
15 graduate talking about that.

16 Again, not sitting on the panel,
17 because that's going to be based on a lot of
18 the data that's there, but also linking that
19 one more step with who is the consumer, the
20 data, the researcher, and the practitioner.
21 Now I'll turn it over to Sara, who I also call
22 our tri-chair.

1 MS. LUNDQUIST: Thank you. I
2 would like to express appreciation for
3 Assistant Director Marco Davis' stalwart
4 support of our intensive development work over
5 these last few months. We felt that we
6 couldn't go further in our work without
7 dedicating a segment to that open access venue
8 to higher education, the community colleges.
9 So I will be organizing that segment of the
10 convening.

11 Just as Anthony Carnevale's work
12 was cited, I want to call out appreciation for
13 the Century Foundation's report, the work of
14 our chair, in helping to lead, that bridging
15 the higher education divide, which has been
16 Separate but Unequal, taking the Brown v.
17 Board of Education K-12 landmark decision, and
18 applying it to the unequal conditions that the
19 open access segment in the United States
20 presents as a reality today. Framing our
21 segment, we are finalizing writers of the
22 Knowledge essay. They are near final now, as

1 well as responders.

2 We are excited to maintain what we
3 think is a tried and true format of bringing
4 researchers together to encapsulate the
5 knowledge, bringing practitioners together to
6 respond to it, and engaging those colleagues
7 that will be part of the forward momentum that
8 our recommendations will embrace at the
9 conclusion of the symposium.

10 What we'll do in the community
11 college segment is we will take a look at the
12 landscape. We'll take a look at some of the
13 most important driving forces to retain in the
14 community college segment, and will
15 authentically engage the restraining forces
16 that work against Goal 2020.

17 We'll identify some promising
18 practices and strategies for creating those
19 excellent practices as standard practices
20 across the system. Then we'll conclude with
21 a set of high traction action recommendations
22 that will frame the core activities going

1 forward from the symposium which will include
2 but go far beyond dissemination. That
3 concludes my brief summary of where we are
4 now.

5 MS. NIEVES: Luis, can I add one
6 thing? I think one other thing that we want
7 to talk about related or give an update on is
8 the workforce and higher ed. The person who
9 is going to be writing the report is actually
10 going to be putting data together for the
11 first time and looking at the certifications
12 and the degrees that Latinos receive, where do
13 they major in, and then how do they compare to
14 the rest of the population in their income.

15 We've never talked about that, and
16 we've not seen that data collected together so
17 we are really excited that Georgetown is
18 putting that together. They want to host a
19 press release when that comes out as well.

20 We are going to be the anchor
21 location of that data that we've seen in
22 separate pieces but not collectively. I would

1 say that is another exciting win-win that can
2 happen out of the symposium.

3 MR. FRAGA: I just wanted to add
4 that the section on the college university
5 rating system that I am co-chairing with Lily
6 Garcia, our fellow commissioner, is entitled,
7 Can a College University Rating System Serve
8 Latino Students and Families?

9 The logic behind this particular
10 section is the following: a rating system will
11 happen. A rating system is coming. The White
12 House and the Department of Education is very
13 committed to making sure that a rating system
14 will occur.

15 There is a great deal of criticism
16 about the possibility of a rating system,
17 challenges of data acquisition, challenges of
18 applicability. The purpose of our particular
19 subsection is to challenge ourselves to see
20 whether or not we can overcome, if you will,
21 the initial critiques and build something
22 constructive out of a college rating system

1 that can serve Latino students and families.

2 Is it possible to take the
3 accountability components of what a rating
4 system is supposed to provide, holding
5 institutions of higher education responsible
6 for the money that we take from families and
7 from students, and the money that we take from
8 federal taxpayers, can we combine that with a
9 better system of providing information on the
10 value of college and the cost of college to
11 our Latino students and families.

12 That requires us to look at issues
13 related to how Latino students and families
14 gather information on postsecondary education,
15 how they set goals in postsecondary education,
16 building on good work that's already been
17 done, how they understand debt related to
18 postsecondary education, and use, if you will,
19 the consumption focus of Latino students and
20 families' access to higher education
21 opportunities as a way to build the rating
22 system that will serve the way in which Latino

1 students and families actually consume that
2 information.

3 We are hoping to take a much more
4 constructive approach, if you will, than many
5 of the simplistic critiques, valid ones at
6 times, but simplistic critiques that are made
7 that such a system just doesn't work. What
8 impact will it have on Hispanic-serving
9 institutions? What impact will it have on
10 access institutions? All of those are
11 questions that we want to address.

12 Finally, I just want to say that
13 we see our second symposium as having the
14 unique opportunity to collaborate, coincide
15 with the beginning discussions about the
16 reauthorization of the Higher Education Act.
17 So we have been very intentional in talking
18 with folks in the Department of Education
19 about what they see as the agenda for the
20 White House and the Department of Education
21 regarding the reauthorization of the Higher
22 Education Act, so we can align our work in a

1 consistent way with what they are doing and
2 add value to the work that they are doing as
3 well. Thank you, Dr. Padron.

4 CHAIRMAN PADRON: Thank you. Any
5 questions? Yes.

6 MR. ABETY-GUTIERREZ: I would like
7 to add a fourth point to the three points that
8 Sylvia made, regarding what came out of our
9 forum in September.

10 That is the forum served to focus
11 attention on increasing a body of research
12 evidence that, for English language learners
13 in the early years, dual language learning
14 lays the best foundation for school readiness,
15 preparation, and foundation for continued
16 learning and growth.

17 CHAIRMAN PADRON: Yes,
18 Commissioner.

19 MS. GARCIA: That sounds so
20 pretty. I have to put my two cents in
21 whenever anyone talks about rankings and
22 ratings and measurements that give people

1 information, because for the last decade plus
2 we have lived with the K-12 world under No
3 Child Left Untested.

4 And very phony rankings that give
5 us very little information on multiple choice
6 standardized tests telling you everything you
7 could possibly want to know. The only thing
8 that I would love to read into the record ad
9 nauseam is that if we're not going to do this
10 right, we shouldn't do it at all.

11 When you say rankings are coming,
12 I remember people saying, the tests are coming
13 and we just need to get in front of making
14 sure they good tests and that they are used in
15 appropriate ways. A lot of them aren't good
16 tests and they weren't used in appropriate
17 ways and we couldn't stop that tidal wave in
18 the K-12

19 I mean, we had the LA Times
20 listing so-called effective teachers by name
21 on a website simply by their students' test
22 scores. It's all well and good to say let's

1 be positive and make sure they get it right.

2 I find that's easier said than done and good
3 people were just glossed over in that.

4 I know as we've been talking about
5 how are we going to give good consumer
6 information about how colleges and
7 universities are doing in terms of their
8 graduation rates, in terms of college debt, in
9 terms of the income that their graduates make.

10 We know that if those graduates,
11 and especially in Hispanic surveying and
12 historically black colleges and universities,
13 a lot of folks go into social services. We
14 are actively -- as Patricia was saying, how do
15 we recruit more minority teachers? Those
16 teachers are not going to be on the Forbes 500
17 list.

18 We have surprisingly few
19 millionaires within the teaching community.
20 So there have to be better ways than these
21 very simplistic things that people can measure
22 or that are available easily. I shudder and

1 I fear that it will be done wrong. I just --
2 you know, as we look at what can be measured,
3 and we look at something like affordable
4 college and student debt, I think we should be
5 ranking states on their support for their
6 community colleges and higher education.

7 A lot of that student debt is
8 coming -- surprise, surprise -- as your
9 legislature cuts fundings. Then colleges and
10 universities administrators have no choice but
11 to either dramatically cut programs or to
12 shift that to the students.

13 It's not the universities' fault.
14 It's the legislature that is seriously
15 underfunding their own state institutions. If
16 there was any ranking that people really
17 needed to know is what is your state's support
18 for their own state higher education.

19 CHAIRMAN PADRON: Commission Romo.

20 DR. ROMO: Thank you. Let me just
21 follow up on the last part that you said.
22 When the states decide to contribute less to

1 the education of the students -- and they do
2 it at all levels.

3 There was a \$5 or \$6 billion
4 reduction in just K-12 in Texas. When they
5 decide that, it really isn't up to us to
6 really charge students differently. It's
7 really up to the Board of Regions. This is a
8 case in California that impacts hundreds of
9 thousands of students, and it's impacting the
10 case in Texas.

11 The \$10,000 degree for four years
12 is coming, so they say. It's just around the
13 corner. There's no reason why you should pay
14 more than \$10,000 for four years of college.
15 We've already decided you don't need to. With
16 that kind of mandate from the state, well, of
17 course, everybody gets in line and they says,
18 we're just not going to give you the support
19 and resources you need. You'll just have to
20 do without, because you really can provide a
21 cheaper education. So that's the world we live
22 in today. I do think that you said it well.

1 I was at a big accreditation
2 meeting, and the folks that spoke about the
3 ranking systems not a single one were
4 encouraged by it. They had lots of ideas and
5 criticisms. I would like to just -- I think
6 we need to see what the criticism is and then
7 once we analyze that, our job is really to see
8 how it impacts Hispanics and Hispanic-serving
9 institutions.

10 CHAIRMAN PADRON: Thank you Mr.
11 Fraga.

12 MS. GANDARA: I just passed Luis a
13 note, because I co-direct the Civil Rights
14 Project, Proyecto Derechos Civiles, at UCLA
15 and we are currently engaged in this same
16 work. Currently very concerned and distressed
17 at the potential for harming the very
18 institutions that open their arms to our
19 students who have been attending
20 low-performing high schools where they are not
21 being prepared adequately. Yet, we have
22 institutions that come forward and take these

1 students and work with them. We are extremely
2 concerned at the ranking system and the
3 potential for the loss of these institutions
4 and the punishment of institutions for taking
5 students who are not as well prepared.

6 We've seen the damage done by U.S.
7 News and World Report ranking, so that if you
8 just take the students who have high SAT
9 scores and high GPAs, you can get your ranking
10 up and you can look like you're wonderful, but
11 that's not value added.

12 I really hope that we can
13 coordinate our work. I hope that we can have
14 a real open forum in the Commission as well.
15 I'm saying this because I'm going to be in the
16 K-12 committee, and I can't go to your
17 committee, which I regret, because I have a
18 deep interest in the higher ed issues.

19 As Lily points out, many good
20 people behind NCLB thought this could work out
21 well and with good intent we would make it
22 work and it didn't and we know that now. We

1 are just extremely worried that this could be
2 NCLB 2.

3 MR. FRAGA: The motivation for our
4 including this in our symposium is completely
5 aligned with all of the comments that you have
6 just heard. We didn't want for the
7 discussion, and especially a policy-related
8 discourse that occurs regarding a rating
9 system, not to have an explicit opportunity
10 for those interested in Latino students and
11 families to say what their concerns were and
12 to take on the difficult challenge of what it
13 might mean to have such a -- which some folks
14 advise me very strongly and I'm not sure I'm
15 convinced by it -- but say is a rating system,
16 not a ranking system. But ratings usually are
17 followed by rankings, and I'm not sure that
18 the distinction is one that actually makes a
19 difference.

20 We will certainly do everything we
21 can to include the necessary perspectives to
22 consider this particular issue. As someone

1 who has spent his professional career in
2 higher education, I do have to comment,
3 however, that higher education, and especially
4 faculty in higher education, doesn't like any
5 type of rating system that doesn't allow them
6 to be rated or ranked on the top. The focus
7 on accountability, I think, even just the
8 discussion of accountability is very
9 constructive for getting more of us in higher
10 education to be more self-reflective about how
11 we are directly contributing to the completion
12 of college for our students. For too many
13 years we have operated as our health care
14 system has, as a volume-driven system. The
15 more seats filled, the more tuition paid, the
16 more budget we have. With all -- my budget at
17 the University of Washington declined 50
18 percent over four years in terms of state
19 contributions. I well appreciate what the
20 consequences are of state legislators. But
21 coinciding with that has been a hesitation on
22 the part of, I think, too many institutions of

1 higher education. Perhaps not many of our
2 access institutions but certainly research
3 oriented institutions to not worry at all
4 about whether or not we are contributing to
5 completion and for establishing a culture
6 where faculty members are rewarded for not
7 caring about what the completion rates are of
8 their students. We have to have a system that
9 is far more aligned with what I think is
10 likely to best serve our Latino students and
11 families.

12 CHAIRMAN PADRON: Okay. Any other
13 comments?

14 Sylvia.

15 MS. ACEVEDO: Hi. I wanted to ask
16 a question. I'm wondering if your committee
17 has looked at the Ph.D. pipeline? I know,
18 Lisette, you're doing your duty by going and
19 getting your doctorate which is great. In
20 addition to that, I mean, with the huge number
21 of babyboomer professors that are slated to
22 retire in the next decade or two, what kind of

1 efforts are you guys looking at that? How can
2 we amplify the Latinos getting their
3 doctorate?

4 MR. FRAGA: Sure. That's next
5 year. We decided to focus -- given the
6 reauthorization of the Higher Education Act
7 and given the rating system, we decided to
8 focus there. That is something that we have
9 talked about in the past. There are some very
10 troubling trends where if you look at new
11 hires in colleges and universities,
12 particularly in research intensive
13 institutions, the new hires display the same
14 patterns of gender and race that the old
15 patterns had. It's very clear to me that some
16 very intentional efforts are going to be
17 necessary to modify that if the number of
18 retirements is as significant as we expect.
19 Because just the opportunity to hire new
20 people doesn't mean that those who are doing
21 the hiring are going to look for different
22 sorts of people. It takes some very, very

1 difficult work to try to shift that culture of
2 hiring in many of our institutions of higher
3 education.

4 CHAIRMAN PADRON: We have one last
5 comment. Commissioner Nieves.

6 MS. NIEVES: I think also in the
7 discussion of transparency why we chose these
8 particular topics, it was based on also the
9 last meeting, a lot of feedback that we
10 received from people as well. But also
11 oftentimes when speaking about the
12 ranking/rating, whichever way you want to
13 discuss it, is that we forget that there could
14 be meaningful discussions around particular
15 needs that are there. If we are resistant to
16 more transparency but we don't want to look at
17 the fact that young people want to understand
18 the return on investment, and deserve to
19 understand that, and what they will be paid.
20 Right? That's so essential. Then we are
21 missing an opportunity to really explore what
22 workforce and education and higher ed together

1 can do. Right? We're missing that
2 opportunity so that's why we kept it as a
3 separate one. If we always in this discussion
4 subsume community colleges as this is why
5 because community colleges are handling the
6 neediest students so this is where all the
7 Latinos are going disproportionate. What we
8 are doing again is not able to really speak
9 about the ranking system. We really feel
10 strong and that is why we broke them down into
11 three areas so that we could have robust
12 discussions versus it be one topic alone where
13 those are the three things that they talk
14 about together and we don't walk away with
15 really sound policy recommendations. I just
16 wanted to add that because I think it's good
17 to get the context as well.

18 CHAIRMAN PADRON: It's obvious
19 that this is a very hot topic and there are
20 some very strong feelings, including the
21 chairmen have personally very strong feelings
22 on this topic. So I'll make sure it's on my

1 calendar for participation. But the one thing
2 that we all need to agree is that we have
3 nothing to gain by ignoring it. We need to
4 deal with it. We need to address it and we
5 need to come up with some recommendations on
6 it because it will definitely -- something
7 like this will have a significant impact on
8 the students that we are here to represent.
9 I look forward to that discussion. I'm
10 confident with the quality of the two
11 co-chairs of this group that that will be a
12 wonderful discussion that will really benefit
13 all of us.

14 With that, we are going to break
15 now for lunch and we welcome all of you in the
16 public to come back and join us at 1:00. The
17 commissioners are going to move to Building 1.
18 I'll be happy to show you the way if you just
19 follow me. Thank you.

20 (Whereupon, at 11:50 a.m., the
21 above-entitled matter went off the record for
22 lunch until 1:00 p.m.)

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A-F-T-E-R-N-O-O-N S-E-S-S-I-O-N

1:10 p.m.

CHAIRMAN PADRON: We are ready to reconvene the meeting. We have some wonderful presentations today from some good friends who have joined our efforts from the very, very beginning and I must express on behalf of the Commission how grateful we are to Univision, especially to Ivelisse Estrada -- there she is.

(Applause.)

CHAIRMAN PADRON: -- for being such a great partner with the Commission and all the things that you do, and I know will continue to do.

We have three individuals. As I said, Ivelisse Estrada, JoAnn Rullan, and Steven Levine --

Is it Levine or Levine?

MR. LEVINE: Levine.

CHAIRMAN PADRON: Levine. Good -- who are going to make the presentations. I'm

1 sure after we will be able to ask questions
2 and comments.

3 The floor is yours.

4 MS. ESTRADA: Thank you very much.
5 We are truly honored to join you today in this
6 meeting. We are very excited about sharing
7 with you the latest effort campaign from our
8 education initiative.

9 Before moving forward, I would
10 like to introduce some of the members of my
11 team; Steven Levine who is Senior Director of
12 our Empowerment Platform, and JoAnn Rullan who
13 not only is the Director of the Empowerment
14 Platform but she is the person who basically
15 manages the education initiative day to day.
16 She really is the one who does all the work.

17 As you all know, for over 50 years
18 Univision has championed its commitment to
19 serve our community on issues of importance to
20 them, including health, education, and
21 financial literacy, and civic engagement. Our
22 mission is to inform, entertain, and empower

1 our community. So it is important to us not
2 only to inform our community but also to
3 provide them with the resources that they need
4 so that they can take charge of their lives.

5 It's in that vein that in February
6 of 2010 we launched an education initiative
7 originally called Es El Momento to help
8 mobilize our Hispanic community to prepare
9 their children for college. We understand
10 that when the parents of families do not
11 understand how to navigate the educational
12 system, they don't know where the resources
13 are so our role as a media company is to link
14 the community organizations that do such a
15 wonderful job with the resources and link them
16 to the community so we can empower them to do
17 what they have to do for the children to
18 achieve educational excellence.

19 Of course we do it in partnership
20 with international and local organizations
21 including the Commission here. We've been
22 happy to work very closely with Alejandra.

1 To deliver on our commitment to
2 our community, we leverage all our platforms;
3 broadcast media, digital and mobile. We even
4 go beyond the television and radio stations to
5 our community directly, through our outreach
6 events including phone banks and local
7 community educational fairs, and many events
8 in the community where we interact directly
9 with our community.

10 Of course, we couldn't do this
11 without the assistance of our advisory board.
12 We have Veronica who is a member of our
13 advisory board, as well as Alejandra.

14 Because we are a media company,
15 after all, we must make sure that all the
16 information that we provide, the resources are
17 all exactly what we need to -- reliable
18 information, accurate information to make sure
19 that we provide the best information for our
20 community.

21 Through our interactions with our
22 community and through our outreach events, as

1 well as digital properties, we realized early
2 on that early childhood education is one of
3 the critical issues. They are always asking
4 for information on early childhood. We have
5 been covering this issue for the past four
6 years but it was time to do more in-depth,
7 expand our effort in this area. We are very
8 pleased that just recently, a couple of months
9 ago in February we launched a new effort to
10 inform our community on the importance of
11 early childhood education.

12 And for that, let me turn it over
13 to Steven so he can talk a little bit why we
14 did it and how we are doing this.

15 MR. LEVINE: Thank you, Ivelisse.

16 So as everybody in this room knows
17 better than probably anyone else in this
18 country, Hispanic America is a young
19 community. One in four children under five
20 living in the U.S. today is Hispanic.

21 That's why it's critical, I think,
22 for Univision and for Hispanic America and

1 for, frankly, the United States of America to
2 really focus on this young community and make
3 sure that we are providing them with the
4 resources and information they need in order
5 to build a strong foundation for their future.

6 As we've learned over the past
7 years, 85 percent of brain development happens
8 before a child turns three years old and that
9 is before he or she ever sets a foot in a
10 school so it's really critical that parents
11 recognize the critical role that they play
12 truly as our children's first teachers.

13 With Univision's unparalleled
14 relationship with parents in the Hispanic
15 community, I think we have a unique
16 opportunity to focus on informing parents
17 about what they can do in order to ensure that
18 their students and their children are as
19 successful as possible in their academic
20 futures.

21 It turns out that parents have a
22 great deal of power. By speaking to their

1 children more actively from the time they're
2 born until they are three years old these
3 children will have a lasting expanded
4 vocabulary and a foundation for academic
5 success for many years to come.

6 In the '90s the Hart and Risley
7 Study found that by the age of three after
8 hearing 10 million words, a three-year-old
9 child acquired 500 words.

10 Another child that heard 40
11 million words, four times as many, learned a
12 vocabulary that was more than double in size.
13 That gap, that difference in learning at the
14 age of three persisted for years to come. At
15 the age of nine those same children had a
16 demonstrable difference in their academic
17 progress.

18 It's really critical that we
19 inform parents -- as one of the commissioners
20 spoke earlier about the need of home visits in
21 early childhood, it's really critical that we
22 inform our parents about their responsibility

1 of actively engaging with their children on a
2 daily basis, providing them with the brain
3 food in order to really be able to establish
4 a strong foundation for years to come.

5 That's really the crux of our
6 campaign that we launched in February, as
7 Ivelisse mentioned, which is called Pequeños
8 y Valiosos. It's under the Univision Contigo
9 brand in partnership with Too Small to Fail.

10 Since we launched this campaign
11 under our Univision Educacion platform we have
12 introduced public service announcements, news
13 features, digital resources, and local events.
14 As Sylvia mentioned earlier today, we had one
15 in Austin last month with over 10,000 people
16 attending.

17 And so it's really critical that
18 we get this message out there and tell parents
19 in as clear a way as possible that they have
20 a responsibility to be actively interacting
21 with their children from the time they are
22 born.

1 Take a look at this.

2 (Whereupon, a video was played.)

3 MR. LEVINE: That was one PSA that
4 we debuted in February and that's Barbara
5 Bermudo who is the co-host of Primer Impacto
6 which is a very popular news magazine that
7 Univision has daily on the air. We encourage
8 you to watch it. Today at 5:00 p.m. actually
9 she will be announcing new -- a new campaign
10 that JoAnn will be talking about as well under
11 Pequenos y Valiosos.

12 Here is the new PSA that we will
13 begin airing today.

14 (Whereupon, video was played.)

15 MR. LEVINE: As I just said,
16 launching today we are declaring April the
17 Month of Action for our children, Accion por
18 los Ninos. We are introducing a 360 degree
19 campaign that is focusing on mobilizing our
20 parents and making sure -- and our families
21 and making sure that they know about their
22 responsibility and the commitment that we are

1 asking them to make, to actively interact with
2 their children every day.

3 We are asking them to log online,
4 log onto Univisioncontigo.com and take a
5 pledge. The pledge will ask them to dedicate
6 at least 15 minutes every day to uninterrupted
7 interaction with their children.

8 We focused on 15 minutes because
9 under the counsel of our advisory board 15
10 minutes seems to be a good amount of time that
11 we are still able to retain their attention
12 span at such a young age and still deliver the
13 necessary amount of brain fuel, if you will,
14 that they need.

15 With that, JoAnn, my colleague,
16 will tell you more about this initiative.

17 MS. RULLAN: Thank you, Steven.

18 So as Ivelisse mentioned, and
19 Steven, we began implementation in February
20 but this month we are declaring April as
21 Taking Action for Your Children. We are
22 putting a spotlight on this effort through the

1 different platforms that we have.

2 As you can see, we have on air,
3 online, on the phone, on the ground the public
4 service announcements began today. You just
5 saw one, the 15-second one, out of six that
6 will be shown throughout the month. This
7 morning in Despierta America, our morning
8 show, we started the campaign, the effort,
9 launching information on what we were going to
10 do throughout the month.

11 As Steven mentioned, this
12 afternoon Barbara Bermudo will be showing the
13 parents how to actually do the pledge online.
14 We are all very committed to making sure the
15 message goes out.

16 On the ground we will be having
17 fairs in different cities including Dallas,
18 Los Angeles, Phoenix, and so on. That is
19 something we are looking forward to during the
20 month. We are doing that in collaboration
21 with local organizations and national
22 organizations that are supporting the effort.

1 The goal is actually to connect
2 with the parents either online or at the local
3 fairs, or through television, but to create a
4 relationship with them. So when they take the
5 pledge, we are actually giving them tips on a
6 monthly basis on how to interact with their
7 children. That is very important for us to
8 continue that relationship once we connect
9 with the parents.

10 As an example, the results we've
11 had during this past month the PSAs have had
12 over 40 million impressions on air so that
13 means that there has been 40 million -- the
14 message has been seen 40 million times on the
15 air. The same with online and social media.

16 We were able to gather the data
17 and we have 70 million impressions online and
18 social media. We are just getting started.
19 That was not even putting the spotlight on the
20 campaign so this month we are looking forward
21 to huge impressions and results.

22 We are asking all our partners and

1 organizations to join the movement and help us
2 take action for our children. The Accion por
3 los Ninos month will be the whole month from
4 April 1st to April 30th.

5 The pledge will be available in
6 different Univision digital properties. It
7 will be on Univisioncontigo.com, Univision
8 Educacion, local websites, and so on just to
9 make sure that we provide as much venues as
10 possible to our parents to reach the pledge
11 and make that commitment.

12 Basically that's it. Thank you
13 very much for this opportunity and we are open
14 for questions if any of the commissioners have
15 any questions for us.

16 CHAIRMAN PADRON: Questions or
17 comments?

18 MS. ACEVEDO: Well, as chair of
19 the Early Childhood Subcommittee I want to
20 applaud you and thank you for this great work.
21 That's fantastic because we know that
22 population -- I mean, they don't necessarily

1 have a watch on their arm.

2 They look at Univision to see what
3 time it is so they really see Univision as
4 their Google, their trusted partner. So by
5 you putting together such an extensive
6 campaign, that's going to make a real
7 difference so I really applaud you. Thank
8 you.

9 MS. RULLAN: Thank you.

10 CHAIRMAN PADRON: Commissioner
11 Fraga.

12 MR. FRAGA: What are the plans to
13 assess its impact? In particular, do you have
14 any plans to partner with local schools or
15 school districts to be able to -- track isn't
16 the right word but to gauge how students are
17 doing in school or interacting in the --
18 something of that sort based upon whether or
19 not their parent had signed the pledge and
20 this seems to be a new commitment for them.

21 MS. RULLAN: As part of our
22 overall efforts for 2014, we are going to

1 strengthen our relationship with local school
2 districts. As a matter of fact, last Friday
3 we had a meeting just to create the strategy
4 for that so we definitely have that in our
5 plans.

6 The local stations do have a very
7 good relationship with the local school
8 districts. So it's just a matter of creating
9 a national strategy so that we can strengthen
10 that relationship.

11 CHAIRMAN PADRON: Yes,
12 Commissioner Nieves.

13 MS. NIEVES: Hi. I haven't been
14 able to look at the web-based piece but is
15 there an opportunity for parents to actually
16 upload a video of what it looks like, their
17 kind of individual time with their children
18 that is a model for others?

19 I understand the catch is
20 definitely getting a public figure but the
21 sustainability of it is parents learning from
22 other parents. Is there a strategy around

1 that?

2 MR. LEVINE: That's a great
3 question. This month we are encouraging
4 parents to upload photos and videos --
5 brilliant idea -- to show how they are
6 spending their 15 minutes.

7 Through programs like Primer
8 Impacto and Despierta America we are having
9 segments virtually right about how those
10 interactions have a direct impact and what
11 kind of interactions are important.

12 It's not sufficient, if you will,
13 to sort of sit next to your child and pass him
14 or her an iPad, for instance. It's critical
15 that you look in their eyes and you actively
16 interact with them by reading or talking or
17 singing. That's really the message that we're
18 focused on.

19 MS. ESTRADA: Given that we know
20 how much they work and how long hours,
21 sometimes people having two and three jobs,
22 what we would like to encourage them is to

1 engage with their children in daily
2 activities. So you don't have to invent the
3 wheel.

4 You just have to engage.
5 Sometimes, you know, we just think, "The baby
6 is not talking back." But it's important that
7 they understand that this engagement and
8 nurturing goes a long way. Sometimes I get
9 angry when people say that Latino parents
10 don't care.

11 It's just that sometimes we don't
12 know what we don't know. We keep our children
13 fed and safe but now we need to take that next
14 step and we hope not only with our campaign
15 but the engagement of all our partners it's
16 going to be a great opportunity to spread the
17 word. I think it's very important that we all
18 work together.

19 CHAIRMAN PADRON: Go ahead,
20 please.

21 MS. LUNDQUIST: Yes. I wonder,
22 building on Commissioner Fraga's question, the

1 monthly tips that you'll be creating for
2 online could become a very rich venue for
3 feedback in terms of how about a tip for us.
4 Has it been helpful?

5 Have you been able to engage at
6 least since you obviously are gathering e-mail
7 addresses to push back out those monthly tips
8 to interested parents. That would be one
9 early metric that you could gather that you
10 could perhaps extrapolate further early
11 results from.

12 It's very exciting and I want to
13 applaud the multi-modal element. I think the
14 four quadrants are very, very powerful and the
15 reach is terrific.

16 But I think when you say 70
17 million exposures, everybody is going to be
18 excited to see, that translates into how many
19 more minutes with young -- with infants and
20 toddlers over the course of this launch year.

21 CHAIRMAN PADRON: Commissioner
22 Gandara.

1 MS. GANDARA: I'm wondering how
2 you counteract a very pervasive thing. Not
3 here in Miami. Miami is the island but the
4 rest of the country where the parents get very
5 early the message that if you are going to
6 read to your children, you read to them in
7 English even though the parents don't speak
8 English. Counteracting that message
9 because we know that if they do it in Spanish,
10 it's going to be equally good if not better.
11 Probably better. And also how it is that we
12 get the appropriate reading materials into the
13 hands of young parents.

14 MS. RULLAN: So actually part of
15 our messaging right now is about feeling
16 comfortable, speaking to your child in
17 Spanish, in your native language, and
18 explaining how the skills that you develop are
19 transferrable to the English language.

20 So that's part of our message. As
21 a matter of fact, we are also creating --
22 producing a special which will air April 26.

1 We are talking about bilingualism.

2 MS. GANDARA: Very good. And what
3 about the material --

4 CHAIRMAN PADRON: Commissioner
5 Melvin.

6 MS. GANDARA: Just following up,
7 Eduardo.

8 The materials because many of the
9 parents aren't going to have good materials
10 for reading with their children.

11 MR. LEVINE: So as far as reading
12 we have a strong partnership with First Book,
13 that is an organization that provides books to
14 families, particularly in the early childhood
15 sphere. Through many of these community
16 events we'll be distributing thousands of
17 books throughout this year.

18 In addition, as part of the
19 resources that we have online, there will be
20 some areas to access children's reading
21 stories that are available for download as
22 well. So sort of through that -- through both

1 of those channels I think we'll be getting
2 hopefully some great reading material.

3 But, in addition, I think it's
4 really critical that parents understand that
5 reading is not the only mode of interaction
6 and that simply telling stories to their
7 children is equally as beneficial to their
8 vocabulary development and brain development
9 for the future as well.

10 MS. ESTRADA: And this is
11 something that we have been doing since we
12 launched the campaign. In all our local
13 educational fairs we make a point of getting
14 books from different donors.

15 Sometimes you even have to buy
16 them to give away books because I think it's
17 important that the children understand that
18 books -- you know, maybe having sometimes
19 their first book.

20 Like in Los Angeles, Education
21 Fair we had about 50,000 people show up. We
22 gave away 7,000 books. It's an effort that we

1 are trying to collectively with our partners
2 to be able to expand on these efforts.

3 Like Steven was saying, to empower
4 parents we always tell them -- you know,
5 Latinos, we are story tellers. You are always
6 telling a story about something or the other
7 so you don't have to have -- you can create
8 your own stories.

9 I think in a way culturally it's
10 important that we tell stories about our
11 countries of origin, our legends, our heros.
12 We have that bilingual bicultural community
13 that we are striving to nurture.

14 CHAIRMAN PADRON: Commissioner
15 Melvin.

16 MS. MELVIN: Sure. First, as a
17 member of your Advisory Board, I always have
18 to salute Univision and the three of you and
19 your other colleagues who are so amazing and
20 so committed to the issue of many different
21 social justice and equity issues around health
22 or civic engagement, but particularly around

1 education that has been so impressive, to
2 seeing what they've accomplished with the
3 education campaign that has won a number of
4 awards and they are very humble about it.
5 Their commitment is pretty spectacular so I
6 thank you for that.

7 Second, I just wanted to say that
8 last week we were out at a site visit at our
9 school hosting many of the people around this
10 table. I think it was you, Marybelle, who
11 asked one of the students, "How best do we
12 communicate with you and how best do we
13 communicate with your parents?"

14 They echoed what you guys know but
15 it was great to hear it which is when it comes
16 to our parents, it's all about Spanish
17 language news, and when it comes to us it's
18 about social media. I know that you guys are
19 working on those two fronts.

20
21 They really have a platform and a
22 position to outreach at a level that none of

1 us do in our individual campaigns but it's
2 amazing that you're connecting that to all of
3 us and the work of your many partner
4 organizations.

5
6 Patricia, they are doing a good
7 job of getting out in these community fairs.
8 If you guys are interested in hosting a
9 community fair in your region if it doesn't
10 have one, just talk to any of the three of
11 them.

12 I know that we're spreading those
13 fairs. In particular, university and college
14 settings make great hosts for that, Dr. Padron
15 and Dr. Romo.

16 CHAIRMAN PADRON: We have done our
17 share.

18 MS. MELVIN: But I know the CSU
19 system. I was recently talking to them in
20 California and they said that they have signed
21 up for more so it's a good setting for those
22 fairs.

1 I just want to be able to say that
2 our ability to connect to share the messages
3 of what we're doing here on the White House
4 Commission and what you guys are doing is
5 super important and will be able to reach a
6 broader scope of parents both by what we do
7 locally, what we're doing on the policy front,
8 and what they're learning in the news and
9 media so thank you.

10 CHAIRMAN PADRON: Commissioner
11 Pedroza.

12 MR. PEDROZA: Yes. Thank you. I
13 also sit on the Early Learning Subcommittee so
14 thank you for these important efforts.

15 A couple questions. One, will
16 there be a charge to your local affiliates to
17 also dedicate some air time to some of the
18 local initiatives so local communities can be
19 connected to some of the local programs that
20 are happening?

21 The second question is can we get
22 an early childhood specific novela dedicated?

1 MS. ESTRADA: We did talk about
2 that last Friday. Tune in. We definitely --
3 I mean, it's our whole company. We leverage
4 all our platforms behind this and we have from
5 the beginning with Univision Radio.

6 You can't forget radio. Radio is
7 very important. It's also so immediate. We
8 handle Teresa Vey who dedicates a segment of
9 her program to education with open mic.
10 People call in with their questions.

11 It's radio and our local
12 television stations that tailor the campaign
13 and implement it with their own local adviser,
14 with their own local organizations. You think
15 global, you act local.

16 I mean, this is where our
17 community really trust. I mean, we have the
18 Jorge Ramos and Barbara. But locally our news
19 anchors are just as popular. We want them to
20 engage so it's a commitment that cuts across
21 all platforms.

22

1 I supervise all the community
2 radio managers across the company and they are
3 all very, very committed individuals to the
4 local community. I am very proud and blessed
5 to work with this great group.

6 CHAIRMAN PADRON: Commissioner
7 Abella.

8 MS. ABELLA: So I have a follow-on
9 question about measures of success of the
10 program and measures of impact. In
11 particular, have you thought about or have you
12 put together a plan for figuring out if the
13 people who are taking the pledges are already
14 people who are doing things with their
15 children already and this is just going above
16 and beyond what they are already doing versus
17 comparing it to people who hadn't thought
18 about it before and now are doing it and who
19 had not before.

20 Is there a way for you to
21 distinguish that because in my mind that
22 second one, the latter one, has the biggest

1 impact. It means you have actually really had
2 an impact.

3 MR. LEVINE: Absolutely. It's a
4 great question. A couple points. I regret
5 that I haven't been able to address this yet
6 but the reason why we are even implementing a
7 pledge is to ensure that we have some metrics
8 to go back to.

9 As you can imagine, it is not easy
10 to measure, if you will, what parents do in
11 the privacy of their own homes on a daily
12 basis. Right? We are looking for some proxy
13 metrics in order to determine what impact this
14 campaign is having.

15 Therefore, we have introduced this
16 concept of a pledge. Through that,
17 Commissioner, we are actually looking at our
18 audience data to determine which programs and
19 which shows are most popular among parents of
20 small children.

21 We are working with the producers
22 of those programs to introduce this message

1 either through a segment or ensure that our
2 PSAs are airing certainly throughout those
3 programs across all of our networks.

4 Some folks may not be following
5 Univision as closely as we do but Univision
6 has not only two broadcast networks, but we
7 now have 16 cable networks in addition to all
8 of our local affiliates across the country.

9 There is a profound opportunity
10 here to segment the Hispanic community in a
11 way that I don't think any other organization
12 really can and identify the key target areas
13 and the key target markets that this message
14 would resonate within.

15 And so we are working with our
16 partner to ensure that we are able to
17 implement the campaign and introduce
18 benchmarks throughout the campaign so that we
19 can measure both the folks who are taking the
20 pledge and the folks who don't take the
21 pledge, but to have an understanding of what
22 messages they're seeing through their favorite

1 programming in addition to hosting in the
2 future both surveys and focus groups in
3 different communities to ensure that the
4 message is having an impact.

5 MS. ESTRADA: And we have also --
6 let me add to that that for the general
7 campaign we have done -- working with Aspen
8 Institute to do a formal evaluation of the
9 campaign and that has been very, very -- it
10 was great for us to see because in media
11 campaign how do you measure impact?

12 Working with our local community
13 organizations has been really key in helping
14 us measure and tracking that impact. As well
15 now we are working also with the Annenberg
16 School of Communication at USC.

17 We are trying to -- this is new
18 ground. I think it's exciting because we are
19 trying to really see how we're doing. It
20 helps us, too, to see what works, what doesn't
21 work, and how can we improve on our effort.

22 CHAIRMAN PADRON: Great.

1 Commissioner Ramas -- Romo. I'm
2 sorry.

3 DR. ROMO: Gracias.

4 Thank you for your presentation
5 and what you all are doing is really
6 extraordinary. It strikes me, it took us a
7 long time to figure this out and that is that
8 we test individuals. The SAT took 50 years to
9 figure it out that the words and the
10 vocabulary words they were using were just
11 ridiculous words that no one ever saw.

12 They had no clue, everybody was
13 just guessing on the vocabulary. Now they
14 changed it so now you have these words that
15 actually appear to be familiar to them. One,
16 we have these tests that were so important
17 and, two, we have people indicating that if
18 you come from a low-income family, you are
19 going to be in the 10 million words category.

20 Now, this is just what I read in
21 the New York Times. I'm not saying -- they
22 didn't really care about Hispanics or not.

1 They said if you come from a low-income
2 family, you are in that lower group.

3 If you're in that middle-class
4 family, you're in that other high group of
5 about 40 million words. I don't know exactly
6 why but just to let you know that is the way
7 it plays out. Instantly we have most
8 Hispanics are in that category.

9 Lots of them in many states. So
10 instantly we have a group going through the
11 whole process. Intelligent kids but they will
12 not have a sufficient amount of vocabulary
13 words to compete with the other kids. So we
14 have these universities who are handing out
15 scholarships based on who gets the highest SAT
16 score.

17 It does happen. So thank you for
18 going around and talking about how we have to
19 change that behavior. Learning and reading is
20 too important to just leave to the educators.
21 It's got to be everybody's business. If it's
22 parents' business, it's got to be the media

1 business. It's got to be a whole bunch of
2 other folks contributing.

3 I have a four-year-old grandchild.
4 You were talking about these novelas. She's
5 gone to see Frozen four times. She'll go see
6 it another four if somebody volunteers to take
7 her. I think I'm next. This is the power of
8 media and there will be a lot of vocabulary
9 words.

10 Of course, she's also reading the
11 books connected to that and there's a lot of
12 reading going on with her parents. I think
13 there are just so many different places you
14 have to strike.

15 What's disturbing, of course, is
16 that we didn't strike early enough and, as a
17 consequence, the last 10, 20 years we've had
18 all these kids with, "My SAT score is only
19 950." "Oh, well, you're not smart enough to
20 go to college or be at that big school."
21 That's really hurt us in time. We just can't
22 continue to allow that to happen. ACT has

1 been adjusting for some years.

2 MS. ESTRADA: Many of these
3 organizations have approached us about
4 partnering with us on these efforts which we
5 are extremely excited. We also tell our
6 community or inform them about opportunities
7 in their communities like with the libraries,
8 even though those libraries are closing.

9 Many libraries have reading
10 sessions so let the parent know of these
11 sessions and they can take their child. There
12 are so many ways. Sometimes you just don't
13 know what you don't know, right? It's about
14 working together to identify all these
15 opportunities so we can bring the message to
16 our community.

17 CHAIRMAN PADRON: Thank you. Any
18 other comments or questions? If not, on
19 behalf of the Commission, let me thank you for
20 being here today. But, most importantly, for
21 the work that you're doing.

22 (Applause.)

1 MS. ESTRADA: Thank you. Just for
2 a 15-second add-on, don't forget to tune in on
3 April 26th for the special on early childhood
4 education. This afternoon when you go back at
5 5:00 watch Barbara Bermudo doing her little
6 show and tell. Gracias.

7 CHAIRMAN PADRON: Okay. Thank
8 you.

9 We now come to the time that is
10 very important for all those commissioners.
11 We are going to have the breakout discussions.
12 I want to ask Alejandra to direct us where to
13 go.

14 MS. CEJA: Yes. We are going to
15 be moving over next door in 3209. Each
16 Subcommittee chair will have a staff member
17 from the team to help take notes. Marybelle,
18 Marco, Manuel, and myself will be involved in
19 your session.

20 So if we can make our way over and
21 the public is welcome to join us. We do
22 encourage you to join us in these discussions.

1 We will be cutting the break short so that we
2 can come back and report.

3 We do have several commissioners
4 that will be taking flights back so we want to
5 make sure that they are also present here for
6 the report-out session. The staff will make
7 their rounds to make sure that we can
8 reconvene back here for the report-outs.

9 CHAIRMAN PADRON: If there is no
10 objection -- if there is no objection, I think
11 we can do away with the break and report
12 immediately after the session. That way no
13 commissioner will have to miss the discussion.
14 Is that okay?

15 MS. CEJA: Perfect.

16 CHAIRMAN PADRON: Okay. Let's go.

17 (Whereupon, at 1:45 p.m., the
18 above-entitled matter went off the record
19 until 3:15 p.m.)

20 CHAIRMAN PADRON: Okay. Let's
21 reconvene.

22 This is the report now of the

1 Early Learning Subcommittee, to be presented
2 by Mr. Abety-Gutierrez.

3 MR. ABETY-GUTIERREZ: We really
4 tried to focus in our subcommittee on our
5 strategic plan which called for increased
6 communication, outreach and engagement,
7 building partnerships with other
8 organizations, highlighting bright spots to
9 demonstrate evidence-based practice in what's
10 working across the country, and how we could
11 inform educational policy.

12 We talked about the opportunity
13 coming up in San Antonio to promote universal
14 pre-K and how the efforts in San Antonio and
15 in New York, the development of the Children's
16 Trust here in Miami as local efforts to
17 advance school readiness and comprehensive
18 early care and education.

19 We talked about reaching out to
20 traditional organizations that work in this
21 space, the Children's Defense Fund, the
22 National Organization for the Education of

1 Young Children. But also reaching out to
2 organizations that are involved legislatively.

3 And we talked about the fine line
4 between advocacy and education on one side,
5 and lobbying and not crossing from one over to
6 the next. And yet having as a real need to
7 look at and develop a legislative agenda as
8 relates to the issues that are of concern to
9 us, which will be before Congress and that are
10 before Congress now. There is a Strong Start
11 bill which has already both Democratic and
12 Republican support.

13 So we're looking to create and to
14 build an early learning fact sheet that we can
15 disseminate to Hispanics and to others to
16 support the \$75 billion that's in the
17 President's budget for early learning. But
18 also the one-half billion dollars that is
19 going to be put out for the expansion of Head
20 Start and Early Head Start.

21 So we talked about working with
22 NALEO and La Raza and the National Hispanic

1 Caucus, QUAD, and others to come up with a
2 shared legislative agenda that supports the
3 things that we support that the administration
4 supports. And doing it in a way that doesn't
5 get us into trouble with what we can do and
6 cannot do.

7 We left with the understanding
8 that we would discuss this further with staff
9 and receive further guidance on how we go
10 about that political work.

11 CHAIRMAN PADRON: Thank you very
12 much.

13 We're going to move to the next
14 subcommittee report. I understand that's
15 going to be presented by Commissioner Gandara.
16 That's the K-12 Subcommittee.

17 MS. GANDARA: I'm Commissioner
18 Gandara with the able assistance of Alejandra
19 to make sure that we cover this.

20 The K-12 Subcommittee has two
21 major goals. One is working in the area of
22 Integrated Student Services, Integrated

1 Student Supports is what I think it's being
2 called now.

3 Dan gave a short synopsis of what
4 happened last week, last Thursday. We
5 continued that discussion a bit in our
6 subcommittee about next steps.

7 I think that there is -- actually
8 any of my Committee members here can also
9 chime in. I think that there is a fair
10 consensus that we need to stop the
11 fragmentation of feeling, of believing that
12 health services and other kinds of basic
13 services for kids are somehow separate from
14 educational and pedagogical services, and that
15 these belong in different domains.

16 We need to bring them together
17 around the healthy development of children, of
18 young people, of youth. And it needs to be
19 everybody's responsibility to ensure that
20 children arrive at school with their basic
21 needs met.

22 We're trying to figure out how to

1 move this ball both politically and
2 substantively in the sense that we believe
3 that we need measures. We need to be able to
4 say that there are certain indicators that
5 must be dealt with if we're going to conclude
6 that these children are ready to learn.

7 So we'll be continuing to work in
8 this area around trying to determine what
9 those indicators might be, how we would
10 measure them and how we would incorporate
11 them, you know, aspirationally even within
12 ESEA whenever that day comes that we get a
13 re-authorization. But certainly looking for
14 the places to insert this.

15 Dan has joined us.

16 Am I doing okay, Dan? Anything
17 else you want to add to that?

18 MR. CARDINALI: No. That's about
19 all.

20 MS. GANDARA: Okay. Any other --
21 we're okay? All right.

22 The second major goal of the

1 Committee is to facilitate the development and
2 inclusion of more Latino teachers, more
3 teachers from the Latino community, and more
4 teachers who are bilingual and are committed
5 to serving this community.

6 There are three prongs to this
7 effort, the first being a campaign to recruit
8 more teachers from this community. Because we
9 not only believe but we have significant
10 evidence that it makes a difference for the
11 outcomes of kids if they're able to have a
12 teacher who comes from their community who
13 represents a college education and a position
14 of authority as a teacher does for them.

15 We've been working somewhat
16 furtively with Teach.org. Alejandra is going
17 to be getting back to them to see how we can
18 align our efforts more.

19 Alejandra, do you want to say
20 anything about that?

21 MS. CEJA: Yes. We've been
22 working closely with our partners with

1 Teach.org.

2 One of the things I mentioned in
3 our breakout group was that they are looking
4 for recommendations for partners to help
5 elevate their outreach and agenda.

6 In particular they're looking for
7 HSI campuses to make those connections with
8 HSI presidents. They are going to be focused
9 heavily on the marketing and outreach on the
10 importance of, you know, the teaching
11 profession.

12 Our initiative will be working
13 closely with media partners to see if we can
14 elevate through PSAs, through the media
15 outreach the value and importance of
16 recruiting more Latinos into the teaching
17 profession.

18 So we are working closely with
19 them. We will continue to kind of push them
20 in terms of making sure that there is more
21 visibility for the Latino community and the
22 teaching profession. So any recommendations

1 that you all would have, we welcome them.

2 MS. GANDARA: The second prong or
3 the second aspect of the teacher work has to
4 do with teacher recognition, and identifying
5 outstanding individuals who are doing this
6 work and using them as models in recruitment.

7 The Committee's general feeling I
8 believe was that we should continue to do this
9 work but we need to scale it up to have a
10 higher impact. We discussed several
11 possibilities including People Magazine,
12 People en Espanol using the media more
13 effectively. We will continue to look at
14 that.

15 The third is to facilitate. So
16 the third prong -- the first is to recruit and
17 make aware, the second is to recognize and
18 model, and then the third is to actually
19 facilitate this.

20 That looks like things like
21 forgivable loans.

22 Guido Minaya who joined us also

1 made a wonderful observation that there are
2 districts that are looking for these bilingual
3 teachers and these Latino teachers. If we
4 could do something along the lines of
5 connecting districts who are looking for these
6 folks and could effectively guarantee a job,
7 that often times is a very good incentive for
8 pursuing something.

9 I will finally end our report with
10 we also had the participation of Arnhilda
11 Badia, who urged us to consider doing
12 something around promoting the State Seal of
13 Biliteracy at a national level.

14 And highlighting and spotlighting
15 the importance of dual-language programs for
16 our community and for all communities really.
17 Because the outcomes for these programs tend
18 to be so superior to other forms of educating
19 kids, particularly Latino kids. So we will be
20 weaving this in.

21 CHAIRMAN PADRON: Thank you very
22 much.

1 Next we're going to be hearing
2 from the Postsecondary Subcommittee.
3 Commissioner Fraga will report.

4 MR. FRAGA: Sure. Thank you very
5 much, Chairman Padron.

6 We are going to continue our focus
7 on putting together for June 9 and 10 our
8 second symposium. We're focusing in three
9 areas in that symposium.

10 As I said before very briefly, a
11 college university rating system where we're
12 specifically addressing the question of can a
13 college university rating system serve Latino
14 students and families.

15 Second, looking at postsecondary
16 education and workforce development where
17 we're asking the question, what can we learn
18 from the most innovative approaches that link
19 postsecondary education and job
20 placement/workforce development more broadly,
21 and expanding opportunities for students given
22 the variety of paths that students may take in

1 integrating themselves into the workforce.

2 Third, the community college
3 completion agenda where among the questions
4 we'll be examining are, what are the exemplary
5 models of financing student support and
6 academic guidance that lead to high rates of
7 completion.

8 From our meeting we asked for
9 commentary on these three items. We received
10 the comment that it was very important that we
11 include the situation of DACA students and
12 prospective DACA students as we consider all
13 of these three areas.

14 We also were given the
15 recommendation and heard a very constructive
16 comment on the need to integrate K through 12
17 in all of our thinking and all of our work.

18 I thank you, Commissioner Robles,
19 for reminding us of that. I think we try to
20 do that. But we certainly understand the
21 linkages and the importance of looking at K
22 through 12 and including K through 12 in all

1 of our thinking.

2 We received a specific
3 recommendation that we consider the way in
4 which major systems where many students, for
5 example, attend a community college, major
6 system such as in California, Texas, and New
7 York, that we understand what the specific
8 nature is of those systems and the challenges
9 that they confront as a way of better
10 understanding how to have an impact on the
11 largest number of students with that type of,
12 if you will, regional and state focus.

13 We also received a comment that it
14 was important for us to understand, which I
15 think we do, that workforce integration and
16 development has to be understood at all of its
17 distinct levels of technical competence and
18 formal degreeing, if you will.

19 That is, it's not just a question
20 of a four-year college degree, engineers.
21 When one thinks about workforce development
22 it's also about all of the technical jobs that

1 may be available that don't require a
2 four-year degree. And having a very complex
3 and integrated understanding of all of these
4 different dimensions simultaneously.

5 And then you won't be surprised to
6 hear we continued to have a very spirited
7 discussion about the nature of a college
8 university rating system.

9 CHAIRMAN PADRON: Done?

10 MR. FRAGA: Done.

11 CHAIRMAN PADRON: Thank you very
12 much.

13 Let me thank all the members of
14 the various subcommittees for wonderful
15 reports. There's no question that we have a
16 lot of work ahead of us. So with that, that
17 will become part of the record.

18 We're going to move now to public
19 comment. Let me say that anyone interested in
20 making public comment will be limited to three
21 minutes. If you happened to bring any written
22 information, it will be appreciated and will

1 be made part of the record.

2 We will make with the help of
3 staff the microphone over there available for
4 anyone interested in public comment.

5 MS. GARCIA: Chairman Padron?
6 Aqui.

7 CHAIRMAN PADRON: Yes.

8 MS. GARCIA: I would like to
9 introduce someone who would like to be
10 making --

11 CHAIRMAN PADRON: I was hoping you
12 would do that.

13 MS. GARCIA: Because I'm so proud
14 that the United Teachers of Dade are in the
15 house. We have a very special team.
16 President Fredrick Ingram is the first
17 African-American president in this great union
18 and his Secretary/Treasurer Karla
19 Hernandez-Mats is the first Latina.

20 We are thrilled at the work that
21 they're doing. When they found out that the
22 Commission was going to be here they brought

1 their whole team.

2 They're working so hard with
3 Executive Director Jose Diaz on the Florida
4 Dream work, as well as with Marco on ending
5 the school-to-prison pipeline that's
6 devastating so many of our communities. But
7 you have some real activists.

8 And several people on this
9 Commission, Fredrick, this morning, they
10 didn't know they were asking for your phone
11 number. But they kept saying, "Who else can
12 we get on our side," as we were talking about
13 the business communities, higher education,
14 and parents.

15 I used you as an example of the
16 local associations that really are saying,
17 "This is our work and we're stepping up for
18 our kids." So everyone will want your phone
19 number when this is all over.

20 MR. INGRAM: Thank you very much.
21 Thank you so much for inviting us and allowing
22 me a few moments to share.

1 I have to welcome the Commission.
2 But I have to say hello to two of my very good
3 friends, Mr. Modesto Abety-Gutierrez who has
4 done some fine work in Miami Dade County for
5 much longer than I have probably been alive.
6 So I appreciate that.

7 MR. Abety-Gutierrez: Are you
8 calling me old?

9 MR. INGRAM: No, sir. Not today.

10 I also want to say to the great
11 President, Chairman. He wears so many hats in
12 our community. Dr. Padron, who is my friend,
13 my mentor, a colleague of mine in this
14 business of education. He has done it right
15 for so many years

16 As you can see Miami Dade College
17 is a sprawling university system. I have been
18 in Miami all of my life and have seen the
19 footprints of his work all over Miami Dade
20 County, inclusive of my mother who is a
21 58-year-old graduate of Miami Dade College
22 which I'm really, really proud of. So I thank

1 him for that when I see him.

2 I want to take a moment just to
3 thank the National Education Association, Ms.
4 Lily Eskelsen Garcia who is, you know,
5 somebody who I have looked up to for many,
6 many years. She has been the strength in our
7 association and I thank her for what she's
8 done. She has inspired persons like me to
9 aspire to leadership in our association
10 through education and teaching.

11 I also want to introduce my
12 colleague, Karla Hernandez-Mats who is an
13 educator, a 10-year educator here in Miami
14 Dade County. She is the first Latina to hold
15 an office in the United Teachers of Dade.

16 As you know, United Teachers of
17 Dade represents 23,000 teachers in Miami Dade
18 County Public School System. In that 23,000
19 teachers we have north of 70 percent Hispanic
20 teachers in Miami. We also service 340,000
21 students. Sixty percent of those students are
22 of Hispanic origin.

1 So I want to tell you as a
2 Commission if there is a pilot, if there is a
3 model, if there is a capstone that you're
4 looking for, Miami Dade County is it. We
5 service from pre-K through higher education
6 and we're doing it right. We are servicing
7 all of our students.

8 We are helping through our
9 association, through DACA and through the work
10 of the NEA, through the Dreamers program.
11 Because we believe that every student, every
12 student has the right to be educated.

13 Every student pursuant to our
14 Constitution says that you can do this because
15 we are America, and we're better than the
16 world because we provide this quality
17 education to everyone.

18 So through the work of the NEA,
19 we're really proud to step in front of the
20 argument to educate every single child that
21 lives in the shores of the United States of
22 America.

1 We've also delved into the
2 school-to-prison pipeline because it's really
3 important that we show our students the way.
4 Our students through education can provide for
5 themselves, can do all of the things that you
6 all were talking about. And every single day
7 we have hardworking teachers that are doing
8 that exact work.

9 We've also partnered to do
10 something, you know, that some people would
11 call maybe haphazard. But we actually do a
12 program through NEA called Cat in the Hat. We
13 read, Read Across America. That's what we do.
14 We've done it for so many years here in Miami
15 and we're glad to do that. We service our
16 students through books, through teaching,
17 through collaborations.

18 The collaboration is not only
19 through inner teaching but as we progress
20 through the educational pendulum. We go from
21 pre-K all the way through the higher ed, all
22 the way through Miami Dade College.

1 So whatever we can do here in
2 Miami Dade County, whatever we can do to serve
3 as a model because I think that we're getting
4 it right here. We're not perfect but we're
5 moving in the right direction.

6 And so many states and so many
7 cities can look to Miami and the work that
8 we've done in the past five years to say that
9 we can educate African-Americans, we can
10 educate Hispanics. We can do it through
11 public school systems. We can do it through
12 public school teachers who really, really care
13 about our students.

14 And we need to raise the elevation
15 of our teachers. We need to raise the
16 standards. We need to raise the respect
17 level. We need to raise whatever we can do to
18 those folks who we entrust with our children
19 every single day.

20 And when we raise the profile of
21 those folks who educate our kids every day,
22 and when we raise the profile of our children

1 and we as a community and a country say that
2 you will be educated here, we will all be
3 better for it.

4 So thank you very much. United
5 Teachers of Dade stands with you as a partner
6 through the National Education Association.

7 Dr. Eskelsen Garcia, thank you so
8 much.

9 Dr. Padron, my friend, Mr.
10 Abety-Gutierrez, thank you so much for being
11 here.

12 I thank all of you for coming to
13 this magic city of Miami because we're doing
14 wonderful work here. We're doing wonderful
15 work that we want to use as a launching pad
16 for the country. And we can do it.

17 I'm going to ask my good colleague
18 here to come on up and say just a few words.

19 Thank you so much.

20 MS. HERNANDEZ-MATS: Good
21 afternoon. My name is Karla Hernandez-Mats
22 and I'm very proud to be the first Latina

1 officer for United Teachers of Dade.

2 I want to say that I'm very
3 fortunate. I feel very privileged that Miami
4 was chosen to have this initiative take place.
5 I'm looking forward to, as my colleague said,
6 help in any way. I'm here - para servir.
7 Thank you.

8 MR. DIAZ: Hello. My name is Jose
9 Diaz. I'm a proud graduate of Miami Dade
10 College.

11 I want to thank this Commission
12 for all of the wonderful work that it's doing
13 in helping our Hispanic youth obtain a college
14 education and excel academically.

15 I want to also thank the NEA for
16 the support it has given undocumented students
17 and helping them obtain DACA.

18 For me personally it's a special
19 fight that I'm involved with. Because the
20 same way Miami Dade College gave me the
21 opportunity to have a college education, I
22 want to give back through the work of FL Dream

1 to help those undocumented youth apply for
2 DACA and obtain an education as well, a
3 college education here in South Florida.

4 So thank you. Thank you, Dr.
5 Padron. I thank this college for all the
6 wonderful things it does for undocumented
7 students.

8 We're excited in working with the
9 United Teachers of Dade and getting the
10 educators in the public school system involved
11 to try to spread that information and help
12 those students access higher education.

13 Thank you for your time.

14 MS. GANDARA: What did you study
15 here at Miami Dade University?

16 MR. DIAZ: Business
17 administration.

18 MS. GANDARA: Are you putting that
19 to work now?

20 MR. DIAZ: Yes. Indeed, indeed.
21 A lot of the skills that I picked up in Miami
22 Dade Community College, I've applied them to

1 making business systems work with the program
2 we're having within training individuals that
3 we work with.

4 We actually work with the service
5 learning students here at Miami Dade College.
6 They volunteer through their class curriculum
7 to help undocumented youth apply for this
8 program.

9 So we're very excited. And we're
10 very grateful for all the wonderful programs
11 Miami Dade College does, not just in the
12 classroom but outside the classroom as well to
13 get their students exposure to real world
14 activities.

15 MS. GANDARA: Thank you.

16 MR. DIAZ: Thank you.

17 MR. MCCLENDON: Good afternoon.

18 First of all, I want to thank you for having
19 this type of dialogue.

20 The second thing is I wanted to
21 think of this from where I was raised. I was
22 raised in Venezuela. And I thought that

1 before we criticize the system we need to look
2 at what other systems have. In the United
3 States we have a great system. A lot of times
4 we keep beating ourselves down.

5 But I wanted to leave you with one
6 thought or a couple of thoughts, and then
7 maybe a plausible solution.

8 First of all, you've got to have
9 more people like me at the table. Let me tell
10 you why. I'm the CFO of Tarrant County
11 College. It's a community college in Texas.
12 It has 400 things. If it's not in the budget,
13 it's not going to happen.

14 We need to have finance. These
15 are great ideas that I think the whole
16 Commission brings forward. But if we don't
17 finance these ideas, they're not going to
18 happen.

19 I wanted to give you a look at it
20 as an economist. I'm a Chicago economist.
21 They tell me I'm being balanced out because
22 I'm getting a doctorate at Vanderbilt and it's

1 two different philosophies.

2 But I want to talk as the
3 economist now. The Hispanic market in the
4 United States, a lot people don't know it's a
5 trillion dollar market. However if you look
6 at the numbers of the educational level of our
7 people, only 3 percent to 4 percent have
8 doctorates, maybe 7 percent have Masters, 20
9 percent have a college degree.

10 If you look at the economics what
11 that means is that people with a high school
12 degree will make maybe half a million dollars
13 in their lifetime, people with a college
14 degree will make \$2-3 million, people with a
15 Masters will make up to \$5 million, and people
16 with a doctorate can make substantially more.

17 If in 10 years we change that, we
18 can make the Hispanic market go from \$1
19 trillion to \$2 trillion. So if you look at
20 the economics there's no other place.

21 But I want you to look at it from
22 a human side. I had the opportunity as an

1 internship to go to Huntsville Prison in
2 Texas. I actually saw where a lot of Latino
3 and African-American males end.

4 I wanted to give you a couple of
5 numbers that is a startling reality. It costs
6 about \$37,000 to have an inmate in the Texas
7 prison system. If you multiply that by two,
8 it's \$70,000 because he or she is normally
9 supporting a family. So we're taking \$70,000
10 to take a life that has a lot of challenges.

11 When they leave that prison system
12 there's two things. One, we try to educate
13 them there. It's the wrong place. We should
14 have educated them at the start.

15 The second thing, there's about a
16 30 percent recidivism. I'm sorry, I can't
17 pronounce that. But what that means is that
18 70 percent of the people in prison will return
19 to prison.

20 So how do we solve this problem?
21 I really in my heart believe that every one of
22 the institutions, the high schools, the

1 elementaries, the community colleges, and the
2 colleges want our students to succeed. But
3 for some reason we have to maybe put that all
4 together.

5 So some of the thoughts that I
6 thought I would recommend is that we need a
7 holistic view.

8 In Tarrant County what we are
9 trying to do is we're inviting the Chamber of
10 Commerce. We're inviting the city mayors.
11 We're bringing the county judges. We're
12 bringing business, we're bringing the
13 community colleges, and we're bringing the
14 four-year institutions to have some type of
15 conversation.

16 I think if some of these groups
17 just like that could reach out to those
18 stakeholders and show them the differences,
19 and take out the partisan politics -- because
20 this is really about people, it's not about
21 who it is -- I think we could do a great
22 thing.

1 I encourage you to continue to do
2 that. These are great conversations. I'm
3 very proud to be here. Thank you for your
4 great work.

5 CHAIRMAN PADRON: Mr. McClendon,
6 before you go will you say your name for the
7 record please, your name?

8 MR. MCCLENDON: My name is Mark
9 McClendon. I know it's not a really
10 Venezuelan name but I get that from my mother.

11 CHAIRMAN PADRON: Thank you very
12 much.

13 MR. LANDIN: Good afternoon. My
14 name is Rogelio Landin, President of
15 Performance Ed. I am a provider of numerous
16 products and services to districts and
17 schools.

18 By that I have committed the last
19 10 years of my life building business around
20 policy. As my friend says, if it's not in the
21 budget it's not going to get covered.
22 However, if it's not grounded in policy it's

1 never going to find its way in the budget.

2 So to Commissioner Fraga's earlier
3 point on policy, here's a couple of takeaways.
4 Three minutes isn't a lot of time. I really
5 would love to have an extended conversation on
6 a lot of these topics with you but let's get
7 to the point.

8 My Brother's Keeper issue, I just
9 finished four months helping shape the plan in
10 Michigan for our Young Men of Promise program
11 and our Closing the Achievement Gap. A couple
12 of things that came out of that that I began
13 to have some discussions with in speaking with
14 Marco.

15 We all know that the problem with
16 programs like My Brother's Keeper is they're
17 a great idea but they're voluntary, have
18 different frameworks, and really are unfunded
19 mandates in terms of trying to get people to
20 move.

21 Again with the budgetary issue,
22 what is going to move superintendents in

1 districts and school boards to reallocate
2 resources to these kinds of initiatives?
3 There needs to be an incentive.

4 Advanced Ed does the
5 accreditation. I have met with the state
6 director in Michigan. Long story short, they
7 are willing to consider two things that came
8 out of our Achievement Gap-Critical Friends
9 Workgroup as policy additions in the
10 accreditation process.

11 This is one way I think that we
12 can incentivize movement in this direction by
13 superintendents and school boards, is to add
14 as optional criteria in the accreditation
15 process cultural comprehensive professional
16 development training for teachers as part of
17 an overall comprehensive strategy and movement
18 on minority male achievement under the
19 President's initiative now and in terms of it
20 being in focus.

21 Advanced Ed in Michigan said they
22 were willing to look at it. We have a meeting

1 in July.

2 I would put it to the Commission.
3 It's something I believe that you can take to
4 the administration and Arnie Duncan and say,
5 "Let's have a national conversation with the
6 accreditation folks."

7 Advanced Ed is huge. They accredit
8 everybody, 70 countries around the world.

9 So this is something that I think
10 could be a beginning to incentivize
11 superintendents, to seek extra credit if you
12 will in their accreditation process, and get
13 them to reallocate or at least consider
14 movement in these two areas.

15 Title 1, Dr. Chism had a
16 presentation that -- again long story short,
17 I think one of the things that we have an
18 opportunity to do in terms of a policy
19 recommendation is insist that every school
20 district with over 50 percent minority
21 population and school lunch eligible students
22 must submit their Title 1 plan by -- I'm

1 sorry, Dr. Robles, what is it, July 1, June 1
2 when you have to have your Title 1 plan in?

3 MS. ROBLES: October 1.

4 MR. LANDIN: Well, okay. But
5 there's an earlier date that you can submit to
6 get your money sooner.

7 MS. ROBLES: July 1.

8 MR. LANDIN: July 1, okay. That
9 every district over 50 percent minority and
10 school lunch eligible must submit their plan
11 by July 1.

12 Because if not, by the time that
13 money actually finds its way to the student
14 and the interventions, the programs, the
15 materials, and the technology are purchased
16 the school year is three-quarters over and the
17 advantage of those funds which are supposed to
18 be an equalizer is lost.

19 But anyway, that's a second thing
20 I think we can support.

21 Regarding the round tables in
22 Miami and Denver, you have model programs on

1 suspension/expulsion and restorative justice
2 in Broward County and in Denver. Take the
3 opportunity to invite those folks in and talk
4 about those things. They are great
5 initiatives.

6 I wanted to touch on early
7 childhood development. I just served as
8 Chairman of the Board for Matrix Human
9 Services in Detroit. We were the largest
10 grantee in the research pilot on prenatal-to-5
11 for National Head Start in the country.

12 We can take some particular pride
13 in that because all of that came out of Yvette
14 Sanchez Fuentes' administration in terms of
15 developing those concepts and the community
16 partnerships.

17 The point of that is, Detroit will
18 be instrumental in shaping a large part of the
19 research that comes out. And the program that
20 we have largely mirrors the national
21 demographic that essentially in five years
22 will mean that most of your Head Start

1 children, over 50 percent, will be of Hispanic
2 origin.

3 Our program in Detroit is 66-67
4 percent Hispanic right now. So the
5 significance of that is there. I just wanted
6 to share that with you.

7 I wanted to touch on supportive
8 services. We'll get to that later. I'll
9 follow up.

10 Career workforce, Hillsborough
11 County right here in Florida is doing a
12 fantastic job on career in voc/tech ed. If
13 you're not familiar with it, take a look at
14 it.

15 What they've done is they've
16 mirrored a state economic development strategy
17 of industry world clusters. They've aligned
18 their career in voc/tech efforts with the
19 gross clusters of the economy of that state.

20 We do it in Michigan. It's a
21 natural follow-up to do that in the schools.
22 Just an idea, something you might want to

1 promote.

2 Numerous other things time doesn't
3 permit. Thank you for the opportunity and the
4 privilege of being before you today. Keep up
5 the good work. Consider me a partner. You'll
6 see more of me in the future and call on me if
7 I can be of any service whatsoever.

8 Thank you, Dr. Padron.

9 CHAIRMAN PADRON: Thank you.
10 Thank you very much.

11 Anybody else presenting public
12 comment today?

13 If not, I'm going to close the
14 public comment section of the meeting.

15 Before I adjourn the meeting, I
16 would like to ask the Commissioners if there
17 are any other comments that will be pertinent
18 at this point?

19 Hearing none, the meeting is
20 adjourned. Thank you so much, everyone.

21 (Whereupon, at 3:50 p.m. the
22 meeting was adjourned.)

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C E R T I F I C A T E

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In the matter of: 2014 Spring Public Meeting
Plenary Session

Before: Educational Excellence for Hispanics

Date: 04-01-14

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