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MEETING OF PRESIDENT'S ADVISORY COMMISSION
ON EDUCATIONAL EXCELLENCE FOR HISPANICS

Wednesday, December 11, 2013

10:00 a.m.

Consumer Financial Protection Bureau

Auditorium

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

2 MS. CEJA: I want to thank all of you
3 for coming this morning. My name is Alejandra
4 Ceja. I'm the Executive Director of the White
5 House Initiative on Educational Excellence for
6 Hispanics.

7 We are going to officially commence with
8 today's President's Advisory Commission.

9 I would like to introduce Delicia Hand -
10 - she is the Staff Director for the Consumer
11 Advisory Board and Council -- to provide us with
12 some opening welcome remarks. Delicia?

13 MS. HAND: Hi. Good morning, everyone.
14 Can you hear me?

15 (Several negative responses.)

16 Is this better?

17 (Several negative responses.)

18 So I will just try to enunciate and speak loudly.

19 Good morning. On behalf of the Consumer
20 Financial Protection Bureau, I would like to
21 welcome you all, leadership and staff, of the
22 Department of Education, and of course members of

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1 the President's Advisory Commission on Educational
2 Excellence for Hispanics.

3 Welcome to the Bureau today. It is my
4 distinct honor and pleasure to welcome you on
5 behalf of Director Cordray, who could not be with
6 me today and could not welcome you. So it's my
7 pleasure to be here.

8 FEMALE SPEAKER: Hello? Hello?

9 MS. CEJA: For those of you on the line,
10 can you please mute your phones for now? We are
11 going to get started with the official roll call
12 in a few minutes. Thank you.

13 FEMALE SPEAKER: Thank you.

14 MS. HAND: That sounds very familiar to
15 me actually. At the Bureau, I manage a variety of
16 advisory groups, of which I have four. So I work
17 with a number of external stakeholders who are
18 part of formal advisory bodies who help us make
19 the best policy decisions here at the Bureau. So
20 a lot of times we work with others who join us
21 remotely via conference call. So that sounds very
22 familiar.

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1 I just wanted to share a little bit
2 about what we do here at the Bureau, particularly
3 some of what we think has been some of our more
4 successful work to date, which particularly has
5 been our partnerships with the Department of
6 Education.

7 For those of you who are not very
8 familiar with the Bureau, we were birthed out of
9 the financial crisis, specifically through the
10 Dodd-Frank Financial Reform and Consumer
11 Protection Act, which was passed in 2010. In the
12 Act, Congress called for the organization of a
13 Consumer Financial Protection Bureau, which
14 essentially gathered new authority, so it
15 authorized new authority to regulate and supervise
16 financial institutions that were previously
17 unregulated, but also gathered consumer protection
18 authority that existed and other federal financial
19 regulators into the new Consumer Financial
20 Protection Bureau.

21 And so we have been open since July of
22 2011 -- we opened our doors. And one of our first

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1 partnerships, which I am proud to talk about,
2 started with the Department of Education. At the
3 Bureau, we act as a normal federal regulator. We
4 have oversight for a number of different consumer
5 financial marketplaces. We regulate mortgages, we
6 regulate credit cards, deposit accounts, consumer
7 checking.

8 We also regulate other financial
9 products, like lending. We have new authority to
10 regulate payday lending, debt collection, for
11 example, and, most relevant, the student loan
12 market. This is a new area of authority and
13 oversight for the Bureau that we are deeply
14 engaged in, and we started first through some
15 partnerships with the Department of Education.

16 In recent years leading to -- or leading
17 from the crisis, there were a number of reforms to
18 help students with financial products and
19 services. For example, universities and colleges
20 can no longer get paid to promote certain
21 financial incentives to lenders of student loans.
22 And universities and colleges have to disclose if

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1 they are benefitting by promoting certain credit
2 card companies. And while these reforms have
3 helped to protect students, they do not apply to
4 other products marketed in partnership with
5 schools, such as debit card and checking accounts,
6 and so there is much more to be done.

7 And at the Bureau we realize we share
8 similar goals as the Department of Education to
9 our own mission, which is to ensure that all
10 populations can access consumer financial products
11 in a healthy educational marketplace. And one of
12 those products is student loans, which are so key
13 to helping students across the country access
14 higher education.

15 So through our Office of Students in
16 particular, the Bureau has worked with the
17 Department of Education to address the needs of
18 special population students in particular, but
19 also to engage to ensure that low to moderate
20 income communities and communities of color also
21 are pulled up and also have access to financial
22 products.

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1 We recognize, for example, that Hispanic
2 communities were among the hardest hit in the
3 financial crisis. A 2011 Pew Research Institute
4 study demonstrated that Latino families were among
5 the hardest hit, particularly in the mortgage
6 market, but definitely in the student loan space.

7 So in partnership with our friends, we
8 have done a number of initiatives. We have, for
9 example, developed a financial aid shopping sheet,
10 which helps to promote transparency in the
11 financial -- student financial disclosures. It's
12 the kind of tool that a number of participants in
13 the higher ed decision-making process can
14 participate. So parents can use the shopping
15 sheet, students can use the shopping sheet,
16 teachers can use the shopping sheet.

17 And we partnered with the Department to
18 ensure that students can better understand the
19 amounts of grants and scholarships they would
20 receive from a given institution, and the amount
21 of loans an institution recommends a student take
22 out in order to cover the costs, out-of-pocket

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1 costs of higher education.

2 In February this year we released a
3 request for information to learn more about how
4 students, after they leave higher education, are
5 managing and coping with debt. And we heard
6 consistently that students all across the country,
7 new graduates all across the country, are
8 struggling to manage debt.

9 And so while there has been a lot of
10 discussion and we focus a bit on folks who are
11 trying to enter financial education, we also focus
12 on graduates who are entering into the workplace,
13 who are becoming consumers or want to become
14 consumers of mortgages, cars, et cetera.

15 And so another initiative we worked with
16 the Department on was working with employers to
17 take a pledge to support a new graduate, support
18 employees, and we call it our pledge for public
19 service. And this we hope will help tackle
20 student debt.

21 We have been encouraging employers to
22 sign up our pledge, and it asks organizations to

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1 talk to their employees about their options for
2 student loan forgiveness, to help them prove that
3 working for a public organization can also bring
4 them return and can help them manage their debt.
5 And we also ask them to check in with employees
6 annually to make sure they stay on track with
7 their financial goals.

8 So there is a lot of things that we have
9 been doing together. We look forward to
10 continuing to work with the Department of
11 Education and look forward to hearing a bit of
12 your discussion today.

13 And, again, I would just like to welcome
14 you and thank you.

15 (Applause.)

16 MS. CEJA: Thank you, Delicia, for
17 hosting us. We appreciate you joining us.

18 Folks on the phone, our colleagues on
19 the phone, I'd like to just remind you to please
20 mute. We are following the agenda that we shared
21 with you, and we are going to proceed with the
22 introduction of our next speaker.

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1 Thank you.

2 MR. FRAGA: Good morning, everyone. My
3 name is Luis Fraga from the University of
4 Washington. I am a commissioner and co-chair of
5 the Higher Education Subcommittee, and I bring
6 greetings and regrets from our chair, President
7 Eduardo Padron, out of Miami Dade College, because
8 he has a severe case of laryngitis and could not
9 be with us here today. So he asked if I would co-
10 chair with Alex Ceja our meeting, and, therefore,
11 I am in this role.

12 I have the great pleasure of introducing
13 Cecilia Munoz. As many of you know, Ms. Munoz is
14 Assistant to the President and Director of the
15 Domestic Policy Council. She leads the
16 coordination of domestic policy-making in the
17 White House. Formerly she served as Deputy
18 Assistant to the President and Director of
19 Intergovernmental Affairs where she oversaw the
20 Obama administration's relationships with state
21 and local government. She has a long
22 distinguished career here in Washington as an

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1 advocate on behalf of Latino communities.

2 Lastly, I will say, as many of you know
3 and have seen, she has been at the forefront in my
4 view of the most creative and consistent and firm
5 thinking regarding the need for our country to
6 pursue comprehensive immigration re. On occasion,
7 she takes a few hits from a variety of sides, but
8 we are very fortunate to have her here with us and
9 especially fortunate to have her serving in the
10 White House.

11 Cecilia?

12 (Applause.)

13 MS. MUNOZ: Thank you very much, Luis,
14 especially for bringing up the bumps and bruises,
15 which we all take doing this work and which, you
16 know, the work is actually producing for the
17 community and for the community. It gives it
18 meaning, so we'll take it.

19 I am really grateful to be here and
20 really, really grateful for the leadership of all
21 the members of the Commission, but especially it's
22 really astonishing the good staff. Alex Ceja

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1 mentioned Marco Davis. We really -- we thank you
2 all so much for your service and for your
3 leadership. It really couldn't be more important,
4 especially at this particular moment, at this
5 juncture in our country's history.

6 I would be remiss if I didn't point out
7 my colleague, Roberto Rodriguez, sitting right
8 there, who I have the great pleasure of working
9 with. He leads the education team for the
10 Domestic Policy Council, and, really is doing
11 extraordinary work. He is a real visionary, and
12 it has been my privilege to really say that
13 everything I know about education I have learned
14 from Roberto. And I'm not making that up; it's
15 absolutely true.

16 So this is a pivotal time, and this body
17 is actually tremendously important, and I have
18 been in Washington long enough, I'm a little
19 embarrassed to say, to remember the Executive
20 Order which led to the creation of this
21 Commission. And that happened at a time -- and I
22 remember it was part of the advocacy campaign

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1 which led to the Executive Order which led to this
2 Commission. And that was at a time when the
3 assumption was if you didn't have somebody whose
4 job was to be thinking about Latinos and our
5 success in our education system, it would never
6 happen. There would be nobody in government
7 responsible for thinking about that.

8 Times have changed tremendously, because
9 we are -- I have been working with an
10 administration that understands 100 percent that
11 the success of our students is vital to the
12 success of our country. But what you do remains
13 tremendously important, not because you're the
14 only people thinking about it anymore, but because
15 you are leaders in this field, you provide us with
16 guidance, you provide us with ideas, you provide
17 us with the intellectual support that we need to
18 make sure that we're doing this job well. And it
19 could not be more important that we do it well.

20 Because we are a young population, our
21 kids are a quarter of the kids in the school
22 system. We are going to account for 60 percent of

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1 the population growth between now and 2060. This
2 is not, you know, something that you have to do
3 because we want to make -- just because we want to
4 make sure that there is equity in this country,
5 although we do want to make sure that there's
6 equity in this country.

7 Our economic future depends on the
8 success of our efforts to make sure that all of
9 our students in this country receive a high
10 quality education.

11 So I just want to talk you through a
12 couple of the things that we have been thinking
13 about, that we want your guys' input on, that we
14 want to make sure that you're aware of as we
15 proceed with this work. And I'm going to gloss
16 over some of it because it is work that I already
17 -- I know that you are already involved in, and I
18 want to spend my five or ten minutes on some of
19 the newer stuff, and make sure that I have time
20 for questions and answers which is always the most
21 valuable part of the conversation.

22 So let me -- I guess we will -- let's do

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1 this from sort of the beginning of the process to
2 the end and start with early education. I realize
3 that I am speaking to the choir. You don't need
4 me to tell you that this is among the most
5 important investments we can make.

6 The President just gave a very important
7 address on income inequality and economic mobility
8 just a week ago, which is something that is
9 central to his economic vision for how we move our
10 country forward. And, you know, a year ago when
11 he asked his team, if we're thinking about
12 economic growth and we're thinking about economic
13 mobility and we're thinking about how we move our
14 country forward, what is the best possible bang we
15 can get for our buck? What is the best possible
16 investment we can make?

17 The answer to that question is early
18 childhood education, and that was the impetus for
19 the President's proposal to do three things -- to
20 make sure that we give every four-year-old access
21 to a high quality pre-K education, that we expand
22 the number of child care slots and the quality of

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1 child care that is delivered in this country, and
2 that we also expand what has been a very
3 successful voluntary home visiting program for
4 children and families at the very beginning of
5 those children's lives.

6 It is an investment which really spans
7 the zero to kindergarten space. This is something
8 the President is deeply, deeply serious about. The
9 good news is that there is now a bipartisan
10 legislative proposal in the House of
11 Representatives. That doesn't happen every day,
12 especially in this day and age.

13 We figured out a way to pay for this
14 investment, which is a significant investment, but
15 what we also know about the return on investment
16 for investing in preschool is huge across the
17 country. The return on investment in economic
18 terms, in social terms, and educational terms can
19 hardly be overstated. So this is something you
20 heard from the President last year, you heard
21 about it again last week, and a lot of the times
22 in between.

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1 This is something that Secretary Duncan
2 -- I like to describe him as someone whose hair is
3 almost literally on fire with his sense of urgency
4 for these kinds of proposals, that he is pushing
5 very energetically, and this is a deep commitment
6 on the part of this administration. But we need,
7 frankly, every pair of hands because there is no
8 debate in this town which is easy, even one where
9 there is bipartisan support around the country as
10 there is for this proposal.

11 So I just -- I wanted to highlight our
12 investments and our proposals in early education.

13 The K-12 space -- you also know very
14 well this is an area where we have worked with
15 states really intensively to adopt really very
16 high standards. The states have adopted very high
17 standards. There is hard work underway to make
18 sure that students are achieving to those high
19 standards, and the goal here is to make sure that
20 students graduate from high school career ready,
21 right? That they graduate from high school in the
22 first place, because I know work on the dropout

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1 rate is where we're seeing improvements but we're
2 not anywhere close to where we need to be.

3 Also, we think about making sure that we
4 are providing students, teachers, administrators,
5 the tools that they need to make sure we're
6 achieving at high standards throughout the K-12
7 space, and that we are thinking about what happens
8 in high school in particular, to make sure that
9 the education students are getting in high school
10 is as relevant as possible, that prepares them as
11 well as possible for the challenges of the
12 workforce or for higher education, and for both,
13 really, and for taking really a very hard look at
14 what happens in high school as one of the keys to
15 our ability to be successful here.

16 There was an announcement a few weeks
17 ago about the use of funds by the Department of
18 Labor, the Department of Education, to make sure
19 that we're making investments in the sort of
20 connection between school and career.

21 I want to highlight technology in
22 education, because this is an area which I think

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1 and hope, and we think and hope, may, you know, go
2 down in history as one of the great achievements
3 of this administration. It is already underway,
4 and that is this ConnectED proposal.

5 D.C. is moving to make high speed
6 internet access available not just in every
7 school, but in every seat in every classroom,
8 right? We know that there is -- we have made
9 great strikes in connectivity, but in many cases
10 what that means for an individual school is that
11 there is a computer in the library that is hooked
12 up. What it does not mean for a school is that
13 they can actually be streaming instruction into
14 the classroom and have a tablet or some kind of
15 device in every student's hands that they use for
16 receiving instruction.

17 There is about a five-year projection
18 for when that will be available in every school,
19 in 99 percent of schools in the United States.

20 This has the potential to transform
21 learning. It gives -- potentially, if we do this
22 well, it gives teachers the tools to engage in

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1 individualized instruction, to move away from a
2 lot of sort of a lecture, where students are
3 receiving a lecture, to give students an
4 opportunity to do more hands-on work, and to give
5 teachers the opportunity to get a sense from each
6 individual student of how they are receiving a
7 lesson, whether or not they are capturing the
8 information which is being put forward, who is
9 going to need extra help, who is ready to move
10 ahead. This has enormous potential for changing
11 how teaching and learning happens in this country.

12 So we are laying what I like to think of
13 as the infrastructure, you know, the roads and the
14 bridges which are going to make this happen, but
15 getting the vehicles on the bridges and making
16 sure they are of the highest possible quality, and
17 making sure people know how to drive on them, is
18 still the task ahead of us. But by laying the
19 infrastructure, we are convinced that we are
20 laying an incredibly strong foundation for the
21 issue, that that's where it gets done.

22 And spurring the kind of innovative

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1 work, the kind of public-private partnerships, to
2 really transform education here, so that we will
3 be seeing all kinds of content development that
4 will be updated regularly, so that you are not on
5 the seven-year trajectory, you know, for investing
6 in textbooks which go stale, you know, more
7 quickly than you can replace them; to make sure
8 that we are providing teachers with the tools that
9 they need to use this technology effectively in a
10 way that is going to best engage students and
11 really stimulate learning.

12 We have a lot of work to do, but we have
13 an incredible foundation being laid to work with.
14 And we are going to need your guidance and
15 assistance again to make sure that we maximize
16 what this opportunity accomplishes for our
17 students.

18 So I wanted to make sure to lay that
19 down for you, because that is this -- it's an
20 incredible challenge, an opportunity that is right
21 in front of us right this minute.

22 And then let me just conclude by talking

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1 about higher education. This is something that my
2 particular team, with Roberto, has spent an
3 extraordinary amount of time on in the last year
4 at the President's request, and put forward -- and
5 really has put forward a number of incredibly
6 ambitious proposals to drive down the cost of
7 college in this country.

8 We now know that student debt exceeds a
9 trillion dollars. It exceeds credit card debt in
10 this country. There were -- the figures actually
11 that we used in August to describe the average
12 debt that students graduate with was about
13 \$26,000. Those figures have since been updated.
14 It is now almost \$30-. That's a lot of money, you
15 know, for a student who is graduating, and of
16 course that's the average. We know, obviously,
17 there are folks outside of that.

18 But the other thing that we know is,
19 from the point of view of the President's economic
20 vision, where we are trying to grow the economy
21 for the middle class out, where we are trying to
22 make sure we are creating opportunities for

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1 students, it is unsustainable. And so we are
2 doing a number of things that you probably heard
3 about, particularly developing a rating system,
4 which we are developing now, which we are
5 consulting with leaders in the education sector to
6 help us develop.

7 And the idea is to create a real guiding
8 proposition for students to use in making their
9 decision about where to college, to give them a
10 better sense of how much it is going to cost, what
11 their debt is likely to look like, and which
12 institutions are delivering the best value for the
13 money. And how you measure value is really,
14 really hard, and I say this as, you know, a
15 liberal arts major, as an English major. I am
16 raising, you know, a theater major and an
17 archaeologist. So I get how hard it is --
18 (Laughter.) -- to make sure that when we are
19 trying to empirically measure value that we also
20 take into account the incredibly important value
21 of a liberal arts education that teaches our
22 students to be critical thinkers. That's what I

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1 want for my kids. That's what I want for our
2 kids. But we also have to make sure that we are
3 creating the right metrics to help people guide
4 their decision in a way which is also, frankly,
5 creating incentives for colleges and universities
6 to control costs and deliver good value for the
7 money.

8 So that ultimately we hope will lead to
9 tying the financial aid system to value. Right
10 now we pay for the -- per seats enrolled, you
11 know, people sitting in seats. We want to be paid
12 for outcomes here with federal dollars. We also
13 want to be spurring innovation and using the tools
14 that we have to make sure that we are applying the
15 best thinking -- the best innovative thinking in
16 this country to this particular task of delivering
17 high value at a more reasonable cost to make sure
18 that we don't ever reach a point where higher
19 education is not available to those in the middle
20 class in this country, families struggling to get
21 to the middle class.

22 We know, many of us from personal

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1 experience, that is how they get to the middle
2 class. We have to make sure that it's within our
3 reach.

4 So there is a lot of innovative thinking
5 going on. There is a lot of hard roll-up-your-
6 sleeves kind of work that is going on around the
7 country. We want to make sure that when we
8 release this rating system, which we are going to
9 do, you know, relatively soon, that we deliver,
10 really, the best possible product and that we
11 really begin to see change on our watch in the
12 higher education sector.

13 So that's a lot of stuff. I have just
14 gone from zero to higher education, you know, in I
15 think 10 minutes, hopefully, if I'm keeping to
16 time. So I realize that's kind of a speedy
17 overview, but I wanted to give you an introduction
18 and some things to work on, because we are all
19 such important partners and, you know, we
20 understand that we are only going to be successful
21 if we are applying the best thinking and doing
22 this together.

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1 So thank you very much.

2 MS. CEJA: Thank you. Thank you,
3 Cecilia. Commissioners, we want to open it up for
4 questions. Michael will be passing along the
5 microphone.

6 MS. ABELLA: Good morning, Cecilia. I
7 have a question about the ConnectED proposal.
8 Could you speak a little bit more about the five-
9 year trajectory? What does that mean? What does
10 that consist of?

11 MS. MUNOZ: So there is another thing
12 called the E-Rate, which they have authority over.
13 This is an independent agency of the federal
14 government, so this is their decision, but they
15 are essentially putting forward a process to raise
16 funds using E-Rate to lay this groundwork
17 essentially, to build the infrastructure. They've
18 got five years to do it, which is pretty quick.
19 And so that's the amount of time we have to make
20 sure that we make the tools, the content, the
21 training, available to the best institutions.

22 MS. GARCIA: Hi. I'm really

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1 interested/worried/worried/worried about the
2 rating system that you just spoke about about
3 universities. As we know, 12, 13 years ago when
4 we started living with No Child Left Untested, it
5 is an easy thing to measure -- a standardized
6 test. And we ranked schools pass or fail based on
7 a very flawed, incomplete system.

8 So educators are worried whenever
9 someone says we are going to rank or give
10 information about the efficacy of a program,
11 something as complicated as diversity, and I'm
12 glad you talked about the different kinds of local
13 arts. We would add to that social workers,
14 teachers, people in public service who aren't
15 going to be making a lot of money.

16 So we would -- we are very curious about
17 what those kinds of indicators will be, so we
18 don't end up running around taking cuts like we
19 did with AYP.

20 MS. MUNOZ: It's a great question, and
21 this is something, frankly, worth worrying about
22 because this is hard. But understand when I say a

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1 rating -- I said a rating system and not a ranking
2 system -- we are not as interested in like who is
3 number one and who is number 15 and who is number
4 250. We are much more interested in being able to
5 assess, you know, whether schools are being
6 successful in graduating students, whether or not
7 those students are graduating with debt that they
8 can ultimately manage.

9 You put your finger on one of the
10 particular challenges, which is students and
11 families want to know -- and they should know --
12 you know, what people earn when they graduate from
13 a particular institution, because if an
14 institution has a good record or a really bad
15 record that's information that I want to know
16 before I wrote those very big checks that I'm
17 writing for tuition, or taking out loans for that
18 matter.

19 But at the same time, you don't want to
20 create an incentive so that a university who has
21 an incentive to grow their business school and
22 shrink their school of education, for example, or

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1 their school of social work, right, that's not the
2 outcome that we are looking for.

3 So I think there are ways to measure how
4 successful colleges and universities are at
5 preparing people for public service professions
6 and measuring apples to apples with respect to
7 that and, you know, oranges to oranges with
8 respect to the products of their business schools
9 and their law schools and their medical schools.

10 I think this is doable. I think -- but
11 I don't think it's easy, and this is why instead
12 of announcing last August "We developed a rating
13 system, and here it is," what the President said
14 is, "This is what we're going to do, but first,
15 you know, we're going to send Secretary Duncan and
16 others from Domestic Policy Council around the
17 country to make sure that we are talking to enough
18 people who are thinking about this, to the best
19 innovators in the higher education sector, who
20 it's not like they just started thinking about
21 this yesterday, to make sure that we get this
22 right and we're involved in that process now. And,

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1 you know, the more voices that are engaged, and
2 the more work that we are doing on --

3 MS. GANDARA: Can I just give a
4 suggestion? And this came from one of our higher
5 ed professors who said, you know, "I really like
6 that ranking," because the major driver of
7 shifting the costs to the student is when you have
8 a state legislature that underfunds your public
9 colleges and universities.

10 They said, "I'd love to see a ranking on
11 the state legislatures and their commitment to
12 funding" --

13 (Laughter.)

14 MS. MUNOZ: That was an excellent point,
15 and it's actually a point that the President
16 himself likes to make, so much so that I think --
17 at least I can't now remember if it was at last
18 year's meeting or the previous because they all
19 kind of blur in my head, but the governors coming
20 to town every February.

21 And the President put the challenge, you
22 know, very, very directly at -- that states have

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1 an extraordinarily important role to play, and
2 that one -- you're right, one of the biggest
3 drivers of the costs to students is states
4 ratcheting down their commitment to higher
5 education.

6 MS. GANDARA: Yeah. Cecilia, Patricia
7 Gandara. I am a contractor of the civil rights
8 project, UCLA. So we worry about the civil rights
9 issues involved here. I'm wondering what your
10 thinking is about this rating system and how it
11 takes into account the challenges that
12 particularly the African -- the HBCUs and the
13 Hispanic-serving institutions are up against when
14 they take in the students who have been least well
15 served by K-12.

16 They start behind, and they've got a lot
17 of catching up to do. So how does your rating
18 system consider those challenges?

19 MS. MUNOZ: And community colleges, for
20 that matter. So one of the things that the
21 President spelled out in his announcement is that
22 one of the factors that we are going to look at is

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1 access, right? And one way to measure that is the
2 extent to which colleges and universities are
3 serving students who are recipients of Pell
4 grants, for example, right? Which is one measure
5 of, are you actually investing in a population
6 with the greatest -- certainly with the greatest
7 financial need?

8 And not just, are you enrolling students
9 with Pell grants, but are you helping them
10 succeed? Like, you know, are you helping them
11 graduate? That is one of -- the whole question of
12 access and the extent to which institutions are
13 serving these populations is actually going to be
14 part of the rating system.

15 At the same time, we are also looking at
16 a whole range of other things, like remediation,
17 like the whole Pell grant system overall, to make
18 sure that we're addressing this question.

19 This isn't going to work if the
20 incentives that we are creating are for
21 institutions to go after the students who seem
22 most likely to be successful from the outset. We

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1 have to be designing this in such a way that we
2 are creating equal incentives to make sure that
3 we're giving everybody the training that they
4 need. That's the goal here. And so we intend to
5 build that into the rating system.

6 MR. FRAGA: We have time for a few more
7 questions.

8 MR. GOMEZ: You raised the issue about
9 the costs of higher education, and it is very
10 true, but there is another related issue. It is
11 the -- through higher education you can transform
12 yourself to be conservative. And I say that
13 because I was the Vice President for Political
14 Affairs and Research at University of Puerto Rico.
15 I had to struggle with that.

16 So the cost, as has been pointed out, of
17 higher education is not sustainable. So something
18 will have to be done, and then you also mentioned
19 connectivity, and I think the massive online
20 courses that are being promoted -- and I have
21 another flag on that, because people disagree with
22 me, but I think that's what will happen

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1 eventually. And from the point of view of access
2 to education and learning, it has been shown that
3 some students -- in fact, a good fraction of
4 students -- can learn better that way.

5 What are you doing on that issue which
6 will be a very hard thing to --

7 MS. MUNOZ: So you heard me mention that
8 one of the pillars of our effort on higher
9 education is innovation, right? So rather than
10 picking one thing like these massive online
11 courses, what we are trying to do is spur the
12 thinking on a range of innovations.

13 You know, this could be one of them,
14 marrying the community college experience, you
15 know, two years and two years could be another,
16 creating the possibility of a degree that can be
17 completed in three years rather than four, by
18 measuring what students are learning rather than
19 how much time they spend in the classroom.

20 All of these things are innovative
21 approaches, which can shake up the sector. And,
22 frankly, this is a sector which is on its way to

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1 being shaken up. It is being shaken up already.
2 What we are trying to do is provide some guidance,
3 some metrics, and apply some good thinking and
4 some values to how that shakeup happens, so that
5 we never lose sight, as the university -- college
6 and university sector is being transformed -- of
7 access questions, of how it is helping those
8 students at the bottom achieve, and what kind of
9 preparation it is really providing.

10 So that is exactly the -- this is -- our
11 assumption is this is a transformative moment. We
12 don't expect that government is -- you know, the
13 federal government is going to transform the
14 higher education sector, but there sure as heck is
15 a lot that we can do to make sure that
16 transformation addresses the things that are most
17 needed.

18 MR. FRAGA: We have time for Lisette and
19 Sylvia.

20 MS. NIEVES: I first want to say thank
21 you for shaking it up even further because I do
22 think looking at the students as a consumer first

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1 is important, and I think we've forgotten that
2 along the way. We've have looked at it as the
3 college is the consumer. It's the student that is
4 the consumer. So I thank you.

5 I'd say that the thing that -- I was
6 interested in hearing a little bit more about how
7 you understand and are thinking about the vision
8 of multiple pathways, and thinking about college
9 and what is shaking things up and disrupting it.
10 Could you talk just another minute or two on that?

11 MS. MUNOZ: Yeah. So, I mean, I think
12 there are lots of different ways of thinking about
13 this that -- and just going back to -- I want to
14 reemphasize what I said about high school. Look,
15 we understand that higher education is a key to
16 success, and we've set a very ambitious goal of
17 being first in the world again in college
18 attainment by 2020. So that's -- we are
19 aggressively engaged in achieving that goal.

20 But we also understand that we have to
21 be preparing students who aren't necessarily going
22 to graduate from college, and who can and should

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1 be successful in the workforce, and that is kind
2 of built into what -- the thinking that we're
3 doing with respect to high school, with respect to
4 making high school and community college, and high
5 school and in fact in the business sector, to make
6 sure that we are preparing folks to meet our
7 economic needs and to be successful in the
8 workforce.

9 We have also made, as many of you know,
10 as probably all of you know, really important
11 investments in the community college sector,
12 because we understand how vital that sector is if
13 we are going to be successful in achieving these
14 goals.

15 Not just in terms of driving down cost,
16 but also delivering value -- actually, if you look
17 at what has been happening to college costs, the
18 cost to students, the actual net cost for a
19 community college education has actually gone
20 down. It's the one piece of this which has gone
21 down.

22 So making sure that we are providing not

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1 just assistance but -- what's the word I'm looking
2 for? Support for the broader idea of remediation,
3 helping students get the skills that they need to
4 be successful, not just kind of leaving that up to
5 the colleges but spurring states to get involved
6 in this information. We're doing -- in this
7 endeavor, we're doing a lot of work in that
8 regard.

9 We are just absolutely convinced -- and
10 this is why I'm so grateful to work with such an
11 energetic team and such an energetic Secretary of
12 Education. You can't just pick one piece of this.
13 We have to be doing all of it at the same time if
14 we're going to be successful. And, fortunately,
15 we have some pretty tireless folks who are leading
16 that charge.

17 MS. ACEVEDO: Sylvia Acevedo. Thank you
18 very much for all your time and your energy. I
19 have two -- one is STEM, if you can remark about
20 STEM, because that is just so important for our
21 nation. And second is, talk a little bit about
22 dual language because that is a big competitive

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1 advantage that our population provides but we
2 don't focus on that. And it would be a way to
3 increase family involvement, give them, obviously
4 some benefits, but it's largely absent from the
5 whole landscape.

6 Thank you.

7 MS. MUNOZ: Yes. Those are great
8 questions. So we spent a lot of time thinking and
9 working on STEM, and you should know that there is
10 a companion policy council that serves the
11 President called the Office of Science and
12 Technology Policy led by the really wonderful Dr.
13 John Holdren, which, you know, it's not just the
14 TBC team which thinks about this constantly, but
15 also this OSTP office.

16 And so we are trying to get at the STEM
17 question from multiple directions, by, you know,
18 training and resources for teachers, by being an
19 inspiration for students and potential students,
20 and for looking at populations which are
21 particularly -- are often left behind, including
22 minority populations and women in STEM fields, and

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1 trying to lift up where the best innovation is
2 happening.

3 I was part of a wonderful conversation
4 about women in STEM fields that was led by the
5 President of Honeycutt (ph) College, which my
6 brother happens to be a graduate of, which is --
7 it's essentially a science, technology,
8 engineering university, where she noticed that
9 women were not majoring in computer science at
10 their school, and she essentially transformed the
11 introductory credits in a way which made it more
12 hands-on and less theoretical, and thereby
13 transformed what was happening across the
14 university and the number of women who ultimately
15 chose the STEM field.

16 That is the kind of stuff that we need,
17 and so we are trying to go at it both through
18 policy mechanisms as well as the sort of platform
19 and convening power that we have as an
20 administration to lift this up.

21 And then, with respect to dual language,
22 so this is something that I am a true believer in.

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1 My daughters are products of dual language
2 programs. This is how I manage to keep the notion
3 of being bilingual alive for yet another
4 generation of my family -- by the skin of my
5 teeth, by the way.

6 You are absolutely right about that we
7 should be doing this as a competitive advantage,
8 that we are essentially -- this isn't just
9 applicable to Latinos, but that we bring an asset
10 to this economic equation, that we don't nurture
11 it enough, that we could be nurturing it more as a
12 matter of policy, so that nurturing.

13 So that is -- it is very much -- I think
14 that's absolutely real. It is not as visible a
15 focus, in part because there are so many other
16 things that are higher visibility.

17 But I will say this, just making
18 reference to advocacy campaign that led to the
19 formation of this body, that was about the notion
20 that we needed strong voices to make this case,
21 and to make sure that as Latinos we would be kind
22 of visible in the policy-making process. And I

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1 have extraordinary confidence in the team at the
2 Department of Education, obviously in the team at
3 the White House, and across the administration, in
4 terms of keeping their eye on balls like this and
5 making sure that we are invested in not just
6 making sure our students are successful but that
7 we are actually building on the assets that we
8 bring to this equation.

9 MR. FRAGA: I think Cecilia needs to run
10 back to her office to continue the good work.

11 Thank you very much for --

12 (Applause.)

13 We look forward to continuing to work with you.

14 The next portion of our agenda includes
15 a report by each of our subcommittees on the work
16 that they have accomplished so far, as well as the
17 beginnings of an outline of the priorities that
18 they have established for the next year.

19 I would like to, for the sake of folks
20 in the audience and individuals who may be on the
21 phone, also give you a very brief overview of how
22 we have chosen to organize our work so far. We

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1 all are familiar with the growth of the Latino
2 population in the country. We are I think a
3 little less familiar with the fact that Latinos
4 account for almost 95 percent -- some put it as
5 high as 99 percent -- of all of the growth in
6 enrollment in public schools across the United
7 States over the last two decades.

8 The President's goal of the United
9 States, again, by 2020 being the country that
10 leads the world in the number of adults who have
11 college degrees cannot be achieved without the
12 continuing access and completion of Latinos in
13 post-secondary education.

14 But this issue of Latino population
15 growth, Latino enrollment growth, and Latino
16 completion is even more significant. As Cecilia
17 just stated, and as I think has guided the work of
18 our Commission so far, in that this is a national
19 priority, and one that clearly provides us on this
20 Commission, and I think it has infused the spirit
21 that has driven our Commission with a deep
22 commitment to understanding the linked faith and

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1 the common destiny that Latino educational
2 attainment has to the future of the country.

3 To do this work, last year, a year and a
4 half ago, our Commission decided to subdivide its
5 work into three specific groups. We have one
6 subcommittee that focuses on early learning, one
7 subcommittee that focuses on K through 12 issues
8 broadly defined, and one subcommittee that focuses
9 on higher education.

10 The work of each of our subcommittees
11 has been driven by a set of identified priorities
12 that the leadership and membership of each of
13 those subcommittees has provided. We will get a
14 report on the nature of that work here in just a
15 minute.

16 Among the priorities that exist for our
17 next year's work is continuing to build upon the
18 work that was accomplished in the past year, but
19 also to develop more avenues or the more clear
20 integration of our work across or three
21 subcommittees. There are some unique
22 opportunities to do that, given legislative

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1 movements that are occurring, particularly, for
2 example, one example, the reauthorization of the
3 Higher Education Act, where if we think
4 comprehensively, as I think Cecilia was
5 challenging us to do -- that is, thinking
6 simultaneously across these three levels, and --
7 and we think in an integrated fashion, very much
8 supporting each other in our subcommittee work, we
9 have an opportunity to have I think a major impact
10 in trying to structure both the discourse and the
11 identification of specific policy priorities that
12 can drive the Department of Education, drive the
13 White House, and, with fingers crossed, drive the
14 Congress, because I think education is one of
15 those areas -- one of those areas where it is in
16 fact possible to put together clear bipartisan
17 coalitions, where Republicans and Democrats can
18 work together because of the way in which
19 educational attainment is so intimately tied, not
20 just to the future of our entire economy, but to
21 the future of our civic capacity and our capacity
22 as a nation to improve in its opportunities and

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1 achievements regarding the engagement of the
2 citizenry in all different aspects of our society.

3 So as a way of allowing us to begin to
4 do that work, as many of you know, this meeting of
5 our Commission is in fact a working meeting, and
6 after lunch we have subcommittee meetings where we
7 will further discuss and outline priorities. As a
8 way of beginning that work, we have asked the
9 chairs and co-chairs of each of our subcommittees
10 to provide us with about 15 or so minute -- that
11 means you actually have about 20 minutes or so,
12 but about 15-minute presentations on summarizing
13 the work that their particular subcommittee has
14 accomplished so far, as well as begin to outline
15 what the priorities are for the work that will
16 occur over this next year.

17 So I would like to first ask Modesto
18 Abety-Gutierrez and Sylvia Acevedo, the co-chairs
19 of our subcommittee on early learning, to inform
20 us, educate us, and enlighten us regarding their
21 subcommittee's work.

22 MS. CEJA: We're going to go ahead and

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1 get started with the roll call. Those of you who
2 are on the phone, can you please introduce
3 yourself?

4 MR. ROMO: Ricardo Romo, University of
5 Texas, San Antonio.

6 MS. GAMA: JoAnn Gama with IDEA Public
7 Schools in South Texas.

8 MR. ARTILLES: Alfredo Artilles, Arizona
9 State University.

10 MS. CEJA: Anyone else on the line?

11 MS. OLAYA: Tracey Olaya (ph) from
12 Colombia.

13 MS. CEJA: Thank you. Anyone else on
14 the line?

15 (No response.)

16 We will go ahead and get started with the roll
17 call here. We'll start with Sara.

18 MS. LUNDQUIST: Yes. Good morning. Sara
19 Lundquist, Santa Ana, California.

20 MS. GANDARA: Patricia Gandara, UCLA.

21 MS. ABELLA: Alicia Abella with AT&T and
22 a nonprofit organization.

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1 MS. GARCIA: Lily Eskelsen Garcia -- new
2 last name, got married -- with the National
3 Education Association.

4 MS. NAVARRO: Nancy Navarro, Montgomery
5 County, Maryland.

6 MR. ABETY-GUTIERREZ: Modesto Abety-
7 Gutierrez, Miami, Florida.

8 MS. CEJA: Alejandra Ceja, Executive
9 Director of the White House Initiative.

10 MR. FRAGA: Luis Fraga, University of
11 Washington.

12 MS. ACEVEDO: Sylvia Acevedo, Santa
13 Barbara, California.

14 MR. PEDROZA: Adrian Pedroza,
15 Albuquerque, New Mexico, the Partnership for
16 Community Action.

17 MR. SANCHEZ: Manny Sanchez, Chicago,
18 and Ounce of Prevention Board recently.

19 MS. NIEVES: Lisette Nieves, City
20 University of New York and Europe.

21 MR. SCRIBNER: Kent Scribner,
22 Superintendent, Phoenix, Arizona.

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1 MR. GOMEZ: Manuel Gomez, formerly from
2 the University of Puerto Rico, now retired,
3 consultant of higher education.

4 MS. MEIRA: Maria Meira, Maryland
5 Federation of Teachers.

6 MR. LaFONTAINE: Good morning. Frank
7 LaFontaine on behalf of Comcast/NBC Universal.

8 MS. CEJA: Thank you all for joining us.

9 Before we get started on our
10 subcommittee presentations, I just want to thank
11 you -- remarks to thank you all, Commissioners,
12 for your support. We have a very exciting
13 opportunity ahead of us. As you heard this
14 morning in the remarks that Secretary Duncan,
15 Deputy Secretary Jim Shelton, and Under Secretary
16 Martha Kanter shared with us, and so I just wanted
17 to take a few minutes to acknowledge your
18 leadership and the work that we are going to be
19 doing to execute the second term agenda. You all
20 have been instrumental in helping us define those
21 key priorities that we are going to leverage.

22 In 2015, this initiative has a historic

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1 opportunity to celebrate the 25-year anniversary
2 of this initiative. We have an opportunity to
3 share our story and talk about the success we have
4 been able to achieve over the past 25 years and to
5 really set that framework of policy, outreach,
6 that will guide the work of our country.

7 I think it has been clear that the
8 demographics have shifted, and it is going to
9 provide us with an economic opportunity to discuss
10 the issues of the Latino community in a mainstream
11 opportunity, because our ability to ensure that we
12 achieve the President's 2020 goal, and to achieve
13 the career agenda, is going to involve not only
14 all of our work, but it is really going to -- it
15 is going to ensure that the Latino community
16 provides that leadership.

17 And so I want to thank you for all of
18 the input you have provided us. We are looking
19 forward to hearing your presentation.

20 I want to take some time to share with
21 you what we have been able to do internally at the
22 initiative. We recently launched our federal

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1 interagency work group. This is an opportunity
2 for us to convene the representatives across the
3 government that will help us not only in
4 supporting the priorities that you've outlined but
5 in identifying grant opportunities for Hispanic-
6 serving institutions, identifying opportunities
7 for us to have more Latino peer reviewers, to
8 really increase the opportunity for the Latino
9 community to participate government-wide in the
10 resources that are available to them.

11 We have also launched monthly webinars,
12 and this is an opportunity for us to bring to the
13 forefront key issues that impact the Latino
14 community. And what we are doing is we are
15 bringing the senior leadership from within the
16 Department to join us. We are bringing the
17 community and we are bringing our local partners.
18 We are highlighting those leaders at the local
19 level that are doing tremendous work to elevate
20 and support our community.

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1 And, in addition, we are building our
2 capacity through our federal interagency work
3 group. We are identifying individuals that will
4 be joining us on detail opportunities. Even
5 within the Department, we have Leslie Acosta, who
6 you will meet later today, who is joining us from
7 the Federal Student Aid Office, so that she can
8 provide that expertise and we can better
9 coordinate and leverage the resources available to
10 us that exist.

11 So I think we -- you will see that we
12 have a very ambitious and aggressive agenda, and
13 we will be able to achieve it with your support.
14 And we will be able to commemorate that historic
15 25-year milestone, and that will set the tone for
16 the next 25 years in terms of policy and
17 legislative needs.

18 I want to thank the staff of the
19 initiative -- Marco Davis, Maria Duanoddy, and the
20 staff here at CFPB for hosting us. Without them,
21 I don't think we would have been able to deal with
22 yesterday's shutdown, to execute today, so I want

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1 to thank them for their leadership and their
2 vision.

3 So with that, I will kick it off to our
4 Early Learning Subcommittee.

5 MS. ACEVEDO: All right. Thank you very
6 much. Thank you very much, Alejandra, and thank
7 all of you who are here.

8 Early Learning -- you know, we have got
9 a couple of people represented on the phone --
10 Shahira's group in Colombia, and then also a
11 representative for Cesar Conde.

12 Here joining me and giving the
13 presentation will be the Vice Chair, which is
14 Modesto Abety-Gutierrez, and he is going to talk
15 about the importance of universal preschool, that
16 bill that is coming through. Nancy Navarro, she
17 is going to be talking about dual language and the
18 importance of rebranding that as a comparative
19 advantage for our population. Adrian Pedroza is
20 going to talk a little bit about funding. And
21 then Manny Sanchez is going to talk about how this
22 is a national security issue, and a workforce

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1 issue as well.

2 So, you know, we realize the importance
3 of, you know, communicating our outreach,
4 partnership-building, and we have really taken
5 that advocacy seriously and that job very
6 seriously. And in September we had a national
7 summit on early childhood. It was incredible. We
8 had Nobel laureates talking about the economic
9 issue and the economic importance of early
10 childhood. There is no bigger issue, and there is
11 no better bang for our buck than the return on our
12 investments in early childhood.

13 We talked about best practices. So it
14 was a really wonderful summit. But one of the key
15 learnings that we had was how important this was,
16 seen from the military as a national security
17 issue. And to provide a little more insight on
18 that I am going to turn this over to Manny
19 Sanchez.

20 MR. SANCHEZ: Thank you, Sylvia. I
21 think it may have been serendipitous, at least
22 from my standpoint, to realize the opportunity we

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1 have to address what I think is the biggest
2 challenge that this Commission has, our committee
3 not excluded, and that is the funding of the kind
4 of progressive programs that we are focused in on.

5 And it's kind of disappointing, frankly,
6 to see just this week that, okay, they did reach a
7 compromise, but, unfortunately, none of that
8 compromise included the kind of funding that the
9 President had spoken to in his last Presidential
10 address about early education, about the multi-
11 billion dollar commitment that he'd like to see,
12 because we know, as has already been alluded to,
13 the return on early education investment is
14 remarkable.

15 According to the professionals -- I
16 don't pretend to be one -- there are seven or
17 eight to one for every dollar that you invest in
18 early education you get return on that investment.
19 So what did we find out in this summit? We found
20 out that we have partners -- we have partners who
21 are veterans, partners who are military, seasoned
22 veterans who want to partner with us to try and

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1 influence, persuade, advocate on our behalf with
2 the other side of the aisle, basically, not
3 literally because there are some on the Democratic
4 side who aren't 100 percent on board. But we need
5 to have a partnership, and we think this is the
6 opportunity we learn -- from a workforce
7 standpoint, we have these retired generals telling
8 us that they need to have an educated group, and
9 that the fastest growing group of course is
10 Latinos, who can come into the military and from a
11 security standpoint -- and, frankly, I had not
12 really thought of it in those terms until we
13 listened to the retired generals -- they need to
14 have educated Latinos enlisting into the service,
15 so that we have the kind of national security
16 defense set that this country is so historically
17 dependent on.

18 But guess what? The immigrants of the
19 21st century are the Latinos, and they are the
20 ones who have to be educated. And I think that if
21 we can nurture in this partnership with the
22 veterans, if you will, and make this a national

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1 security issue, that we might be able to get both
2 sides of the aisle to support us on the early
3 education. We are talking about birth to four or
4 birth to five.

5 Thank you, Sylvia.

6 MS. ACEVEDO: Yes. Thank you very much.
7 Manny is referring to the group called Mission
8 Readiness, which are retired military generals,
9 admirals, and they go on the road. And what they
10 have identified as a national security issue is
11 the underachievement of and academic performance
12 of Latinos and African-American youths.

13 Seventy-eight percent of Latino and
14 African-American youths are not eligible to join
15 the military. Ninety-two percent are not eligible
16 for academic or physical conditioning to join the
17 officers' programs. And that is -- given the size
18 of our population, that is a national security
19 issue. So that was an amazing learning that we
20 had in the summit.

21 But something else that was -- and I'm
22 going to turn it over to Nancy Navarro to talk

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1 about is one of our competitive advantages and
2 assets that we bring to the table, but we lose it,
3 that's our dual language.

4 Nancy?

5 MS. NAVARRO: Thank you, Sylvia, and
6 thank everybody for being here this morning.

7 Let me start by saying that one of the
8 recurring themes, not only in -- I think you also
9 heard it from Cecilia Munoz -- is there is a real
10 urgent need, in my opinion, to rebrand this
11 conversation. As we have now begun to recover a
12 little bit from this global recession, and our
13 local governments have understood very clearly
14 that we have reached a new normal, and that, you
15 know, the resources that in the past we thought
16 would just continue to expand are not necessarily
17 expanding, and now it's referenced in terms of
18 what is happening with the federal -- with
19 Congress in terms of authorization of budgets.

20 We know that more and more we need to
21 look at what we can do differently with the
22 resources that we have. So this issue is really

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1 important, because I think that the 2010 Census
2 really showed a picture of where we are going in
3 this country in terms of global competitive edge.
4 And of course the Latino community, the Latino
5 youth, the young children, are front and center.
6 They are protagonists of this extraordinary new
7 wave in terms of the workforce.

8 So this issue of dual language -- and we
9 had a conversation this morning about how, you
10 know, the term kind of shifted from bilingual
11 education to dual language, because it has always
12 been very controversial. I think, once again, we
13 need to begin to rebrand that as an asset, as an
14 amazing skill that so many people in there are
15 seeking, and that somehow we don't seem to
16 recognize in our policies and in directives when
17 it comes to our programs.

18 So, for example, one of the things we
19 heard in the summit were folks saying, you know,
20 that when we talk about the Race to the Top and
21 the early ed challenge grants, et cetera, the dual
22 language should be one of the components that

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1 should get a particular ranking, so that would
2 then benefit those applicants, those states that
3 are applying.

4 In other words, if they require a dual
5 language program in their early ed services that
6 they should get somehow some advantage to that.
7 And I don't think it's very critical, because all
8 over the country and in regions like this
9 metropolitan -- Washington metropolitan region, we
10 have seen a triple digit growth in the Latino
11 community, and we have seen this academic
12 achievement gap that persists, and that is very
13 much present in kindergarten.

14 And it is really a tragedy when you find
15 out that even in Montgomery County, a very
16 wealthy, very high-functioning school system, you
17 have a very high percentage of kindergarteners who
18 come in within ESL classes, but it turns out that
19 90 percent of them are U.S. citizens. And so it's
20 telling us that something is happening with that
21 language acquisition. And if we were to enlist
22 the parents, and if we were to enlist quality

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1 early care education programs, to really put an
2 emphasis on that dual language component, then you
3 would see very different outcomes.

4 So, in general, what we are hearing
5 people saying, we need to validate this as a
6 cultural and as a competitive edge asset, this
7 issue of dual language, and we should continue
8 also to rebrand the Latino youth as an
9 extraordinary asset to this issue of the
10 socioeconomic survival and competitiveness of the
11 U.S. as a whole.

12 MR. ABETY-GUTIERREZ: Good morning. We
13 must be singularly focused I think on passage of
14 an Early Learning Act, which will create access
15 for four-year-olds to a pre-K education in the
16 United States. It will lift the quality and
17 access to child care. It will provide parenting
18 programs for young and single families.

19 In order to do that, I think an
20 essential role of our subcommittee is to gather
21 information, data, statistics about the impact on
22 children and families. Only 40 percent of our

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1 children are enrolled in early learning programs,
2 and we rank 28th in the world in terms of the
3 nation's investment in early learning.

4 Our work, then, needs to be to engage
5 media outlets and through social media reach
6 divergent external stakeholders and internal
7 stakeholders around the robust efforts of the
8 administration to change these numbers and
9 increase participation in early care and early
10 learning.

11 We want very much to involve private
12 entities, business, philanthropic organizations,
13 reach out to the military, and even to our own
14 Hispanic Caucus, to lift where on the political
15 agenda this issue is. We want to focus on what we
16 know is working throughout the country, as
17 evidence-based practice, and bright spots, and
18 really disseminate that information to our
19 communities and increase opportunities for them to
20 engage in the types of programs that have real
21 outcomes for children.

22 Clearly, putting forth white papers and

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1 following up on the summit and getting that
2 information out in support of the President's
3 agenda I think is the most important thing we can
4 be focused on in connection with this.

5 MS. ACEVEDO: Thank you very much,
6 Modesto. So, you know, I think the importance of
7 universal preschool, it's a policy, it's a bill,
8 so that is something that we very much are in
9 support of and we will advocate for it and make
10 sure that it gets passed.

11 And Mission Readiness, the groups of
12 admirals and generals, they are -- they see that
13 as a very important bill that will help us
14 strengthen our national security as well. But we
15 all know that all of this doesn't happen unless we
16 have funding, and to talk about that we have
17 Adrian Pedroza.

18 MR. PEDROZA: Thank you. I think we can
19 all agree that the evidence is clear, the research
20 is clear, that early childhood works. We have the
21 evidence-based programs out there, many programs
22 from home visitation to pre-K to family engagement

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1 of how this money could be invested.

2 As Sylvia said, it is going to take a
3 bold investment. The President is proposing \$75
4 billion over 10 years, funded through a tobacco
5 tax. That is the type of bold investment, that is
6 the imperative that we need as we move forward and
7 looking at really investing seriously -- seriously
8 in early childhood education.

9 From New Mexico, the state where -- that
10 I represent on this Commission, you know, we are
11 also seeing some of the indicators, the crisis
12 that we're facing in New Mexico. We just got
13 ranked last place in child well-being by the Annie
14 E. Casey Kids Count Report.

15 And so we are acting with a sense of
16 urgency to get us supporting the President's
17 proposal, but also looking at what we can do as a
18 state, right, to match those investments. And the
19 President has also called on states, and Secretary
20 Duncan has toured the U.S., visiting with
21 governors to discuss how we, as states, can also
22 make these serious bold investments, sustainable

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1 investments.

2 In New Mexico, we are proposing to take
3 -- to invest \$100 million a year in early
4 childhood education in a quality system through
5 the land grand permanent fund, making it a part of
6 our Constitution, and that is the type of serious
7 I think investment we need to be looking at. It
8 is more imperative, you know, to act, you know,
9 with the information that we have on the
10 importance of early childhood, to act seriously
11 and boldly with investments.

12 We don't often talk about the economic
13 benefit, right, that this has obviously
14 educationally, but also building and growing a
15 strong workforce for early childhood, for a
16 quality early childhood workforce. And so with
17 the Race to the Top early learning challenge, that
18 is already out to states.

19 The federal government is investing in
20 building the infrastructure and then a strong
21 workforce for early learning. In New Mexico, we
22 have received one of these early learning

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1 challenges and are continuously working to build
2 that infrastructure.

3 You know, folks at the state level, I
4 often here, "Well, we're kind of building the
5 plane as we go. We're asking for this investment,
6 and we're building the infrastructure." And I
7 like to remind us that we don't want to build a
8 plane and not have this field to fly it, so we --
9 so we've got to start thinking about funding
10 today. We cannot wait. We have to act with
11 urgency.

12 MS. ACEVEDO: Thank you very much,
13 Adrian.

14 So the Early Learning Subcommittee is
15 going to continue on with its advocacy work. We
16 are going to really push for universal preschool,
17 because we understand how that can be
18 transformative across the nation, beginning with
19 our partnerships, and especially our outreach. You
20 know, Shahira was Tweeting for me at the national
21 summit in September. Cedar Conde, with his
22 network, was making sure that it was nationally --

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1 that we are nationally broadcast. We are going to
2 continue to use all of the subcommittee efforts --
3 our advocacy, our desire to take this issue on,
4 and to get -- make sure that we make a difference
5 with early childhood.

6 So thank you very much.

7 MR. FRAGA: Thank you very much, Sylvia.

8 Our next presentation will be from the
9 subcommittee on K through 12 education. And
10 Patricia Gandara I believe will start us off.

11 MS. GANDARA: Yeah. Thank you very
12 much. Thank you all for being here. Nice to see
13 some familiar faces, too.

14 Dan Cardinelli (ph) and I co-chair, and
15 we have an active, engaged committee, and so I am
16 going to try and lay out some of the big issues
17 and things that we are grappling with, and try and
18 provide a little bit of time for other committee
19 members who might want to speak.

20 I know that Alfredo Artilles is on the
21 phone, and I am -- and, in fact, I have here in
22 front of me some of your comments. But as long as

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1 you're with us, I want to provide enough time for
2 you to actually make the comments yourself rather
3 than filter them through me.

4 The Committee -- the K-12 Committee has
5 two major emphases. One is around student support
6 services, emphasizing the need to see education as
7 intimately linked to healthy development for young
8 people. And, to that end, an activity that we
9 have been engaged in over the last number of
10 months is working with Child Trends to create a
11 report on Latino students and the factors
12 affecting their healthy educational and personal
13 development.

14 Dan couldn't be here with us today,
15 because he has a competing work meeting, but he
16 tells me that the report is due momentarily. And
17 we are working with AT&T actually on the strategy
18 for policy gatherings that would occur -- right
19 now scheduled potentially for March and September
20 to disseminate this work and to move forward on
21 it. So you will all be hearing more about this
22 very shortly.

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1 Dan is also working on issues around
2 developing standards of practice around the area
3 of student support services. So more to come. I'm
4 sorry Dan couldn't be here today, but we are about
5 to launch in this area.

6 Now, the other major emphasis that we
7 have had is on teachers and teaching. And is
8 there anybody in the audience here today with
9 Teach.org?

10 We have been having some kind of on and
11 off conversations with Teach.org, and we are --
12 after this meeting I will be trying to get back on
13 this because Teach.org has a major initiative in
14 this area, but we have wanted to link in the
15 issues around the EL teachers, the teachers for
16 Latino students. And we are specifically
17 interested in linking strategies with them. So
18 more to come soon.

19 I wanted to share with you -- we sent
20 out an invitation to all of the Commissioners
21 about a week in advance of the actual event, which
22 was not a good amount of time to alert people, but

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1 we had scheduling issues that were incredible --
2 about an event that we did about a week ago called
3 Making Education Work for Latinas.

4 This was sponsored by the L.O. Goya (ph)
5 Foundation, who commissioned us to do a major
6 report on what are those pieces that we could put
7 together that would make a significant difference
8 for the education of Latinas in this country. And
9 we held this event at UCLA a week ago, which Eva
10 came, along with the prior Director of Homeland
11 Security, the University of California President,
12 John Portrano (ph).

13 And Aguna Nadiez (ph) who is a kind of
14 iconic Latina in the Southern California area who
15 for many years was the president of Moldev (ph),
16 and now heads up a major foundation, California
17 Community Foundation, to discuss this work.

18 So I'm sorry that most of you were not
19 able to be there. However, at the civil rights
20 project website now -- so that's
21 www.civilrightsproject.ucla.edu -- is her report
22 and a really cool video. We have this

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1 professional documentary filmmaker. It's an 18-
2 minute video that kind of takes a lot of that
3 research, but it is presented through a number of
4 Latinas who are managing to make it through the
5 higher education system, young women who are
6 undocumented, young women who had a baby when they
7 were in high school, young women with all of the
8 major challenges that we know are out there. They
9 are talking about how these pieces can be put
10 together to create a successful trajectory.

11 So that video is also up on the website,
12 and I urge all of you to take a look at it. I
13 think it is -- and I'm hoping that we, as a
14 commission, can do something about -- because it's
15 a very accessible way to get the message in a very
16 compelling format.

17 A couple of the major findings from this
18 report are that Latinas increase their chances of
19 going on to college if they have Latino teachers.
20 So this is a firm finding in the national data
21 sets, if there are -- the more Latino teachers in
22 the school, the higher the likelihood that these

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1 young women will go on to college.

2 Second one, Nancy and others, Latinas
3 who graduate high school bilingual are more likely
4 to go to college than those who lose their
5 language.

6 So these speak I think very loud and
7 clear to the issue of getting more Latino teachers
8 into our schools and getting more bilingual
9 teachers into our schools. We can now make those
10 links to better outcomes for this population. But
11 our analyses show that the cost of getting a
12 teaching degree is a huge factor in getting these
13 young people through the system and into schools.

14 I thought it was interesting when
15 Cecilia was talking about changing the four-year
16 degree to a three-year degree, I think the data
17 now show -- and correct me if I'm wrong -- that
18 the average for people going to four-year colleges
19 is about five years to get a degree. And, of
20 course, in the states which is most of our states
21 in the union, and they have cut back on higher
22 education, that is getting longer and longer and

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1 longer.

2 So it becomes prohibitively expensive
3 for that 14 percent of Latinos who ever get a
4 degree to invest in becoming a teacher, come out
5 with all of this debt, come out many, many years
6 later with foregone income, which is something we
7 don't talk about a lot. How much does it cost to
8 be in college versus out in the workforce?

9 So I think we really have to think hard
10 about not just exhorting Latinos to go into
11 teaching, but helping to make it possible through
12 funding that as the real option for them.

13 Last year we did a teacher recognition
14 case. We took -- I think we ended up with 12. I'm
15 forgetting now, but I think there were 12 -- we
16 ended up with 12 teachers who were truly, you
17 know, by all measures truly exceptional
18 individuals, mostly Latinos, but at the very least
19 the criterion was working with Latino kids to make
20 a real difference.

21 And this is one of the things that we
22 intend to do again this coming year to highlight,

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1 illustrate what that looks like, to be a Latino
2 teacher who is exceptionally successful, both for
3 the purpose of recognizing these individuals and
4 their schools and the context in which they work,
5 but it is also for young people to emulate.

6 But we need I think to do a better job
7 of disseminating this, getting this word out,
8 which is part of the interest in working more
9 closely with Teach.org that has a dissemination
10 strategy.

11 There has also been the suggestion,
12 which we are very open to and strongly encourage,
13 and that is working with the group on educational
14 excellence for African-Americans, David John's
15 group, and combining forces to think about how we
16 can promote more African-American and Latino
17 teachers and those individuals who work
18 particularly successfully with this population. So
19 we are looking forward to that combined kind of
20 initiative.

21 Alfredo, before I go on to the next
22 thing, which I want to raise, you have some

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1 particular suggestions, papers that ought to be
2 commissioned by the -- by our group. Would you
3 like to speak to that?

4 MR. ARTILLES: Gracias, Patricia. Yes.
5 I think some of the things that we included along
6 the lines of what Patricia had summarized for us
7 included the strategy of dissemination of
8 information through the preparation and
9 conditioning of instamatic, carefully crafted, and
10 reviews of the research evidence with regard to
11 Latino teachers and initial preparation, including
12 recruitment of teachers; and, second, the
13 retention of bilingual teachers, not only in urban
14 schools but also in rural settings.

15 As we know, the growth of the Latino
16 community in rural settings, particularly in the
17 Southeast, is unprecedented. And we have hardly
18 any understanding in terms of what it takes to
19 prepare teachers, especially Latino teachers and
20 teachers working with Latino communities, in those
21 settings. So the idea was to come to consensus
22 through a careful review of the research on that

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1 aspect of initial preparation as well as the
2 retention of bilingual teachers.

3 A critical piece of that will include
4 attention to the significant diversity of the
5 Latino population so that we begin to educate our
6 colleagues and the general public about the rich
7 diversity of the Latino community.

8 So those were the things that we
9 included, in addition to another review that will
10 address the work that is done across multiple
11 sectors, health, education, security, community
12 development, and so forth, that will support the
13 delivery of comprehensive service delivery systems
14 for Latino communities as well.

15 MS. GANDARA: Thanks. Thank you,
16 Alfredo.

17 And I apologize. We would have been a
18 little firmer and be able to speak to particular
19 things had we been able to make our meeting
20 yesterday. So some of those things were left not
21 quite finished.

22 One aspect of the work in the K-12 area

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1 is parental engagement. And I want to share with
2 you another recent finding that we have, and that
3 is that one of my graduate students recently
4 finished her dissertation looking at the issue of,
5 does it make a difference if you have a bilingual
6 teacher in the classroom. And Megan Hopkins, who
7 is now a professor at Penn State, found looking
8 across California, Texas, and Arizona at over 600
9 teachers that, in fact, the bilingual teacher is
10 more likely to consider it his or her job to make
11 connections with the family; whereas, the
12 monolingual teacher is more likely to see it as
13 the job of the parent to make connections with the
14 school. I think that speaks volumes about
15 parental engagement and how you foster that and
16 why it is that we feel so strongly about
17 continuing to press on the issue of more bilingual
18 teachers.

19 And then I will also just mention to you
20 for those who are interested in the dual language
21 issues that a civil rights project, we had just
22 completed the manuscript for a book that will be

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1 coming out in a few months on the bilingual
2 advantage in the labor market. We have wonderful
3 new studies with large data sets that show that
4 this new generation of young Latinos going into
5 the labor market will, in fact, be significantly
6 advantaged if they are able to maintain dual
7 languages. And not just Latinos but those
8 individuals who speak more than one language will
9 find a significant advantage in the labor market.

10 Now, just before turning over my time, I
11 want to raise something that is not on anybody's
12 agenda that I believe very strongly in
13 conversation with Dan, my co-chair, in agreement
14 that this belongs on our agenda. And that is the
15 issue of immigration reform and the degree to
16 which this is just killing our kids. We are
17 experiencing daily in all kinds of settings the
18 heartbreaking situation of children and citizen
19 children, children who are born here and children
20 who were not born here but who came here at a very
21 young age, whose families are being disrupted and
22 who cannot access higher education because they

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1 were two years old when they came here, with no
2 voice in this matter.

3 This is a really urgent situation for
4 our community. And I feel very strongly that we
5 as a Commission need to not only have a statement
6 on this but be thinking strategically about how we
7 can support the President's initiative in this
8 area because I don't think we can any longer
9 ignore the extent to which large portions of our
10 community, kids in our community, are being so
11 negatively affected by our inability to get our
12 act together on this issue. So I would hope that
13 we can put this on our agenda to follow up. And
14 that is mine.

15 MR. FRAGA: Thank you very much,
16 Patricia. And we will come back, circle back, to
17 the issue of immigration and what position we
18 might be able to articulate in regards to support,
19 further support, for a comprehensive immigration
20 plan.

21 The Co-chair of our Higher Education
22 Subcommittee, Lisette Nieves, will report.

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1 MS. NIEVES: Great. I don't think I
2 need a microphone. Can everyone hear me?

3 MR. FRAGA: The folks on the phone
4 cannot, the folks on the phone.

5 MS. NIEVES: Kent Scribner would like to
6 say something first.

7 MS. SCRIBNER: Please. And, Luis, for
8 the record also, from a practitioner perspective
9 in urban in Southwest, DACA has been transformed,
10 the deferred action movement. And it is
11 absolutely a wonderful thing. And we should thank
12 the administration formally, individually, in
13 every way possible.

14 Imagine, however, if we are able to
15 expand that and given the craziness in this town,
16 if we were able to perhaps persuade the
17 administration to look to families about their
18 recipients or the parameters of the Senate bill.
19 Students are losing hope and dropping out.
20 Students are having to become wage earners because
21 of the status of their parents.

22 And this is absolutely transformative

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1 for our committee. And I absolutely applaud the
2 effort to have this Commission make a public
3 statement, a strong statement, to that effect.

4 MR. FRAGA: We will.

5 MR. SCRIBNER: Thank you.

6 MS. NIEVES: Thank you.

7 Good midmorning, almost afternoon,
8 everyone. How is everyone doing?

9 SEVERAL: Good.

10 MS. NIEVES: Do you still have energy?

11 SEVERAL: Yes.

12 MS. NIEVES: Great. My name is Lisette
13 Nieves. I co-chair the Higher Education
14 Committee, which means that Luis Fraga puts up
15 with me during many of these sessions.

16 What I want to recognize first is that
17 there are ten members of our committee. That
18 includes me. And I want to say that each of those
19 ten members has been highly engaged and committed
20 to getting this work done. And I want to say
21 that.

22 The way the presentation will go today,

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1 I will do the majority of the presentation, but
2 then I will turn it over to Sara, who will also
3 talk about some of the follow-up that we have done
4 since this particular event. I also want to
5 recognize each one when I do the presentation.

6 So a few things. When we talk about
7 postsecondary education, talk about trying to
8 swallow the ocean. There's just a few topics we
9 can touch on. We decided to focus on a few areas.
10 And one thing we realize is that we have these
11 incredible academics and these incredible
12 practitioners. And how often do they come
13 together? That much, literally. Zero. And so we
14 said we wanted to do something different. We
15 wanted to create a symposium that would flip the
16 script of it. And what we would do is we would
17 link some of the best speakers that we know on
18 these particular areas -- and I'll talk about them
19 in a second -- and then have people who are
20 practicing and doing the work every day respond to
21 that. You know, are they off base? Are they on
22 base? How does it relate to the work that I do?

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1 Right?

2 I mean, there is something amazing. And
3 I would say this, too, when I get with my
4 grandmother. She says, you know, "When you came
5 out of the womb, you were translating." We have
6 constantly translating environments. We should be
7 doing that as well in the academic community to
8 the practitioner community. And so that is what
9 we decided to do, is put together some closing on
10 that.

11 And I want to recognize Darlene Robess,
12 one of the commissioners, who was the host of that
13 at USC, who was an incredible host, to make sure
14 that the event that we put together would focus on
15 three events, three particular issue areas.

16 One was accessing higher education. Both
17 Sara and Ricardo worked very hard in making sure
18 we found the best speakers out there on financial
19 aid and accessing it. What are the barriers
20 financially that inhibit our young adults and
21 young people from taking advantage of higher ed?
22 We had great work on that as well as practitioner

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1 responses.

2 I worked with Monica. Monica is right
3 here, Monica Martinez. And we looked at the area
4 of academic confidence and college readiness. And
5 that was another area that we saw that was based
6 on feedback from a lot of the areas that we knew
7 was a big issue for us, too.

8 What does it mean to have people prepare
9 to continue to persist? As Patricia said, as
10 others said, one is we're doing better at getting
11 people in, but we're not keeping them here; right?
12 And there are a few traps that we have seen. And
13 we saw some incredible work coming out of that.
14 One we know is the remediation trap, what we mean
15 by that, how it changes across the country. The
16 other things that we know about that is how do we
17 think about accelerating, taking concurrent
18 courses in remediation versus that makes such a
19 difference, understanding a multiple pathway while
20 you're in it.

21 I do love this generation. There is no
22 such thing as this and that. It's both. Right?

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1 It is a lot. It's great. But, yet, that's not
2 the way that we really constructed higher ed
3 opportunities for them. So it is great to have
4 both the academics and practitioners respond to
5 that.

6 The other area that we looked at is
7 engaging Latino families. We joke about this. We
8 call it a tribe. And so much of how we think
9 about persisting in getting someone to college
10 involves engaging a large community for a few
11 reasons. One is that for many of our young
12 adults, they are by going to college making a
13 choice of lessening the contribution to the family
14 way; right? This is very real; right?

15 And so, you know, think about bounded
16 rationality; right, because somebody says, "Well,
17 college is, of course, number one, the return on
18 investment." But when you have immediate needs
19 that relate to someone much larger than you, how
20 do we bring the whole family along to understand
21 because this is an endeavor that requires enormous
22 support?

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1 We had some great writers on that. And
2 Sara Lundquist was able to bring in a great group
3 with Santa Ana that did incredible work,
4 incredible work, as parents, educated parents,
5 about the importance of K through 12 and then
6 higher ed and then literally transformed the
7 pipeline, transformed the pipeline, because Latino
8 families own that.

9 So those were the three areas that we
10 focused on. We produced papers on each one. We
11 were excited it lasted for two days. Now we're at
12 the part where we said, what happens with this
13 next? Well, we don't like dust collecting. So we
14 met with the Commission staff. We said we want to
15 meet with XYZ people in the administration. And
16 Alex was very supportive of that and has set up
17 meetings. Of course, Mother Nature decided to
18 rule yesterday. And we know those meetings will
19 be reconvened but really looking at how do we
20 disseminate this information is important for us
21 because it is accessible to recognize, a), we
22 didn't have this information, even across the

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1 board in academics, understanding that; right,
2 about the Latino population; and also that
3 practitioners hadn't felt as accessed, hadn't felt
4 the connection or access to the material. And
5 that felt good. So one was looking at how we
6 think about interagency to get that work out, this
7 body of work.

8 The second thing that we looked at for
9 us individually I know the Edwin Gould
10 Foundation in New York hosted a symposium to just
11 talk about the report. What do we do? Right?
12 What happened when we brought together for the
13 city of diversity different educators and
14 administrators to hear about this? This is what
15 is happening in different parts of the country.
16 That was a really valuable event. I know Sara has
17 done events. I know Ricardo has talked about his
18 work as well as well as Luis.

19 I would say the other thing that we are
20 very interested in thinking about on the next page
21 and Sara is going to talk about this is talking
22 about the incredible stakeholders that allow the

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1 symposium to happen. Obviously we had the White
2 House's support of the Commission, but we also had
3 some funders, like Lumina and others, and
4 individual funders who care deeply to see this
5 happen. And so we wanted to take the next step
6 with them and say, "What's going to happen in 2.0?
7 How are you going to help us go to the next
8 stage?"

9 And so at this point, I am actually
10 going to turn it over. Well, Sara, hold on a
11 second. I'll have you talk about the Lumina thing
12 in a second. And she will talk about a follow-up
13 session that we had with Lumina.

14 I guess I will end with this one piece
15 and I want to be conscious of time as well is
16 that we realize there is another piece. We're in
17 a moment of incredible opportunity. We know the
18 last ten years have had enormous focus on K
19 through 12 education reform. We know that there
20 has been enormous investment in energy and time in
21 that.

22 With the Higher Ed Reauthorization Act

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1 upon us and the discussions starting to happen, we
2 cannot waste this opportunity. This is a moment
3 of extreme urgency. And if we do not articulate a
4 voice around that that particularly shows the
5 impact that it will have on Latino students across
6 this country, we are losing what I consider not a
7 battle but a war because we will be stuck with
8 that for a long time. And so we actually are
9 going to pull together another symposium related
10 to the Higher Ed Reauthorization Act with the
11 focus, again, on three areas that we know will be
12 critical, particularly for not just Hispanic-
13 serving institutions but any institution that is
14 seeing an increase in Latino students there. And
15 so we feel really strong about that. We'll talk
16 about that in our subcommittee so we can refine
17 some areas that we want to go further into.

18 We know that there is no question how
19 this transparency will mean accountability. What
20 does it mean to educate a community to understand
21 they are consumers? Right? They hadn't seen
22 themselves as consumers. What does that mean;

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1 right? What does it mean to do persistence in a
2 way that makes sense? How do they navigate
3 remediation, those types of things?

4 So we know that those are other pieces
5 that we can push the boundaries on when we think
6 about the Higher Ed Reauthorization Act as well as
7 the last one is, how do we push and understand?
8 What does it mean to travel multiple pathways?
9 Because right now we know that 75 percent of the
10 students consume higher ed part-time. That's how
11 they get their degrees. Right? And guess who are
12 those people? All right? Think about that.
13 Right? So if we understand that and we're
14 constructing systems that only focus for full-time
15 students of high support for full-time students,
16 we never want to change the pipeline. And that's
17 what we're about here.

18 So look out for when that happens. We
19 hope that all of you as folks who are thinkers,
20 practitioners on that would be engaged with that
21 as well, the more we talk about in the
22 subcommittee.

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1 And at this point, I get to turn it over
2 to Sara, a commissioner with us in higher ed.
3 Thank you, Sara.

4 MR. FRAGA: If I may just add just a
5 little bit from our Higher Education Committee,
6 when we commissioned papers from scholars to help
7 structure our discussions, we told them that they
8 should write and for those of you who know
9 academics, this is no easy task that they
10 should write a 10-page paper maximum, as 12-point
11 font, double-spaced, one-inch margins. And what
12 we wanted them to do was not to write about the
13 problems but, rather, write what we know from the
14 research about what works and what does not work
15 in each of these areas. And the push, of course,
16 was to go to a specific set of policy
17 recommendations.

18 One of the first essays we got back was
19 53 pages, single-spaced. So we sent it back. I'm
20 a former editor. It was very easy for me to do.

21 MS. NIEVES: After we read it, of
22 course.

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1 MR. FRAGA: After we read it. And it's
2 not that an analysis of the problem is not
3 relevant, but we wanted to focus the result of the
4 symposium on coming up with specific policy
5 recommendations. And that is exactly what we did
6 in each of these three areas: accessing financial
7 aid, enhancing academic competence, and empowering
8 Latino families as a result of the symposium.

9 As a result of the academic papers, as a
10 result of the conversation, the interaction with
11 the stakeholders who were there, some of whom are
12 in this audience, we came up with six specific
13 policy recommendations in each area: two
14 immediate; two medium-term, thinking four to six
15 years; and two long-term. And the idea here was
16 to see what we could do not just to innovate but
17 to further support work that the Department of
18 Education has already been doing, some excellent
19 work that we heard about as well, but also to
20 begin to think about setting the agenda over the
21 course of the next legislative session, if not
22 over the course of the next decade. And we think

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1 that that might be a good model. Certainly I
2 think we find it a good model to fully engage the
3 academic community, the practitioner community;
4 and, most importantly, the broader stakeholder
5 community in trying to pursue this work.

6 MS. NIEVES: Can I just add one thing
7 before Sara goes? I do want to acknowledge we
8 didn't just tell them ten pages. We also told
9 them in eight weeks and they would be paid very
10 little, if anything. And I say that because I
11 think what we found and what we know to be true is
12 that having the support of the White House,
13 particularly the urgency around the issues, is not
14 without enormous passion. And it was not a
15 problem getting the talent to write it. And that
16 was actually for us very inspiring. So thank you.

17 Sara, all yours.

18 MS. LUNDQUIST: Yes. Truly, we really
19 kept our promise on paying them nothing.

20 (Laughter.)

21 So I would like to reflect that that was a
22 terrific 53-page paper. But what we do is we make

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1 a distinction between developing a set of ideas
2 for academic publication and honing those ideas
3 for traction and action. And so, even though as
4 an advisory committee we focus on creating
5 momentum around a very carefully selected group of
6 policy priorities, our theory of change really
7 suggests that we tip our nation towards scaling
8 those practices by helping to implement laboratory
9 environments on the field, where we get a toehold
10 on the work in progress and tip towards creating
11 new standards of practice. So it is more than
12 just an idea. It is a proven strategy given the
13 way we work that we will create that kind of
14 forward momentum.

15 So you see in our Higher Education
16 Subcommittee and will see with more precise detail
17 this afternoon two really profound areas of focus.
18 One of them is to create our own momentum with the
19 empowerment that we have as an appointed group of
20 commissioners.

21 And another, where I am going to center
22 my brief remarks, is to leverage likeminded

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1 partners. If we have heard of one universal
2 restraining force this morning, in addition to the
3 lack of a desperately needed comprehensive
4 immigration reform, it is the incredibly narrow
5 silos within which advocates for change work. This
6 works against us at every juncture. It creates
7 casualties through complexity and friendly fire in
8 what should be a coordinated landscape of allies.
9 Each knowing the choreography of collaborating on
10 these incredibly complex initiatives requires a
11 higher level of intersector and intrasector
12 mobilization.

13 So what we are in the process of doing
14 now is working very hard to leverage more intimate
15 strategic partnership with individuals that are
16 dedicated to the Higher Education Subcommittee's
17 work. And, of course, you know that overall, we
18 are building private and public sector
19 partnerships in this work. So we have turned to
20 some of the individuals that helped to nourish our
21 first symposium. And chief among them is the
22 Lumina Foundation, whose strategic plan is 100

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1 percent contained in the work of the Higher
2 Education Subcommittee and very, very friendly to
3 the work of early learning and the work of K-12,
4 to which we feel inextricably linked.

5 And so what we are doing now as an on-
6 ramp to phase two strategic planning for our
7 committee is we are having a series of very
8 deliberate strategic conversations with the
9 leadership of the Lumina Foundation. And the
10 first accomplishment that we have is we have
11 drafted an integration of the 18 recommendations
12 for policy and practice that came out of our
13 inaugural symposium. And we have mapped that into
14 the eight priorities around which the entire
15 Lumina Foundation is presently organized. It is
16 in the first full year of implementing its
17 strategic plan. You could call it the President's
18 first in the world initiative. Lumina calls it
19 goal 2025. And that is exactly how tightly the
20 strategic focus of the organization is to ours.
21 And so what we have done at this early phase is we
22 have previewed how we can leverage the work that

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1 each has done from complementary locations on the
2 landscape. What that will include initially is
3 collaborating on planning for a second symposium.
4 It will include attention to how each of us can
5 help to commission the kinds of knowledge essays
6 that will inform policy makers and policy
7 influencers, including state and local policy
8 makers.

9 We feel that the level of federal
10 paralysis that we encounter requires us to have a
11 very robust menu of opportunities to change
12 practice. And when an entire university or an
13 entire state system of public higher education
14 makes a change, we feel we are creating an
15 invaluable and extremely powerful kind of forward
16 momentum.

17 In addition to that, we are also
18 creating workgroups that will be linked to the
19 four areas of Lumina's strategic plan, which are
20 tied to new kinds you heard my colleague
21 Lisette talk about this already new forms of
22 credentialing. Too often we see the degrees that

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1 a student can obtain their below baccalaureate
2 degree, sometimes not even being called college
3 completion. And so we really appreciate Lumina's
4 stretch to the certificate in higher education
5 obtained through a community college to the
6 Associate of Arts degree with tremendous
7 excitement about the baccalaureate degree, but it
8 doesn't mean that that finish line is the only
9 thing on the scorecard. So we are working with
10 that strategy.

11 We are working with higher education
12 transformation with the Lumina Foundation, their
13 internal policies, very much advancing from access
14 towards completion, from the parental and the
15 grassroots community-based organizational support
16 for that to institutional policies.

17 And perhaps one of the more over-arching
18 areas is the profound interest that the foundation
19 shares with us on reshaping the financial aid
20 landscape for students. They have state and
21 policy as well as private and other corporate
22 partners that are helping us to examine what a

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1 debt-free college education might look like. That
2 involves, of course, an incredible emphasis on
3 maximizing students' eligibility for the aids that
4 they're able to get. And our immigration policy
5 holds us back for that. An enormous subset of
6 Latino higher education students are, of course,
7 ineligible for help. And as long as that barrier
8 stands in our way, we will have students at the
9 highest poverty level with subdued academic
10 completion and achievement.

11 But, in addition to that, we're looking
12 at a set of creative policies that involve
13 everything from federal tax credits in the long
14 term to incentives for students in the short term,
15 ways to minimize loans and increase higher
16 educational efficiency in terms of completing
17 students' pathways that don't ignore the value to
18 our democracy of liberal and civics education but
19 that also focus on the workplace and high-end
20 occupations within and beyond STEM.

21 Surely some of you saw the report about
22 the core STEM competence that came out last month

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1 as beginning to be disseminated by the Center for
2 Urban Education at USC indicating that there is a
3 shadow STEM economy that simply means students
4 that know science and math in every career field
5 are drastically more likely to be employed, their
6 employment is more resilient, and their wages are
7 higher.

8 So our next steps with the Lumina
9 Foundation will be to create working groups linked
10 to a subset of these eight initiatives and to work
11 in partnership with them as our group prepares a
12 late winter and early spring policy convening that
13 will help we hope to accelerate the knowledge that
14 we can feed into the higher education
15 reauthorization process and also to communities as
16 stakeholders in states and on the ground
17 throughout the United States of America.

18 So we look forward to our opportunity to
19 caucus a little bit this afternoon before we bring
20 back to you a pithier strategic plan that will
21 shape the work that we hope to achieve through the
22 next administration.

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1 Lumina also helps us, with their
2 attention to impact and results, articulate what
3 success will look like across our strategic
4 initiatives. And without articulating that in a
5 very brave and forthright way, it's hard for us to
6 make timely course corrections and to ensure that
7 students get all the value they can for the
8 position that we hold as commissioners.

9 MR. FRAGA: Thank you, Sara.

10 The working papers that were drafted for
11 our symposium are available on the Commission
12 website. The specific policy recommendations are
13 fully articulated on the Commission's website. All
14 of that information is publicly available. And we
15 did that intentionally as a way of promoting
16 greater thinking and greater analysis in these
17 areas.

18 MR. ROMO: Luis, this is Ricardo Romo.

19 MR. FRAGA: Yes, Ricardo, please?

20 MR. ROMO: If you have time, I've got a
21 few comments here.

22 MR. FRAGA: Yes. We've got five

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1 minutes. Please?

2 MR. ROMO: Okay. I'll do it fast. And
3 then I think what has happened now is with the
4 presentations at three universities by President
5 Obama, we have a lot of new opportunities and
6 challenges. And that is when he spoke at Buffalo,
7 he talked about graduation rates, rates, and
8 access being the three things that they would be
9 looking at. And what we are seeing here in sort
10 of a clarification is ideally the President would
11 like financial aid linked to ratings. And that
12 requires congressional approval. In the meantime,
13 they're moving in this direction.

14 In another clarification, they had an
15 article on this. And they said they're going to
16 measure access, they're going to talk about
17 affordability, and then they're going to talk
18 about student outcomes; i.e., the earnings for
19 students. So we have seen it.

20 We are going to present it here in terms
21 of our recommendations for more Pell grants or
22 things that, you know, increase the work

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1 opportunities that we mentioned. Those things,
2 you know, I think some of these things are just
3 going to have to be cast aside because the end of
4 the era is the end of input. No longer if this
5 follows, we follow the thinking here, they're not
6 interested in inputs anymore, how many students we
7 enroll, how many students we have in different
8 classes. It's an era of outputs.

9 And that's a problem for us right now
10 because the data is not going to be good. They're
11 not going to have great -- for example, the
12 economy is bad. To gather the data in 2008, we
13 claimed financial aid. We know that the data on
14 graduation rates is very weak. And if they begin
15 to rate us based on graduation rates and that's
16 what they talk about 60 percent of our students
17 transfer. None of those students is going to be
18 rated in the same way that everybody else is going
19 to be rated. So we're at a tremendous all the
20 schools are I have actually been in a lot of
21 institutions that have a large number of students
22 who because they are worried about debt change

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1 colleges and then transfer to other institutions.
2 That's a whole bunch of them. And none of those
3 students are counted, you know, in graduation
4 rates. So the data is going to be a real problem
5 for us. You know, we're going to be rated on
6 inaccurate data.

7 So I think that our group needs to you
8 know, you know what they say? It needs to regroup
9 and think those similar recommendations before the
10 three speeches by the President. And those of you
11 who follow this know that if the President makes
12 three speeches on any topic, this is serious.
13 It's going to happen. You know, we're seeing
14 discussions of rewards and placements in some of
15 the things I've read.

16 Now, we have got reauthorization. We're
17 working on it. The last time we went through
18 reauthorization, it took six years. That's the
19 last time. So reauthorization is going to be
20 something on our plate for a long time. But I
21 think some of this current discussion, as noted is
22 really pressing for us. So those are my thoughts.

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1 MR. FRAGA: Thank you very much,
2 Ricardo.

3 Lisette?

4 MS. NIEVES: Yes. Hi, Ricardo. I also
5 wanted to add a piece to that that, you know,
6 thinking about the symposiums, too, I guess I
7 would add some optimism here, you know, the rating
8 versus the ratings, right, that there are colleges
9 that do know when they did count up how many
10 transferred out, they didn't see that great a
11 difference. I'm just going to say that. Those
12 numbers are really small. Monica knows this.
13 There was data that we see from different states.
14 So that's one. And I understand that argument.

15 But I think there is something, an
16 opportunity, to say also what should be included
17 in the ratings is how much of the work study that
18 is going out right now is related to career
19 readiness to the next stage; right?

20 There are ways that the argument of
21 construction of what goes into how we're thinking
22 about how consumers are going to be looking at

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1 colleges, it hasn't been set yet. And I'm hoping
2 that you're going to have an enormous voice in
3 that, Ricardo.

4 That's all. Thank you.

5 MR. ROMO: Thank you. Thank you.

6 MS. CEJA: Commissioners, I want to
7 thank you for your presentations this morning. And
8 you can see how we have a lot of work ahead of us.
9 And we definitely have an aggressive agenda before
10 us.

11 Before we adjourn for lunch, I just want
12 to go through the next steps for our afternoon. We
13 will reconvene here at 1:00 o'clock for our
14 subcommittee breakout discussions. This will give
15 us the opportunity to continue fleshing out our
16 next steps for each of your subcommittees. The
17 audience members are invited to sit in and listen
18 into those breakout sessions. Then it will be
19 followed by the report out of your groups and next
20 steps. Any audience members that are interested
21 in providing public comments should be registered,
22 have already registered by now. If not, please

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1 make sure you do that. And that will place from
2 2:30 to 3:00.

3 And so I want to thank you for this
4 morning's presentation. We are very excited to be
5 working with you to get this agenda off the ground
6 these next couple of years.

7 So, with that, we will adjourn for
8 lunch. And we will resume at 1:00.

9 Thank you.

10 (Lunch recess.)

11 MS. CEJA: Thank you, Commissioners. I
12 hope you enjoyed your lunch. We are going to go
13 ahead and get started with the afternoon portion
14 of our agenda. And this is the portion on the
15 agenda that includes our subcommittee breakout
16 discussions. Each subcommittee will be staffed by
17 a member of the initiative staff to take notes.

18 Our breakout sessions in terms of
19 logistics are K through 12 Subcommittee will be
20 convening on the left-hand corner of this room.
21 Our Early Learning Subcommittee will convene on
22 the right-hand side corner of this room. And our

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1 Higher Ed Subcommittee will convene in a breakout
2 conference room. That is right down the hall. And
3 there will be staff to direct you. So any
4 audience members that are interested in sitting in
5 on the breakout sessions, know that we've got
6 Early Learning on this end of the room, K through
7 12 and our Higher Ed Subcommittee.

8 So I am going to ask our committee
9 members to go to their respective sections of the
10 room. And then we will reconvene back at 2:00 for
11 the report out on next steps.

12 (Breakout sessions.)

13 MS. ACEVEDO: We'll call the meeting to
14 order at about 1:10.

15 So we've got about 50 minutes, maybe a
16 little bit less, to think about what is our
17 working plan for the next session. And I think
18 some things that we heard, you know -- I think
19 learning from our other subcommittees, I was
20 really struck with how smart the idea of the
21 symposium was when they called for papers, because
22 then you get immediate research that helps to

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1 document what you want done.

2 So I think one of the big pushes with
3 universal preschool, which I think we really want,
4 is that dual language hasn't been included with
5 universal preschool. And if we have a -- if we
6 call for a symposium and papers, we can get
7 instant research that can help promote the
8 universal preschool, so it becomes something that
9 is focused on dual language and not just, hey,
10 let's get these kids into preschool so they can
11 learn English, and then not promoting their dual
12 language.

13 MR. SANCHEZ: I'm wondering if there
14 isn't a professor or professors or academic types
15 who could kind of support the kind of science, if
16 you will, that the gentleman who came from the
17 University of Chicago I think and spoke and talked
18 about --

19 MS. ACEVEDO: Yeah. Hickman.

20 MR. SANCHEZ: -- the \$7 to \$8 return on
21 every dollar invested in early education. Wouldn't
22 it be nice if we could have someone say, you know

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1 what, either in addition to that, or as a
2 complement to that, it would be \$8 or \$10 return
3 on the dollar investment if you had them coming
4 out bilingual. And we all know that kids learn --
5 they absorb that stuff -- I mean, stupidly, we
6 start with a second language too often in high
7 school when here we should be starting no later
8 than third grade, but I would submit to even
9 before that.

10 And these kids, I mean, they will pick
11 up Chinese, they will pick up all these esoteric
12 kind of languages in a very, very simple way, the
13 same way they learned English. But you've got to
14 get them early, and I think that that ought to be
15 -- I like your idea that ought to be something
16 that we also include in our messaging, this
17 bilingual piece.

18 And it is no longer -- and, you know, it
19 was a political football for way too long. And
20 remember the English-only and all those ugly
21 things? And now I think they realize,
22 economically speaking, it makes a lot of sense to

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1 have bilingual and trilingual people.

2 MS. ACEVEDO: Yeah. And then, the
3 Kellogg, do you want to talk about maybe thinking
4 about also following it with what I think higher
5 ed did with Lumina, and maybe doing that for --

6 MR. PEDROZA: Sure. Just to add to the
7 research piece, so I think we could approach Dr.
8 Don Hernandez who was at the summit -- from CUNY,
9 right? And, you know, have a follow-up maybe with
10 him on how we can get that message across. I
11 think he has been the forward leading researcher
12 on early childhood in Latinos and immigrant -- you
13 know, the immigrant community.

14 And I think there is probably several
15 follow-up meetings that we need to have with --
16 you know, after the summit with the researchers,
17 but also with the foundations, and I think
18 certainly we learned from the other group that if
19 we can really create this partnership
20 collaboration with foundations to help continue
21 the work at the local levels, and one that we have
22 a relationship with because they invest heavily in

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1 New Mexico is the Kellogg Foundation.

2 Now, they have sort of selected a few
3 priority states, which might limit the reach. It
4 sounds like Lumina has a more national reach than
5 maybe Kellogg, but certainly that doesn't mean
6 that we can't, you know, approach them because I
7 think they have a body of funding, right, in the
8 history of funding nationally, and they have
9 learned a lot of lessons over -- you know, over
10 the years about what works as far as early
11 childhood.

12 And I know, you know, Modesto's
13 Children's Trust was -- had a partnership with
14 Kellogg at some point also, so I think we should
15 certainly approach them and see if we might be
16 able to create a working relationship.

17 MS. ACEVEDO: Yeah. That would be a
18 good partnership. Nancy?

19 MS. NAVARRO: One of the things that I
20 was struck by this morning when we had the
21 conversation with Mr. Shelton was -- there were a
22 couple of things that stood out for me. He spoke

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1 about the issue of branding. He spoke about the,
2 you know, need to overcome the silos approach, and
3 also this what I termed the "whole child
4 approach." So, in other words, since we operate
5 as silos, we tend to think about, let's say, early
6 childhood as a sort of, you know, just education
7 or a school-related issue. But then we're not
8 looking at other issues that affect academic
9 achievement and also school readiness.

10 So it could be, you know, access to
11 health care. It could be, you know, whatever else
12 is surrounding that child. And we have some
13 models. In Montgomery County, we launched -- I
14 was part of a project that was loosely based on
15 the Harlem Children's Zone, but this idea of how -
16 - how can we best evaluate, you know, what are the
17 models out there that have been successful in
18 integrating all of the different departments,
19 different sectors, but also overcome the issue of
20 the barrier of funding, of sharing the funding,
21 because that is always, you know, where everything
22 stops in terms of the collaboration, you know,

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1 that have included a robust early childhood
2 component, and one that addresses the issues of
3 the limitations of funding because all localities,
4 jurisdictions are, you know, having real problems
5 with pots of money.

6 But then I think it acts as an
7 amplifier, because we are not just isolating, you
8 know, early childhood as an academic or a school
9 readiness piece. We are tying it up to all of
10 those other indicators that address school
11 readiness.

12 So I would love to see us explore some
13 of those possible best practices or models out
14 there that have been successful in integrating
15 this whole sort of, you know, community schools if
16 you will, for lack of a better term, but that have
17 surrounded all of these sort of wraparound
18 services and all of these other components and
19 been successful. And if there is anything out
20 there that has tracked the trajectory in terms of
21 gains in at least the third grade, that would be
22 really awesome, too, because that is the criticism

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1 that sometimes we get in early childhood is that,
2 you know, the issue of the fadeout.

3 You know, I would love to see if maybe
4 these models have proven that you can maintain
5 those gains onto at least a third grade level and
6 beyond. So, you know, I can forward some of the
7 projects that I have seen, but if anybody has any
8 ideas of other models, that would be great.

9 MS. ACEVEDO: Well, that's something
10 that you talk a lot about, Mo, which is that, you
11 know, tying in the whole child.

12 MR. ABETY-GUTIERREZ: Yeah. I'm all for
13 trying to get that done and for including it on
14 our agenda. But I really think that as we talk
15 about dual language and simplifying funding
16 streams, and putting out funds in blocks that
17 integrate or that make the integration of health
18 and home visitation and parenting programs more
19 available, that as we begin to adorn this
20 Christmas tree that we make it more difficult to
21 pass in a time when investing funding for anything
22 seems to be very contrary to where much of

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1 Congress is at.

2 And so I really think that we ought to
3 singularly focus on the Early Learning Act and
4 gathering the information, the data, that supports
5 that. I don't think we need new studies to do
6 that. I think that information is all out there
7 and relevant and current. We need to package it.
8 We need to brand it. We need to -- and then we
9 need to get it out to media and to constituency
10 groups.

11 I think that many of our Latino
12 organizations have not focused on this issue as a
13 priority issue for us, you know. Traditionally,
14 they are focused on immigration or on many other
15 issues. But the push to make that happen, the
16 focus on the Congressional Hispanic Caucus and
17 getting them on board and getting them to raise
18 where this issue is on their political agenda, I
19 think is very important. I think it is -- the
20 timing on it is very short and brief, and we ought
21 to come up with a plan to get this legislation
22 passed.

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1 And if that means educating folks in the
2 private sector, in the business community, law
3 enforcement would certainly align with us as the
4 military has. I think that's a lot of work. And
5 if we focus on that, and we get it done, it would
6 be terrific.

7 MS. ACEVEDO: Well, I think universal
8 preschool is, you know, very important, and I do
9 realize that like the Hispanic Chamber, the
10 Hispanic Caucus, that us advocating for it is
11 something that we could do, and we haven't done
12 that. You know, so I think that's an important
13 one.

14 When the bill will go up for actual
15 voting, I don't know when that is going to happen,
16 because I think they are kind of holding off until
17 they get support.

18 MR. ABETY-GUTIERREZ: Budget agreement.

19 MS. ACEVEDO: Well, not just budget
20 agreement, but also support from people to move it
21 forward. So I do think that that's one thing we
22 could do.

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1 I think -- I'm sorry. Go ahead.

2 MR. PEDROZA: Just to kind of add to
3 that piece, I think we could continue working with
4 the Department of Ed, though. As the proposal is
5 out there, obviously, that is the push, but to
6 make the language as the -- you know, the
7 proposal, you know, passes and -- you know,
8 hopefully passes, and we see the implementation of
9 it, that, you know, maybe as these new dollars are
10 RFP'ed, that there is extra points in there if you
11 are working, you know, on dual language programs.

12 And so, you know, I know like certainly
13 New Mexico when we're looking at, you know, Race
14 to the Top funding, or Promise Neighborhoods, you
15 know, you get extra points for different -- you
16 know, it would be nice to see extra points in
17 there for -- that are able to address, you know,
18 the language and, you know, working with Latino
19 families.

20 So, you know, I don't know the
21 specifics. I'm sure there's probably laws and
22 rules that, you know --

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1 FEMALE SPEAKER: So those are going to
2 be state-driven.

3 MR. PEDROZA: Yeah.

4 FEMALE SPEAKER: So the funds will be
5 made available, but how they are disbursed is up
6 to the states. It depends if it passes and --

7 MR. PEDROZA: Sure.

8 MS. NAVARRO: I think that there is a
9 particular role that the piece of legislation
10 would play in determining or signaling what could
11 be used, because we had this conversation, for
12 example, with our state folks and we said, you
13 know, are you incorporating dual language as part
14 of -- and they just -- you know, they just kind of
15 felt like, well, it wasn't a requirement that came
16 through from, you know, the federal grant
17 proposal. Therefore, you know, it is kind of an
18 afterthought.

19 So I think any opportunity to signal
20 that this is important I think is critical. And I
21 just wanted to circle back on my original point. I
22 think part of this idea of also looking at the

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1 holistic approach, it is also to make the point
2 politically, because when you start talking about,
3 you know, academic outcomes and academic
4 achievement within the context of limited funding,
5 the more that we can also expand that picture, the
6 more that then you can say -- and that's why it's
7 important for you to focus on, you know, funding
8 this early childhood piece, because it is
9 connected to all of these other outcomes.

10 And so I think in terms of when we do
11 our advocacy it would be great to have some things
12 to point to that show that jurisdictions have
13 actually almost multiplied the impact because you
14 are also integrating and collaborating with these
15 other agencies or these other programs.

16 So that is that piece, but I think
17 absolutely we need to focus our efforts in really
18 pushing through advocacy for this piece of
19 legislation to move forward.

20 MS. ACEVEDO: We had met with Libby
21 Doggett, who is at the Department of Education,
22 and one of the things that she said this morning

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1 was, you know, this should be an issue for the
2 Latino legislature and it's not. So how can we
3 help make that an issue? I think that's a really
4 important thing, so -- using our own advocacy. So,
5 you know, Mo, in Florida you've got both
6 bipartisan -- well, maybe we shouldn't say both
7 bipartisan. You have people in both parties that
8 are Latinos. And maybe there is something that we
9 can work with Libby and the Department of
10 Education to set up those meetings.

11 She is going to set up a meeting with me
12 and Roybal in California, who I think is really
13 important on this, to get her support. But then
14 there is also people here in D.C. And I don't
15 know about Illinois.

16 MR. SANCHEZ: Illinois has got -- and I
17 suspect that many of the states have a Latino
18 Legislative Caucus. With one exception they are
19 all Democrats, but I'm sure that this is the kind
20 of thing that they would not ignore. I think it's
21 something that -- we really haven't thought of a
22 state strategy in terms of trying to get some

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1 return on our own efforts, if you will. But that
2 might be one of the ways to go.

3 MS. ACEVEDO: And I met with the chair
4 of the Hispanic Chamber of Commerce, and they
5 hadn't been asked, and they are very open to this
6 idea.

7 MR. SANCHEZ: Are you talking about the
8 U.S. Hispanic --

9 MS. ACEVEDO: Yes.

10 MR. SANCHEZ: Yeah. Again, you don't
11 get if you don't ask.

12 MS. ACEVEDO: Right.

13 MR. SANCHEZ: And a lot of times they're
14 embarrassed to say, "Oh, they never brought that
15 to our attention." And then, mind you, that voice
16 would be very, very helpful because they tend to
17 be very closely aligned with the relatively
18 conservative business folks across the country.

19 MS. ACEVEDO: So do you know Mark
20 Rodriguez? He is the chair.

21 MR. SANCHEZ: I'm talking about the U.S.
22 Hispanic --

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1 MS. ACEVEDO: U.S. Hispanic --

2 MR. SANCHEZ: -- Chamber of Commerce.

3 MS. ACEVEDO: Yeah.

4 MR. SANCHEZ: Their president and their
5 chairman. They just had their convention this
6 year in Chicago. So it's a relatively
7 conservative -- I mean, a lot of times they don't
8 go along with Congressional Caucus Institute, but
9 that would be a good ally for us to have.

10 MS. ACEVEDO: Right.

11 MR. SANCHEZ: Because I don't think --
12 it's kind of like -- like the military thing.
13 They're not going to -- they're not going to
14 ignore that. I don't think they are going to
15 ignore their own kids and their educational needs.

16 MS. ACEVEDO: Right.

17 MR. SANCHEZ: And, again, that's
18 something that we ought to coordinate our efforts
19 to advocate on that. I think they are
20 headquartered now in Washington, D.C., but I
21 certainly am not adverse to approaching the CEO
22 and/or the chairman or both to send a message of

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1 trying to enlist their support for this effort.

2 MS. ACEVEDO: Right. And I'm happy to
3 meet with anybody about --

4 MR. SANCHEZ: And the politicians will
5 listen to them. They basically blow off certain
6 other organizations, you know, that are too
7 progressive, too liberal. But you get the U.S.
8 Hispanic Chamber of Commerce and they won't just
9 willy-nilly blow them off. That could be very,
10 very effective if you will.

11 MS. ACEVEDO: So I think putting on our
12 agenda meeting with key legislators, but also
13 getting an important organization like the U.S.
14 Hispanic Chamber --

15 MR. SANCHEZ: They must meet as a caucus
16 at some point. How hard is it to -- the Hispanic
17 Legislative Caucus.

18 (Simultaneous speaking.)

19 FEMALE SPEAKER: They work with --

20 MR. SANCHEZ: To get five minutes on
21 their -- or ten minutes on their agenda --

22 FEMALE SPEAKER: But I think in terms of

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1 whether --

2 MR. SANCHEZ: Maybe they never
3 disconnected the phone call in, because it's --

4 (Pause.)

5 Whoever is controlling the calls coming in, that's
6 what that is. There you go. Thank you.

7 I'm sorry. Go ahead.

8 FEMALE SPEAKER: Developing a state
9 strategy and a local strategy, I mean, to -- you
10 know, we're federally appointed, so we can't
11 lobby, we can't advocate for a specific bill, but
12 what we can do and what the initiative is doing
13 and what the subcommittee can do is just make
14 sure, to Nancy's point, that we are communicating
15 all of the benefits, that we are raising awareness
16 among the Latino community that this should be a
17 priority.

18 MR. SANCHEZ: Right.

19 FEMALE SPEAKER: You know, to your point
20 that it's not for a lot of folks. So if we do
21 that, I think that's a big win. But developing
22 and trying to figure out who are the partners that

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1 we should be reaching out to, who are the
2 foundations. The Pritzker Foundation, for
3 example, is, you know, a huge supporter, you know,
4 in Chicago, but --

5 MR. SANCHEZ: No. But thank you for
6 reminding us of that, too, because that is one of
7 the limitations we have as members of the
8 Commission. I know I'm grateful that you've
9 reminded me of that, because that's a fine line. I
10 mean --

11 FEMALE SPEAKER: Yeah, it is. It is.

12 MR. SANCHEZ: It still can be addressed;
13 it's just you have to recognize, you know, you
14 can't be in there like a lobbyist, or that instead
15 -- but we're advocating for the mission that we
16 have. And I think they would welcome learning
17 about it, at a minimum.

18 MS. NAVARRO: So I think that's an
19 important legislative and, you know, advocate
20 strategy. We can't ignore the media part, too, so
21 the -- you know, the reach of the Shairas (ph),
22 the Univision, and now NBC, because Cesar Conde

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1 has gone over to NBC.

2 So promoting that, the importance of the
3 universal preschool, because our kids are
4 underenrolled. So I think we need to think about
5 a strategy that really leverages those
6 partnerships.

7 And I know that Cesar is very willing,
8 because they have Education Nation at NBC, and the
9 folks at Univision, they called me before the
10 meeting and they are -- they are like, "Don't
11 forget about us because now that Cesar is no
12 longer with us," so Univision wants to be included
13 in that. So --

14 MS. ACEVEDO: Awesome.

15 FEMALE SPEAKER: One other thing that I
16 would -- and I know that we talked about it at the
17 summit -- is that we did have those breakout
18 discussions. So, really, going back to those
19 participants and pushing them to do -- you know,
20 what are the actual next steps and what --

21 MS. ACEVEDO: Okay.

22 FEMALE SPEAKER: -- sort of deliverables

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1 or goals can we meet through those -- you know,
2 media, you know, there was --

3 MS. ACEVEDO: I know. Ever think like
4 Discovery?

5 FEMALE SPEAKER: -- there and they
6 touched based a couple of times, but just really
7 making sure that we are engaging those people as
8 we move forward is key. So, and Univision is key.
9 They are doing a lot of good work.

10 MS. ACEVEDO: Right. But focused around
11 this messaging, around, you know, universal
12 preschool and also early learning. So I think
13 that's a very -- a key aspect.

14 MR. PEDROZA: What helps with messaging
15 also, that, you know, we -- in New Mexico, we have
16 been using a lot of polling, right? Dr. Gabe, you
17 know, Sanchez who works for Latino Decisions, has
18 helped -- you know, we have statewide pollsters,
19 but to poll the issue of early childhood education
20 and to poll the President's proposal, so we are
21 able to put numbers with the message, and to show,
22 you know, the public support.

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1 You know, it seems like, you know,
2 whatever sometimes gets pulled, that is kind of
3 what gets the attention, you know, and so, you
4 know, it would be great, and we know, you know,
5 nationally I think, you know, there was some
6 polling done, you know, a few months ago, actually
7 right before the summit that showed the support
8 for early learning for universal pre-K. But, you
9 know, it would be nice to just continuously have
10 that, you know, done as different polls are
11 released, and specifically for the Latino-Hispano
12 community.

13 FEMALE SPEAKER: And just as a comment
14 also, one of the issues has been, you know,
15 identifying the specific challenges and
16 identifying programs that speak to the Latino
17 communities. So maybe it isn't a full-time
18 program. Maybe it is those -- like some of the
19 stuff, the First Five, you know, and some of those
20 kinds of programs, and that's an opportunity to
21 engage, you know, what folks are mostly interested
22 in and able to engage with.

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1 MS. ACEVEDO: You were going to say
2 something, Mo?

3 MR. ABETY-GUTIERREZ: No.

4 MR. PEDROZA: I mean, one thing that --
5 you know, to that point is -- you know, is we
6 talked to families in New Mexico, and we did --
7 you know, it wasn't a poll, but we did a survey in
8 the community we work with, and a lot of Latino
9 families are talking about, you know, they -- they
10 believe in centers and the kind of pre-K, but they
11 are really looking at more informal family type of
12 care and learning, you know, in those earlier
13 years.

14 So how do we, you know, make sure that
15 as we're messaging that we're not just having a
16 center focus, you know, we're talking about
17 families and communities.

18 MS. ACEVEDO: Absolutely. And, you
19 know, there's a big assessment piece in the
20 universal preschool, and how do we make sure that
21 it's accessible to the families? Because if it
22 gets translated only -- if it is only in English,

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1 how are you going to be assessing the kids? So,
2 you know, I think there is some work that we need
3 to -- understand that issue a little bit better.

4 You had --

5 FEMALE SPEAKER: Yeah. Perhaps one
6 thing to think about is to create like pilot
7 programs because the universe is so big, and the
8 composition of the Hispanic population is so
9 diverse.

10 And to create a holistic approach, as
11 Nancy mentioned, you know, is very diverse and
12 very difficult to really assess, you know, that
13 the environment of one kid could be very different
14 than the environment of another kid.

15 So the holistic approach is -- you know,
16 maybe it would be good to think about, you know,
17 some pilot programs, you know, and maybe have an
18 assessment. Somebody has some data already, you
19 know, that can be used to develop, you know, the
20 campaign, the message, the awareness, the grant.
21 Maybe select a few states, places, cities, to
22 develop a pilot program based on best practices

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1 and then see how it goes.

2 And with that, once you have the data
3 and the success from the pilot cases, this is when
4 to launch a larger program. This is like doing a
5 lot of --

6 MS. ACEVEDO: Yeah. I see what you're
7 saying. I think what I was referring to is
8 assessments in the data of the universal
9 preschool, so groups that get that grant, how are
10 they going to assess? And maybe we need to make
11 sure there is language that the kids get tested in
12 -- or assessed in a language that is familiar to
13 them.

14 FEMALE SPEAKER: Exactly.

15 MS. ACEVEDO: But if we don't make sure
16 that that's embedded in there, then what could
17 happen is everything can default to English and
18 our kids get measured as being further behind. So
19 maybe that's something we need to work with --

20 FEMALE SPEAKER: So the Office of Civil
21 Rights I think would be a key partner.

22 MS. ACEVEDO: Who?

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1 MR. ABETY-GUTIERREZ: Office of Civil
2 Rights.

3 MS. ACEVEDO: Okay.

4 FEMALE SPEAKER: So I think, you know,
5 to both of your points, what we're doing right now
6 is identifying those bright spots, programs that
7 are programs, so that if they're savable, because
8 it's working and they have the data to back it up
9 basically, we can lift them up and say, "This is
10 what's working for this community. Perhaps this
11 is the program you can learn from the best
12 practices, and there are promising practices from
13 this program."

14 But if we identify sort of different
15 tiers, if we identify a second tier that is an
16 average program, or if they had some funding, they
17 can get to this -- you know, to above average.
18 What's missing? What are the challenges of, you
19 know, the second and third tier? And how do we
20 get them to -- and, you know, to your point, I
21 know we're looking for different -- so it's not
22 just center-based, but perhaps we have a way to

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1 create what those best practices are and what
2 makes early childhood education effective, whether
3 you're at home or at a center.

4 So what are -- you know, what are the
5 talking points? How do we message that to
6 parents? So whether they don't have the money or
7 there is not a great program in their community,
8 what can they do at home to ensure that their
9 children are starting off, you know, not behind
10 already?

11 MR. PEDROZA: An important conversation
12 that the Rand Corporation --- I know they have
13 been releasing some evaluation reports on home
14 visitation. We might think of what is already
15 being measured out there and trying to get access
16 to those reports.

17 I think in some cases we are going to
18 have to get permission from the programs to really
19 -- I think they are evaluating the first one on
20 early childhood, or homeless station curriculum,
21 but, you know, it would be great to get access to
22 some of those data points, you know, whatever they

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1 are willing to share.

2 MS. ACEVEDO: Okay. So I guess kind of
3 what we're also saying is, you know, I think one
4 of the challenges that we saw with Race to the Top
5 and some of those, and the I-3 grants, is that
6 communities that got those fundings focusing on
7 Latinos reinvented the wheel, and we want to get
8 ahead of that, so that as these -- you know, we
9 are prepared so when universal preschool passes we
10 are prepared to show cases so that people don't
11 have to -- we want to make sure there is language
12 in the Department of Education, so that people are
13 not incented to recreate the wheel, because
14 otherwise people could be incented to abandon a
15 working project, but -- so we want to make sure
16 there is language that way.

17 And then, also language that there is a
18 very large data component to this, and to make
19 sure that that is going to be implemented so that
20 it correctly evaluates a child, it meets the child
21 where they are linguistically.

22 MS. NAVARRO: I think also to Leeann's

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1 (ph) in terms of the traces I guess of care, the
2 whole concept of sort of the hard systems where
3 you have family child care providers connected to,
4 you know, child care centers that are accredited,
5 maybe connected to the school system, et cetera, I
6 think also it would be important to specifically
7 refer to that, because, you know, we are never
8 going to have enough anyway -- child care centers
9 -- that will be affordable and accessible.

10 But specifically in the Latino community
11 family child care is a huge component. And so how
12 do we ensure quality? One way is to then connect
13 them to these other settings. So to the extent
14 that we can also promote that, and really put some
15 money there eventually, I mean, that's really
16 critical, too, because that way we're not
17 forgetting where the children actually end up.

18 FEMALE SPEAKER: So I think there is a
19 huge opportunity at the 25th anniversary program
20 to discuss the state of education, Hispanic
21 education. So I think, I mean, certainly on paper
22 that looks -- we can look at the programs that the

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1 federal government has implemented or funded, and
2 what's missing in those programs. So I think in
3 the future, you know, we are going to provide
4 evaluations of those programs.

5 But I think specifically for the 25-year
6 anniversary, those are the sorts of conversations
7 that we want to make sure that we're having, and
8 that we have those key recommendations for, you
9 know, policy or funding students for -- also, that
10 we put that on paper.

11 MS. ACEVEDO: Well, on policies I think
12 a real key thing is that the asset allocation has
13 to match the demography. So our kids get left
14 behind because they -- they are still funding
15 Headstart and other programs like that based on
16 old demographics. So that would be a really good
17 policy that would reflect kids where they are and
18 rebalance the funding.

19 MR. PEDROZA: So OCR would be a
20 resource, right? We could probably make sure that
21 is --

22 FEMALE SPEAKER: Just in terms of

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1 programs that we have now at the federal level,
2 the communities getting them, if they used --

3 MR. PEDROZA: Yeah.

4 FEMALE SPEAKER: -- we have had that
5 conversation at Ed to ensure that, you know,
6 everything that we have now in terms of
7 information, data, that it's in Spanish and that
8 it's accessible. And so we're -- they're a big
9 partnership.

10 MR. PEDROZA: So maybe, you know, kind
11 of that -- you know, next steps, you know, have
12 some meetings with OCR, but also the Office of
13 Language Acquisition, is that right, there's a new
14 director there?

15 FEMALE SPEAKER: Yes.

16 MS. ACEVEDO: Yeah. Can we have like at
17 least a conference call with her?

18 FEMALE SPEAKER: Yes.

19 MS. ACEVEDO: Can we set that up?

20 FEMALE SPEAKER: So we were thinking
21 with the entire Commission. I think it would be
22 helpful to send another -- discuss what the

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1 strategy is for the next two years, but also in
2 terms of what some of the other --

3 MS. ACEVEDO: Yeah.

4 FEMALE SPEAKER: -- but then, you know,
5 perhaps with OCR, too. And not just as a
6 committee briefing, but there's different points
7 and perceptions that --

8 MS. ACEVEDO: Right. Because I think --
9 yeah, we've spoken about the importance of the
10 dual language on that. So if we could make sure
11 we have that as the next steps.

12 How about also for the next steps for
13 the legislature, the legislators, or the Hispanic
14 Caucus? What do we need to do to make that
15 happen?

16 FEMALE SPEAKER: So touching base, that
17 was one of the meetings that we were supposed to
18 have yesterday with our Leg Affairs Office, just
19 to get a little bit more guidance from them in
20 terms of what, you know, the Secretary is doing,
21 what the Department is doing, and those
22 conversations. But right now the guidance that we

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1 perceived is really just to continue trying to
2 build up support, not only for the President's
3 proposal, but also make them aware that, you know,
4 there is some movement in terms of these programs.
5 And so making sure that we reach out to our
6 conservative friends, you know, and our liberal
7 friends, and that our private friends are reaching
8 out to their conservative networks. So just to
9 continue building that base.

10 MR. SANCHEZ: So at this point, are
11 there talking points? Are there major pieces of -
12 -

13 FEMALE SPEAKER: I did ask for that. We
14 had a brief -- a stakeholder briefing call that I
15 mentioned that was available. You know, right
16 after the bill dropped, you know, we had a
17 conference call on what that means and what --
18 where we're at in terms of the proposal.

19 So I can see if we can get talking
20 points. I think that is something that --

21 MR. SANCHEZ: Are you at a point now
22 where you have bill sponsors, you have -- is that

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1 lined up? Is that --

2 MS. ACEVEDO: Two Republican sponsors.

3 FEMALE SPEAKER: I don't -- I'm sure
4 that it's on the website, on the actual bill, but
5 it's -- I mean, it's not something that you could
6 find on that website. I'm sure that our Leg
7 Affairs Office knows exactly --

8 MS. ACEVEDO: Okay.

9 FEMALE SPEAKER: -- but we can talk
10 about that --

11 MS. ACEVEDO: So when is the -- so we've
12 got two things that we're looking at. Obviously,
13 just our work around the universal preschool, but
14 then working around policies, recommendations, and
15 actions that we can take around the 25th. Okay.
16 So when is that big report going to be done?

17 FEMALE SPEAKER: So we are hoping to
18 have this on a day in terms of the actual
19 celebration. That's what we're thinking -- fall
20 2015.

21 MS. ACEVEDO: Okay.

22 FEMALE SPEAKER: So between now and then

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1 is really looking at all of the information that
2 we are collecting, and then start --

3 MS. ACEVEDO: Okay.

4 FEMALE SPEAKER: -- what are the
5 programs that are working, who are the -- what
6 states are doing related work that are supporting
7 this, and where are we having the biggest impact?
8 And start really putting this stuff on paper and
9 developing our long-term, you know,
10 recommendations, so that, you know, it's not a
11 heavier load than 2013, and we have perhaps
12 partners at the table.

13 MS. ACEVEDO: All right. But, you know,
14 it's kind of funny because sometimes there are
15 some massively big programs, but because they're
16 so big we don't think of calling them out, you
17 know, that are huge partners.

18 So, for example, in Los Angeles you have
19 this amazing -- I mean, it's millions of kids, and
20 we never highlight them. You know, it's like
21 there are millions, and so I think we've got to be
22 thinking about that as well and not just be

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1 looking for that new program.

2 FEMALE SPEAKER: There are programs that
3 have been in existence for over 10 or 20 years,
4 and so what's -- what worked for them? How did
5 they get to where they're at? And how can we
6 replicate it? So --

7 MS. ACEVEDO: Yeah. And there's other
8 programs that we should look at that have been
9 really influential in this, like the Big
10 Brothers/Big Sisters, Girl Scouts, Boy Scouts, all
11 those organizations that serve this population,
12 and there are millions of Latinos that are
13 involved in them. And without that adjunct, we
14 wouldn't be doing as well in education. So okay.

15 So I'm kind of seeing as next steps
16 we've got to be helping you identify who are doing
17 the really good work, and, you know, certainly in
18 Florida and Miami, I mean, you guys did some
19 amazing work in early childhood. So making sure
20 that we've got those bright spots.

21 I think maybe the Office of Civil Rights
22 will be -- and then Health and Human Services, I

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1 mean, that's -- we've got to have them very
2 aligned so we can address the whole child. You
3 know, if we don't do that -- and I think along
4 with preparation for the passage of universal
5 preschool, I mean, there is actions we've got to
6 take.

7 So what I'm gathering is that, you know,
8 the legislative actions, the advocacy that we can
9 do, advocacy with the large Latino organizations
10 that right now have been quiet and we need them to
11 be unquiet, you know, to start using their voice.
12 So I think that's stuff that we can do within our
13 purview.

14 And then the other thing is to not just
15 do what would be really exciting, like the I-3 and
16 the Race to the Top, and have those grants
17 completely not reflect Latinos. We need to make
18 sure that we're working with people in the
19 Department of Education, so as those grants get
20 written that they are very reflective of dual
21 language, they are very reflective of the kind of
22 child care settings that our communities reflect.

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1 So how do we make sure that gets written
2 in the plan?

3 FEMALE SPEAKER: So it's looking at each
4 of those programs. So, you know, you're looking
5 at RTT, early learning, it's looking at who is
6 receiving that funding. And there are school
7 districts -- I mean, some of these programs were
8 designed with the most disadvantaged, low income
9 people in mind.

10 So it's looking at the programs and
11 where the funding is going and saying what is
12 missing from the way this is written. And if
13 there are -- you know, if there are key, you know,
14 points that you feel like weren't addressed, then
15 we can filter that through the Department of Ed,
16 and we have a Policy Committee, for example, that
17 can --

18 MS. ACEVEDO: And then, in preparation
19 for universal preschool, that we already have
20 highlighted, hey, when these grants are being
21 written, they need to reflect this type of -- you
22 know, articulate this kind of sensibility.

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1 MR. PEDROZA: You know, kind of speaking
2 a little selfishly, you know, for New Mexico, and
3 actually I think this is relevant in all states,
4 is thinking about how we leverage the national
5 message with our local -- you know, whether it's
6 statewide or even, you know, municipal, you know,
7 county level work, you know, to sort of use this -
8 - one of the commissioners, you know, talked
9 about, you know, the bully pulpit that, you know,
10 the administration has -- obviously, the President
11 has, but how do we as commissioners also leverage,
12 you know, some of these opportunities to talk
13 about the President's proposal, but also talk
14 about the statewide efforts and get folks from the
15 administration, from, you know, the Department, to
16 help with that message.

17 You know, it helps on several levels.
18 One obviously for the funding, you know, to have
19 those stated, but also, as we look at the
20 implementation of these federal dollars, you know,
21 that we would have done our work and our due
22 diligence at the local level.

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1 So, you know, getting access to those
2 opportunities, making sure we connect with the
3 initiative, so we're aware of events of, you know,
4 opportunities for us to really send a strong
5 message I think is really important.

6 I mean, in New Mexico, I know I said it,
7 but, you know, we're acting with some fierce
8 urgency because, you know, we are sort of, you
9 know, tired of seeing these last place standings.
10 And in case -- you know, and it's just --

11 MS. ACEVEDO: You can't say the guy from
12 the Mississippi anymore.

13 MR. PEDROZA: No. No. I mean, and so
14 it's just -- it's a continuous -- I think a
15 reminder for us that, you know, we need to act
16 continuously with urgency and -- because every
17 year we wait, you know, that's, you know, more and
18 more children that we're losing, that aren't
19 prepared for kindergarten. So, you know, however
20 -- you know, and I can't emphasize that enough,
21 that as we move forward and, you know, we've got a
22 short period of time, you know, for us to really

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1 make sure that we're connecting to our local
2 efforts, you know, national, you know, not just
3 New Mexico obviously. I have a special interest,
4 but --

5 MS. ACEVEDO: Yes. So tying that in.

6 MR. PEDROZA: Yeah.

7 MS. ACEVEDO: And using our
8 partnerships, like with Mission Readiness and
9 others.

10 MR. PEDROZA: Absolutely.

11 MS. ACEVEDO: Anybody have any other
12 comments? Because I know we're coming close --
13 yeah, please.

14 FEMALE SPEAKER: From a New Jersey
15 perspective, charter schools are public schools,
16 and so here is what I notice. First of all,
17 there's a body of research that says that
18 Headstart -- the benefits of Headstart are gone by
19 the third grade, so something that could work
20 against us is, if we're not doing -- I'm with you,
21 because where I see that it works is where they
22 also have breakfast, because most of our kids are

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1 poor, there is structure in the classroom. So
2 these charter schools that are public, the kids
3 wear uniforms, they get fed, and their needs as a
4 family are being met. Those kids all go on to
5 college, and I'm talking good kids.

6 So I don't think -- my fear about just
7 doing this is we're not going to make a big
8 difference if by the third grade they lose it --
9 just the way that the Headstart studies show --
10 then, what have we accomplished? So I think you
11 have to go further and --

12 MR. ABETY-GUTIERREZ: I disagree with
13 that. I think you can have a very good Headstart
14 program, and then kids can transfer to really
15 rotten elementary schools and lose what they've
16 gained.

17 FEMALE SPEAKER: Exactly.

18 MR. ABETY-GUTIERREZ: And so I think we
19 lose when we don't define "early childhood" as
20 zero to eight, and we ensure that transition to
21 third -- up to third grade and the kids are
22 reading proficiently by third grade, I think

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1 that's really important.

2 FEMALE SPEAKER: That's what I tried to
3 tell them. It isn't just about what happens when
4 I'm three or four or even five. When I'm in the
5 first or second grade and everything is crappy, it
6 won't make a difference. Our kids won't be able
7 to compete with the other kids that are in the
8 better schools where they --

9 MR. ABETY-GUTIERREZ: I totally agree.

10 FEMALE SPEAKER: So the problem will
11 just move up. We've got to demand equal access to
12 the resources that our kids need, because they
13 just do.

14 MR. ABETY-GUTIERREZ: I'm sorry, Manny,
15 I --

16 MR. SANCHEZ: No. I was just going to
17 say that, you know, I think that first things
18 first. I think first we have to get that 60-plus
19 percent of our community that is not being exposed
20 between birth and five, birth and six, whatever
21 you want to call it, because if we even cut into
22 that significantly, that would make a difference,

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1 so that they are no longer starting starting off
2 so far behind in K and in first grade.

3 And, I mean, think about it, I mean, I
4 have grandchildren that age, and I can imagine how
5 frustrated they would be if they spoke Spanish at
6 home, and now they come and now someone is
7 speaking to them in English, they don't know what
8 -- by the second or third grade their fellow
9 students are calling them dummy, and whatnot, and
10 then you lose your self-esteem.

11 And before you know it, I mean, they are
12 looked down upon and that's why I think we have
13 such a serious problem with the Latinos not
14 really, really staying in school. I mean, they
15 are human beings. They get frustrated, they get
16 annoyed, and then suddenly, you know, the gangs
17 look more attractive and getting out of school
18 looks more attractive, and before you know it,
19 even before high school age, they are out on the
20 streets and they're doing stupid things.

21 And so I really am persuaded that the
22 science is compelling. If we can get an

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1 investment of this country to the largest, fastest
2 growing, youngest demographic, i.e. the Latinos,
3 it would be so great, not just for our community
4 but for this country to have those kids. And even
5 though a lot of them might still not progress
6 beyond third or fourth grade, when they start out
7 about even or ahead of the other kids, in terms of
8 language and words and verbalization, and that
9 they are going to be in a position that
10 historically our community hasn't been. So --

11 MS. NAVARRO: I think what I'm hearing
12 her say, though, because, believe it or not, I've
13 heard some superintendents try to dismiss
14 investing in early childhood and prioritize early
15 childhood investments because of this fadeout
16 issue, right? So they use it --

17 MR. ABETY-GUTIERREZ: They use that as
18 the reason?

19 MS. NAVARRO: -- as an excuse. As an
20 excuse. And I think that part of it also is
21 recognizing that there are other pressures,
22 especially when it comes to low income children,

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1 that should also be recognized and that we need to
2 start sort of acknowledging, right, so that we can
3 sort of boost our children and not, then, allow
4 for any excuses.

5 But, also, this alignment of the early
6 childhood sort of curriculum and, you know,
7 requires into the third grade -- I mean, there has
8 to be that alignment as well, and I think that's
9 where we also find that fall, that they go into
10 these great programs, and then they enter these,
11 you know, school systems where --

12 MR. ABETY-GUTIERREZ: Okay. I'm sorry.
13 I misunderstood. Okay. I stand corrected.

14 FEMALE SPEAKER: I've had kids who speak
15 no English. That's a problem.

16 MR. ABETY-GUTIERREZ: Yeah. I've got
17 it.

18 FEMALE SPEAKER: I'm okay with --
19 (Simultaneous speaking.)

20 MR. ABETY-GUTIERREZ: We talk about
21 getting kids ready for school, but schools have to
22 be ready to teach.

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1 FEMALE SPEAKER: So to that, you know,
2 we talked about -- when we were putting this plan
3 together, and we talked about college access as a
4 post-secondary issue We went back and said, "No,
5 it's a K through 12 issue." And so similarly I
6 think to your point that -- so, yes, there is --
7 you know, we make all of -- you know, there is an
8 advantage to early learning and education, but
9 also we have to make sure that those first few
10 years in K through 12 are ready for them.

11 So does that mean -- is that a
12 recommendation? You know, do we say, K through
13 12, we need extra support, you know, in those, you
14 know, one, two, and three grades to --

15 MR. ABETY-GUTIERREZ: K through 3.

16 FEMALE SPEAKER: -- to make sure that we
17 are not losing those benefits. And that, you
18 know, but also high school redesign, and that's
19 also a K through 12 --

20 MS. ACEVEDO: Yes.

21 FEMALE SPEAKER: As was talked about, we
22 need to make sure that our high schools are -- K

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1 through 12 systems are rigorous and robust, and
2 that we are not losing the kids. So it's very
3 much aligned to K through 12 and what they're
4 doing.

5 MR. ABETY-GUTIERREZ: Yeah.

6 FEMALE SPEAKER: So at that point, when
7 we respond to the RFPs, we tell them, the states,
8 "Why haven't you said something about the ELs?"
9 Because as we get the RFPs, there is nothing about
10 the ELs. So other people who aren't as
11 conscientious --

12 MS. ACEVEDO: That's right.

13 FEMALE SPEAKER: -- do it that way, and
14 then the EL kids get screwed. So we always talk
15 to them and say, you know, you didn't do -- you
16 know, and sometimes they'll say "yes," but it
17 should be required.

18 MS. ACEVEDO: So as we're wrapping up,
19 that is part of our advocacy. So it's advocacy,
20 you know, within the federal government to get
21 them to include the importance of the language and
22 our kids, but then there is advocacy to get the

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1 universal preschool passed.

2 You've also got the media aspect that we
3 need to cover as well, and we can't let that go,
4 because we have all of these media partners and
5 they are --

6 MR. ABETY-GUTIERREZ: Right.

7 MS. ACEVEDO: -- for us out there.

8 MR. PEDROZA: Can I just say something
9 about the messaging?

10 MS. ACEVEDO: Sure.

11 MR. PEDROZA: Because I think, you know,
12 the President, as he made his proposal, is looking
13 at new sources of revenue, right? It's not taking
14 from K-12. And I think many times we get put in
15 positions that say, okay, well, you want your
16 early learning money. You know, we are going to
17 take it -- sort of pitting us against, you know,
18 K-12.

19 And so I think, just as we hone our
20 message and as we are out there, you know, that we
21 should be bold enough to talk about new sources of
22 revenue.

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1 MS. ACEVEDO: Absolutely.

2 MR. PEDROZA: And I think as states --
3 and, you know, there's a lot of examples, you
4 know, certainly Miami and, you know, San Antonio -
5 -

6 MS. ACEVEDO: California.

7 MR. PEDROZA: -- California -- so I
8 think to not be shy of, you know, saying we need
9 new sources of revenue for this. This is --

10 MS. NAVARRO: Absolutely.

11 MS. ACEVEDO: Well, Manny and I have to
12 take off, so it's on your three shoulders.

13 (Laughter.)

14 MR. SANCHEZ: You guys are great, and I
15 want to apologize publicly for wearing this casual
16 attire. But when you redeye from LAX --

17 MS. ACEVEDO: You do what you need to
18 do.

19 MR. SANCHEZ: You're on the plane for
20 over four hours, but, trust me, you don't sleep
21 more than two. And I didn't, so I apologize.

22 MS. ACEVEDO: Thank you all very much.

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1 Thank you.

2 (Brief recess taken.)

3 MR. FRAGA: Would everyone please take
4 their seats? We are ready to start the next
5 portion of our meeting.

6 (Pause.)

7 Okay. Before we lose complete control, we'd like
8 to officially reconvene our meeting.

9 The next item on our agenda -- if I can
10 have your attention, please, the next item on our
11 agenda is to have very brief, maximum 10-minute
12 reports out from each of the subcommittees,
13 letting us know what it is that you decided, what
14 it is that you discussed, what it is that you
15 learned -- you get to choose from those three
16 categories -- that you can do within seven to ten
17 minutes.

18 So I'd like to ask the Early Learning
19 group to please give us our first report out. Are
20 they here?

21 MR. PEDROZA: I could go ahead and do
22 it. Our chair, Cecilia, had to leave, catch a

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1 flight, and Modesto I think is hiding from us.

2 (Laughter.)

3 So we talked a lot about next steps, following up
4 to the summit that was had, with foundations that
5 were at the summit that we are talking about --
6 the partnerships, specifically, you know, Pritzker
7 and Kellogg Foundation were mentioned.

8 We talked about really engaging our
9 fellow Commissioner, Cesar Conde, who is now with
10 NBC, and making sure that we have a working
11 relationship with Education Nation and the
12 different initiatives and efforts that he is now a
13 part of, and at the same time making sure that the
14 connection with Univision continues and that we
15 meet with them about how we can continue to
16 partner.

17 We talked about sort of this interagency
18 work that needs to continue, so, you know,
19 meetings with OCR, Office of Civil Rights, as well
20 as the Office of Language Acquisition. Is that
21 correct? Making sure that, you know, dual
22 language is a strong piece of the early childhood

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1 message, that as we talk about early childhood we
2 are talking about, you know, language in the
3 Latino, you know, context. That also includes not
4 just a center-based focus, but really engaging
5 families and engaging sort of the informal
6 provides out in the community that many times
7 Latino families use for their child care and early
8 learning opportunities. So how we make quality
9 early learning, infuse that into informal settings
10 also.

11 Did I leave anything? I'm sure I left a
12 lot out, but, Modesto or Nancy?

13 MR. ABETY-GUTIERREZ: One of the things
14 we talked about was the importance of not only
15 getting kids ready for school, but ensuring that
16 schools are ready to teach our children. In that
17 sense, looking at early childhood as being from
18 zero to eight, and working with the K-12 folks to
19 ensure that the emphasis is placed on those early
20 years within the K through 12 system.

21 But there was quite a deal of discussion
22 around the importance of working with private

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1 sector groups, business groups, and others to
2 really get to congressional leadership, typically
3 the Hispanic Caucus, on really pushing up where
4 this is on their agenda and getting the proper
5 prepping tools and talking points and all of that
6 work done, so that we are ready to do that when
7 the time arises.

8 MS. NAVARRO: We also spoke about the
9 opportunity coming up with the 25th year
10 anniversary of the Commission --

11 FEMALE SPEAKER: I'm sorry. We can't
12 hear you over here.

13 MS. NAVARRO: Okay. We also spoke about
14 the fact that we have an opportunity coming up
15 with the 25th year anniversary of the Commission
16 to -- we are changing microphones -- to point out
17 within some of the reports and within some of the
18 policy directives those particular issues that are
19 specific to the Latino community around, for
20 example -- around issues, first of all, the
21 inclusion of course of the dual language as an
22 asset, also the issue or the role that family

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1 child care plays and connecting that to centers or
2 school systems to ensure quality of the system
3 that is so important.

4 And also, just recognizing that there is
5 this interaction between, you know, what happens
6 in the classroom, whether it's in a child care
7 center, but also those other issues that affect
8 school achievement and school readiness, you know,
9 such as access to food or access to health care,
10 and things of that nature.

11 So, really, beginning to think about
12 this holistic approach and how can we utilize that
13 to boost the early childhood results so that we,
14 you know, know that then they will be amplified.
15 So the alignment of early childhood education
16 within the kindergarten to third grade, very
17 important, and beyond. But also, this wraparound
18 piece that is so critical to ensuring that there
19 are kids, specifically low income, retaining some
20 of the gains that they make in early care
21 education settings. And some other things that
22 our chair will be able to share with all of us

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1 later.

2 MR. FRAGA: Thank you very much to the
3 Early Learning Subcommittee.

4 If the K-12 Committee would please
5 report out on its discussion.

6 MS. GANDARA: Okay. I'll get us
7 started, and I don't have -- other members can
8 chime in. I also want to thank -- we had some
9 really nice participation from the folks who
10 joined us today, too, who also contributed
11 significantly to our conversation. And I want to
12 thank all those people for that participation.

13 I'm sure I'm going to forget some
14 things, so let me just go through this and then
15 invite other members to chime in.

16 A major topic was whether or not we were
17 going to continue with the teacher recognition
18 activities that we had done in the past, in order
19 to highlight the importance of teachers in the
20 Latino community. And I think there was a
21 consensus that we do want to move forward with
22 this. However, we probably want to do it under

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1 our own umbrella rather than under the Champions
2 of Change of the White House, which means that we
3 have a lot of infrastructure building to do which
4 we need to start on immediately.

5 We also need to figure out the funding
6 pieces to this, and to align it with the 100,000
7 STEM teachers, which is on the administration's
8 agenda to achieve by -- does anybody know when we
9 are supposed to have these 100,000 STEM teachers
10 by? In any case --

11 (Simultaneous speaking.)

12 In any case, linking these efforts in order to
13 highlight STEM teachers is a part of this, and
14 also to figure out ways to have more partners and
15 more support for this.

16 There was also the suggestion of
17 commissioning a paper on financial assistance for
18 bilingual teachers. We need to -- we know we need
19 to attend to the issues of helping young people
20 become teachers, and one place to start is to find
21 out what exists out there right now and then to
22 try and move beyond that to strengthen it.

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1 Let me go back to another issue around
2 teacher recognition. The idea was we want this to
3 live beyond ourselves. We want it to live beyond
4 the particular administration, which would be a
5 big reason for taking it out from under Champions
6 of Change and putting it into its own place.

7 Questions that result from that are,
8 then, where does it live? Who does take
9 responsibility for this over time? Is this a
10 Hispanic Caucus thing? Is this some philanthropy?
11 We need to think those things through.

12 We talked about -- I think there was a
13 very nice discussion about, once we recognize
14 these individuals or groups of individuals who we
15 want people to think about emulating, these
16 teachers from the Latino community, let's not do
17 this as a one-shot deal. Let's figure out the way
18 to keep them engaged, to keep them as a part of
19 this activity.

20 The possibility of being ambassadors or
21 other kinds of models were raised, and so this
22 should be something that is ongoing and which

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1 these folks continue to feel very connected to
2 this initiative. We discussed various partners.
3 The teachers saw our project as something we need
4 to look into. Teach for America has some
5 initiatives that they are working on. We need to
6 be talking about, of course, the Teach.org folks.

7 It was raised that we also -- this was
8 just sort of a placeholder I think, Alex, about
9 the parental engagement and the areas that are
10 growing. Melvin (ph) from our committee is
11 working on this, couldn't be here today, but there
12 are other things underway there.

13 And then, a fair amount of conversation
14 actually dealt with the problem of the perception
15 of the teaching field being one big issue, and
16 that's related to how they are paid, how they are
17 selected, how they are trained, and issues beyond
18 which we are really going to be able to deal with,
19 but trying to figure out, where is the best place
20 to insert ourselves in this series of issues.

21 And then, the perception of
22 bilingualism, too, as Kent raised, that it's

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1 basically viewed as a deficit, still, in many
2 places and by many school districts. We need to
3 turn that around, and that needs to be one of the
4 messages that this Commission sends that speaking
5 more than one language is not only a personal
6 asset, it's an asset to the nation, and we need to
7 figure out how we are going to frame these things.

8 And then, finally, we had discussions
9 about the common core, and hopefully we're not
10 just getting ourselves back into the same problems
11 that we experienced with NCLB for our kids and for
12 students who are emerging bilingual students.
13 Issues were raised by Maria about norming
14 standards, the norming of standards that are based
15 not on our kids but on kids -- kids not
16 necessarily from this community, and by Lily
17 about, are we just getting into the same kinds of
18 assessments over and over again that have served
19 this community so poorly.

20 So, and we had some critiques and some
21 areas that we really want to continue in
22 discussions with the Department about going

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1 forward.

2 Anything else at this point?

3 FEMALE SPEAKER: A hundred thousand STEM
4 teachers in 2021.

5 MS. GANDARA: Ah. 2021, 100,000 STEM
6 teachers. So we need to get some funding behind
7 this, and we want them not only to be STEM, but we
8 want them to be bilingual STEM.

9 (Laughter.)

10 MR. FRAGA: STEM comes in all languages.
11 We're comfortable with that idea.

12 Our last report will be from Lisette
13 Nieves.

14 MS. NIEVES: Hello. Good afternoon,
15 everyone. We have about seven minutes, so I will
16 kind of go through it, so bear with me, fellow
17 Higher Education Subcommittee folks. All right?

18 We started our discussion talking about
19 what are potential partners that we would like to
20 look at that are important for us, that are
21 strategic partners in the work that we want to do.
22 We mentioned one earlier. Sara went through quite

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1 eloquently Lumina, but looking at other partners
2 as well. We then talked about what would be an
3 internal government strategy that we would like to
4 have that we talked about with Alex before, which
5 is around disseminating information that we had
6 from the first symposium, but also capitalizing on
7 disseminating that information and talking about
8 the second symposium that we are planning on
9 doing. And so we began that.

10 And then we also talked about what are
11 local commissioner level strategies to get the
12 information out and bring in new stakeholders, and
13 really documenting that, because so much of the
14 work that happens on this Commission is not just
15 when we huddle together, but what do we take back
16 with us, and what do we kind of perpetuate beyond
17 that.

18 Then, we started talking about a
19 symposium that we would have in the spring. And
20 when we talked about that -- well, I should say
21 one last thing. When we were talking also about
22 disseminating information, how do we leverage also

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1 the White House and others to put us in subgroups
2 that are not just Latino-focused, that are much
3 broader, because we know that these kind of policy
4 recommendations are about a better America in
5 general. It is not just for Latino students; it
6 is for all America that can benefit.

7 We also then went into, what were some
8 ideas that we thought about for a symposium which
9 would be in the spring. And so we talked about
10 some of those that came up already today, having
11 panel ratings versus rankings, subdividing that
12 and looking at financing loan forgiveness.

13 What does multiple pathways really look
14 like? Dreamer students, technologies, micro
15 learning, distance learning, how is that impacting
16 what we might think about the Higher Education
17 Reauthorization Act? Pipeline of collegiate
18 faculty, how important that is as well. It's not
19 just K through 12. When we're thinking about
20 transforming higher ed, how do we think about that
21 beyond that?

22 And also, looking at community colleges.

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1 We had quite a robust bit of feedback from the
2 larger group, and it was exciting to have them
3 there in the room with us as well. And some of
4 the comments that we heard were really talking
5 about, how do we align current -- making sure that
6 when we think about certain professions we
7 understand that they couldn't take place in
8 alternative pathways; they had to be anchored.

9 So when we talk about health care
10 professions, that's something very different, how
11 we disseminate information to make sure it's
12 related to other students that are out there, and
13 also being sensitive and remaining culturally
14 competent that "Latino" is a big word, that what
15 does it mean regionally? How do people identify?
16 How does that impact their consumption? How does
17 that impact their identity? And so I thought that
18 was an exciting way to end it.

19 And so going forward we will be having
20 subcommittee conference calls where we will be
21 going through what is the strategy that we are
22 going to be giving back to Lumina that we would

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1 like to have their support on. Specific requests
2 going to Alex and the Commission around who do we
3 need introductions to to disseminate this
4 information, and agree down on a date, roles,
5 responsibilities, all those kinds of things for
6 the symposium.

7 Thank you.

8 Did I cover everything, folks, from our
9 committee?

10 MR. FRAGA: Did you want to add
11 anything?

12 MS. LUNDQUIST: Well, actually, Luis, I
13 was only going to add something you said at the
14 closing that I thought was so important, which was
15 to be incredibly strategic about opportunities to
16 influence legislation while we're working on this
17 mega policy agenda, that some things won't stop
18 every time they spin around.

19 And so, for example, Higher Education
20 Act, once authorized, we will live with it, other
21 accountability elements, and our deep commitment
22 to being grass roots also in the way we look at

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1 policy. It could be institutional, it could be
2 state, it could be federal, and so we want to
3 seize every opportunity for that in the spirit of
4 your comment.

5 MS. GANDARA: Luis, can I just add,
6 because that reminded me -- it was on the next
7 page -- there actually is a piece of legislation
8 by Congresswoman Brownley to create a seal of bi-
9 literacy nationally. And this is something that
10 we may want to go on record about. It is already
11 in five states, and this is part of the strategy
12 to start turning around the notion of bilingualism
13 as a deficit.

14 MR. FRAGA: I want to just stop here
15 briefly and acknowledge individuals who are on the
16 phone. Could you please identify yourselves?
17 Anyone on the phone, if you would demute your
18 phone, or whatever the right term is, unmute,
19 dismute -- (Laughter.) -- whatever that term is.

20 MS. RANN: This is Christina Rann (ph).
21 I'm here with --

22 MR. FRAGA: Thank you.

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1 MS. OLAYA: -- in Colombia.

2 MR. FRAGA: Thank you. Anyone else on
3 the phone?

4 MS. GAMA: Yes. Joann Gama.

5 MR. FRAGA: Thank you, Joann.

6 MR. ARTILLES: Alfredo Artilles, ASU.

7 MR. FRAGA: Gracias, Alfredo. Anyone
8 else?

9 (No response.)

10 Okay. Thank you. This is the point in our agenda
11 now to hear further public comment. I know that a
12 good bit of public comment was already made at
13 each of our subcommittee sessions. If you said
14 what you wanted to say at that session, there is
15 no need to repeat it here. But there are a number
16 of you who did sign up, and we want to make sure
17 that you have the opportunity, and anyone else I
18 think who is here, for the next 30 minutes, and
19 then we will address one additional issue, and
20 then we will have some closing comments.

21 Yes, Lisette?

22 MS. NIEVES: I just want to say that

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1 anyone who did say something in the subcommittees
2 it was recorded, it is in record, so there is --

3 MR. FRAGA: Yeah. It was recorded on
4 the record. Thank you very much, Lisette.

5 Okay. Very good. So among the people
6 that we have listed who wanted to make a public
7 comment, the first is David Brown. I believe that
8 Professor Brown, Dr. Brown, spoke already.

9 Wiefella (ph) Gomez, I believe Wiefella
10 spoke as well.

11 Santiago Worth?

12 MR. WORTH: I spoke before.

13 MR. FRAGA: Spoke as well. Very good.
14 We're making good progress here.

15 Etienne (ph) Windsor?

16 MR. WINDSOR: I'll pass.

17 MR. FRAGA: You'll pass? Thank you.

18 John --

19 MR. LOFNER: Lofner.

20 MR. FRAGA: Thank you. John Lofner?

21 MR. LOFNER: I've prepared a statement.

22 Can I just read it? Is that --

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1 MR. FRAGA: Sure. Of course. There is
2 a microphone right here.

3 MR. LOFNER: Good afternoon. My name is
4 John Lofner. I'm the Legislative and
5 Communications Manager for the Magnet Schools of
6 America. I appreciate the opportunity to submit
7 my comments to the President's Adversary -- excuse
8 me, Advisory --

9 (Laughter.)

10 Let me pronounce that correctly. President's
11 Advisory Commission on Educational Excellence for
12 Hispanics.

13 Today there are more than 3,400 Magnet
14 schools in America serving approximately 2.5
15 million students in all 50 states, the District of
16 Columbia, and Puerto Rico. These Magnet programs
17 serve a large percentage of Hispanic students in
18 cities such as Los Angeles, Miami, New York,
19 Chicago, New Mexico -- excuse me, Albuquerque,
20 Tucson, Dallas, and Houston.

21 Magnet schools are an essential
22 component to school district portfolios and have

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1 proven to increase student academic achievement,
2 graduation rates, school attendance, parent and
3 teacher satisfaction, and the many benefits of
4 school diversity, equity, and inclusion.

5 In fact, the last four out of five Broad
6 Prize winners are school districts that feature
7 comprehensive Magnet programs. The Broad Prize
8 recognizes urban districts that show strong
9 student achievement gains while closing the gap
10 between low income and minority students. This
11 year's Broad Prize winner, Houston Independent
12 School District, features more than 100 Magnet
13 schools or about a third of its programs.

14 Magnet schools were originally created
15 in the 1960s as a means of voluntarily promoting
16 school integration and improving the quality of
17 America's educational system. Today they continue
18 to flourish and are preparing students for college
19 and careers by tapping into their unique interests
20 and abilities. Magnet schools have an integrated
21 curriculum that ties state centers to things such
22 as science, technology, engineering, and

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1 mathematics, fine and performing arts, careers in
2 technology, business and finance, communications,
3 dual language, Montessori, and international
4 baccalaureate.

5 All told, research has shown that Magnet
6 school students perform better. Our Magnet
7 schools are helping districts across the nation
8 improve student outcomes and close the achievement
9 gap, while also providing education in racially
10 and socioeconomically diverse settings.

11 Magnet Schools of America, the National
12 Association for Magnet and Theme-Based School, is
13 committed to supporting the work and goals of the
14 President's Advisory Commission on Educational
15 Excellence for Hispanics and looks forward to
16 working with it in the future to promote greater
17 access to high-quality Magnet schools for Latino
18 students.

19 Thank you.

20 MALE SPEAKER: Here, here.

21 MR. FRAGA: Thank you. Next on our list
22 is Guillermo Silva. Would you like to make a

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1 public comment?

2 MR. SILVA: Yes, please.

3 MR. FRAGA: There's a microphone right
4 here for you.

5 MR. SILVA: Thank you. My name is
6 Guillermo Silva. I'm from El Paso, Texas. I work
7 for the electric company in El Paso, Texas.

8 I want to thank the Commission for
9 inviting me to this wonderful morning of
10 discussion. It is great to hear that everybody
11 more or less shares the same concerns. That's
12 really amazing.

13 I have a relatively -- what I think is a
14 relatively dumb question, but then I am
15 remembering how much I learn from my grandchildren
16 who are 13 and 11. So I'll ask it anyway, okay?

17 (Laughter.)

18 But what I thought about was all of the
19 discussions I was listening to during the morning
20 is, have we ever taken the opportunity to ask
21 students what one thing they would change that
22 would make their education experience better? You

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1 know, just that one question across the board,
2 solicit the input from the kids who are really the
3 beneficiaries of everything that we are trying to
4 do here.

5 We might pick up an interesting
6 perspective if we were to do that, to consider
7 their input as well. Just a thought in case --

8 MALE SPEAKER: They want us to do away
9 with homework.

10 (Laughter.)

11 MR. SILVA: That would probably be 99
12 percent --

13 (Laughter.)

14 MS. ABELLA: So, Guillermo, I have
15 actually asked that question, not in the broadest
16 of contexts, but generally with regards to STEM.
17 So I've spoken to a lot of students, and I've
18 asked them, how would you like science to be
19 taught to you? And pretty much unanimously the
20 response I get from the students is, I don't want
21 to sit there, take notes, and read a textbook. I
22 want it to be more interactive.

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1 And so we are seeing that, at least in
2 the classroom. There are teachers that are trying
3 to address that and make science more interactive.
4 And certainly by helping to bring some technology
5 to the classroom and bringing broadband to all the
6 classrooms, that is going to help.

7 I do throw in a little caveat, I'd say,
8 but at some point you do have to hit the books.
9 You know, you've got to learn that equation, no
10 matter what. But we can make it more exciting for
11 them. So that's one thing, at least in the
12 context of science, that I know that I have heard.

13 MS. MARTINEZ: I support Alicia and am
14 happy to broaden that to more than science. Even
15 though she hits it dead on, it's about relevancy.
16 So I just wrote a book about seven innovative
17 schools, and every kid wants to be engaged, and
18 they want relevancy. They will read that textbook
19 if it's relevant. They will memorize that formula
20 if it's relevant. They will be able to connect
21 concepts that none of us can still do, between
22 different subjects, if we make their learning

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1 relevant and real for them.

2 MS. NIEVES: Thinking about this --
3 particularly the college students that I have
4 worked with in asking this question and actually
5 being responsible for a group, to move them from
6 beginning to end, one thing they will say -- it
7 doesn't matter the age, if they are 18 or 36, I've
8 had the range -- a caring, consistent adult that
9 wants to see them succeed. There is nothing that
10 changes that.

11 MR. PEDROZA: And also, the initiative -
12 - I can't even think of the number, but went on a
13 listening tour, you know, as a first part of, you
14 know, and so that included students, and how many
15 visits were done throughout --

16 MALE SPEAKER: Twenty-one.

17 MR. PEDROZA: Twenty-one? Throughout
18 how many states?

19 MALE SPEAKER: Eleven.

20 MR. PEDROZA: Eleven states, yeah. So I
21 believe there is a report, you know, on the
22 initiative site that, you know, points to some of

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1 those recommendations.

2 MR. SILVA: That's excellent because,
3 you know, through El Paso Electric and through an
4 organization in El Paso called CEA, Community In
5 Action, we do a lot of classroom presentations,
6 mentoring, those kinds of things. When we asked
7 that question, every example that was cited is
8 what we hear in El Paso as well.

9 And I just wanted to add a comment, if I
10 may, with regards to STEM. STEM is important for
11 Hispanos or Latinos, whatever we want to call
12 ourselves, and we need to interface that from the
13 very beginning for pre-K all the way through
14 college education.

15 Thank you so much for your time.

16 MR. FRAGA: Thank you.

17 Our next public comment is by Dr. Norma
18 Martinez Rogers, but I believe she --

19 MS. ROGERS: I already made my comments.

20 MR. FRAGA: -- already spoke as well in
21 our Higher Education Committee.

22 Is there anyone else who would like to

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1 make a public comment? Gabriel Sandoval? A
2 critical person on the senior staff in the past.

3 MR. SANDOVAL: Good afternoon. Gabriel
4 Sandoval formerly with the White House Commission
5 for the Office of Civil Rights, currently partner
6 at a law firm in California representing school
7 districts, community colleges, and universities.

8 I want to thank the informed work of the
9 Commission, which is not only on a national but on
10 the local level, and also I'd like to acknowledge
11 the leadership of Alejandra Ceja, her teamwork
12 with --

13 (Applause.)

14 We've had conversations about the importance of
15 the Latino community for the United States, but we
16 also understand that these are short-term goals
17 and long-term goals, that investments now may not
18 be paid until five or ten years down the road, and
19 that we need to understand that there are critical
20 elements that need to be changed at every single
21 level.

22 There are a lot of decisionmakers that

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1 will ultimately affect and impact our community,
2 from commissioners to the President to governors
3 to board members, and we all have an opportunity
4 and the responsibility to educate them, to
5 understand that we're all integrated, and
6 ultimately it will help us as a nation.

7 For example, as a representative of
8 school districts, it's incredibly important that
9 we understand what our civil rights laws are, how
10 we are going to apply them, comply with them, and
11 also that ultimately we are all interested in the
12 end goal, and the end goal is to increase student
13 achievement, whether you're a union member, a
14 teacher, a teacher in the classroom, or the actual
15 student.

16 So I want to applaud all that you do,
17 everybody included, here taking time out of their
18 busy schedule to move this country forward.

19 Thank you.

20 MR. FRAGA: Thank you very much.

21 (Applause.)

22 Would any of the commissioners on the phone like

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1 to make any comment?

2 (No response.)

3 Hearing none, I did want to bring up one
4 additional substantive issue before we have our
5 closing remarks and end our session.

6 Earlier in the course of our day
7 together we discussed -- began to discuss the
8 issue of comprehensive immigration reform and
9 whether or not it was important for our
10 Commission, as appropriate, and as guided by the
11 Department of Education, and perhaps by legal
12 counsel within the Department of Education, to --
13 whether we might have an opportunity as a
14 commission, if not a direct responsibility, to
15 make a very clear, formal statement, at a minimum,
16 about support for comprehensive immigration reform
17 and whether or not we wanted to take on, as an
18 additional responsibility, as a commission
19 generally, and through our three subcommittees, to
20 use the evidence, use the information, use the
21 narratives and the testimony that many of us are
22 very, very familiar with, about what the

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1 educational consequences are for our Latino
2 families and many other immigrant families, of
3 Congress not being able to seriously debate and
4 vote on comprehensive immigration reform.

5 So I wanted to entertain a proposal or
6 set of proposals from Commissioners as to how we
7 might formalize a position on this issue.

8 MS. GARCIA: I will tell you that with
9 NEA when we talk about it -- because it is so
10 complicated -- that we say from a teacher's
11 perspective we need to see three things in
12 comprehensive immigration reform. You don't hurt
13 children. You don't separate families. And it
14 must lead to a reasonable path to citizenship, so
15 that you don't have families lingering as second
16 class members of society.

17 So something along those lines, there is
18 probably many other things, but people can grasp
19 that and you can get it into a sound byte.

20 MR. FRAGA: Okay. Any other thoughts?
21 Patricia, is there anything?

22 MS. GANDARA: Well, let me just add that

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1 I did talk to Arne Duncan about it this morning,
2 and he urged us to press on this, that the
3 Department does need our help and felt that
4 anything we could do to press on the issue would
5 be valuable. So I think we've got clearance from
6 that end.

7 One of the things of course we discussed
8 was not wanting to separate the dreamers from
9 comprehensive reform altogether. But I think it
10 doesn't hurt to say a few specific words about
11 these young people that so many -- I know in my
12 daily life I'm dealing with this every day with
13 people who come to me and tell me that, you know,
14 they are A students and "I am going to have to
15 drop out of UCLA because I can't afford it
16 anymore," or kids that we've been working with in
17 high schools, because we do -- we do a dual
18 language program in high schools with kids -- they
19 disappear overnight, tremendous potential, but
20 their families have been torn apart and the kids
21 are gone.

22 We are seeing this every day, and that -

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1 - it's palpable. It's -- this is not a
2 abstraction. This is about real people. So we
3 might want to include a few words about what that
4 actually looks like from the perspective of
5 commissioners working around the country with
6 these populations.

7 MR. FRAGA: Lisette Nieves?

8 MS. NIEVES: Yeah. I think it's
9 important to make a statement, but I think it's
10 important to also understand the statement that
11 poverty is not romantic and it is painful. And
12 whether you document it or not, families are split
13 up, education -- I just want to make sure that in
14 whatever statement we make -- is that we do not
15 also fall in that position where we disentangle,
16 because to me they are together.

17 So if we care deeply about the education
18 as an umbrella for all Latino students, we should
19 recognize a subset are at risk because of this
20 issue. But I don't want to disentangle it from
21 the larger picture. I just say that because I
22 think sometimes that creates a level of internal

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1 factions that are not necessary, and I think take
2 away from that, because we could present that
3 mirror, and I can also present a similar mirror of
4 just a family in destitute poverty also being torn
5 apart. All right?

6 And what we want to say is that, one, we
7 can have more legislative opportunity for one we
8 may not be able to right now. But I'm -- does
9 that make sense to folks? Are you understanding
10 how I'm -- so it's a subset of the larger
11 narrative of what we believe in, not an add-on. I
12 think it's part of what should be our value-based
13 judgment.

14 MR. FRAGA: Kent?

15 MR. SCRIBNER: And I think we have been
16 -- the one theme that has recurred for me serving
17 on this Commission for a few years now is we have
18 been very good about not looking at things from a
19 deficit model perspective. So a first I think
20 safe and I think appropriate step would be to
21 thank the administration for DACA (ph), for
22 deferring action. I mean, that has been

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1 transformative for families and for kids and for
2 extended families. And you're right, we have to
3 be careful that we don't disentangle, but at the
4 same time there are students who are living in
5 poverty and living in fear.

6 In the city that I live in, the
7 population that I serve, it's a very, very
8 different reality from California and other
9 places.

10 So from that perspective, I think taking
11 this from a positive, you know, messaging toward
12 the administration, thanking them for DACA,
13 perhaps proposing an expansion of that, if the
14 Congress can't address this seriously, to
15 expanding for family members of current DACA
16 recipients or taking a look at the Senate bill
17 which deals with, you know, if you're not a
18 criminal, pay a fine, get background check, learn
19 English. I mean, those are all good things, and I
20 think this Commission could have a strong voice in
21 that from an educational perspective.

22 MR. FRAGA: Sara?

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1 MS. LUNDQUIST: Yes. Just a woman in
2 search of a mic. Nothing more.

3 Yeah. So I would just like to say that
4 we are -- one outcome for today is in fact the
5 establishment of our freshly minted strategic plan
6 for our Commission, and so I think we have an
7 opportunity to brand that plan with a marquee
8 priority that we think would equally nourish each
9 of the three subgroups that we have established as
10 core domains for action in 2014 and beyond, which
11 will bridge us right into the 25th.

12 So if we could think about declaring a
13 goal that prior to beginning the celebration of
14 the 25th anniversary of this Commission, we in
15 fact could launch that celebration with the
16 enactment of a landmark comprehensive immigration
17 reform or progress towards that by using
18 congressional, statutory, Presidential
19 discretionary authority, any set of tools in the
20 toolbox that we might be able to utilize.

21 And I'd like to secondarily call upon
22 each of the subgroups to be quite intentional

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1 about highlighting in their work, in their public
2 symposia, whether it is the voices of the student
3 representatives ensuring that those students
4 traveling towards permanent residency are always a
5 part of that, or to highlight how many more
6 towards the 100,000 STEM teachers we would have if
7 immigrant students were eligible for Pell, other
8 kinds of things that they are held back for, or
9 how much more accurate our statistics about
10 institutional profiles and Latino success would be
11 if in fact immigrant students were counted. But
12 since they are ineligible for Pell, the California
13 numbers are drastically off, because such an
14 enormous subset of our scholars are ineligible in
15 spite of some of the other policy victories we
16 have had in the state.

17 So I want to just put that out there as
18 some very specific ways in which we are endorsing
19 this idea. We can make our commitment to it very,
20 very visible, and progress towards it.

21 MR. FRAGA: Thank you, Sara.

22 Would any of the Commissioners on the

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1 phone like to comment on this issue?

2 (No response.)

3 Hearing no comment from anyone on the phone, I
4 want to propose the following and see if the
5 Commission would agree to it. I would like to ask
6 for a vote of the sentiment of the Commission that
7 the chairs of each of the three -- chairs and co-
8 chairs of the three subcommittees comprise an
9 immediate task force, in consultation with our
10 chair, Eduardo Padron, to then work
11 collaboratively with staff to gain appropriate
12 authorization and approval, and so forth, to put
13 together a formal statement of the White House --
14 of the President's Advisory Commission on
15 Educational Excellence for Hispanics, regarding
16 comprehensive immigration reform.

17 Does that sound like an immediate next
18 step? And that this be done within the next -- by
19 January -- no, by January 15th, that there be some
20 action taken to move forward by January 15th.

21 MR. PEDROZA: Can we add the
22 incorporation of that statement or -- into either

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1 the strategic plan, I think as suggested? That
2 way --

3 MR. FRAGA: Great.

4 MR. PEDROZA: -- you know, it's an
5 active part of our working document and our
6 activities.

7 MR. FRAGA: Great. Lisette? No? Any
8 other comment? Sara?

9 MS. LUNDQUIST: I'm voting.

10 (Laughter.)

11 MS. GANDARA: Well, I would just add
12 that perhaps "and a strategic plan for
13 disseminating this."

14 MR. FRAGA: Fabulous.

15 MS. GANDARA: So that it doesn't just
16 get typed away in the minutes.

17 MR. FRAGA: Great. And a strategic plan
18 for disseminating --

19 MS. GANDARA: The statement.

20 MR. FRAGA: -- the statement. Great.

21 Might there be -- to pretend that we are
22 following parliamentary procedure, might there be

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1 a second?

2 FEMALE SPEAKER: Second.

3 MR. FRAGA: Thank you. Is there any
4 further discussion?

5 (No response.)

6 Hearing none, all those in favor, please say aye.

7 (Chorus of ayes.)

8 All those opposed?

9 (No response.)

10 Any abstentions?

11 (No response.)

12 Thank you very much.

13 So the three -- the chairs and co-chairs
14 of the three established subcommittees will
15 consult with our Chair Padron, Eduardo Padron. I
16 will take responsibility for contacting him to
17 make sure that he is informed of what the
18 sentiment is. And we'll ask for the specific
19 words of what the resolution was, and then we'll
20 work towards establishing that in a very, very
21 timely way.

22 Yes, Lisette?

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1 MS. NIEVES: Just one thing on that and
2 it was something Patricia said about a strategic
3 plan, each subcommittee coming up with a strategic
4 plan for how they are going to disseminate it is
5 what I think -- that's easier for the group.

6 MR. FRAGA: Great. Wonderful idea.

7 Very well. It is now time for closing
8 remarks, and I wanted to begin by asking us to
9 recognize a -- to have a moment of silence to
10 recognize the life and life's work of Nelson
11 Mandela and in honor of his passing. So if we
12 could, by staying at our seats, simply take a few
13 moments to acknowledge the tremendous commitment
14 that he had to social justice for all people,
15 which continues to motivate so many across the
16 world.

17 (A moment of silence was observed.)

18 Thank you.

19 I also wanted to acknowledge and ask us
20 all to express that acknowledgement of this being
21 the first full Commission meeting of our Executive
22 Director, Alejandra Ceja.

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1 (Applause.)

2 Thank you to Marco Davis and Maria Duanoddy (ph)
3 and all of the staff who worked so hard to make
4 this possible.

5 And, lastly, I wanted to close by
6 thanking our chair, Eduardo Padron, for the
7 opportunity to serve as your chair. I didn't make
8 that many mistakes. I counted five -- (Laughter.)
9 -- on my list of things that I would do otherwise,
10 but I very much want to thank my fellow
11 Commissioners for their indulgence in allowing me
12 to chair.

13 Patricia?

14 MS. GANDARA: Yeah. I just wanted to
15 add one thing -- that I thought that this setup
16 was really preferable to what we have done in the
17 past, because it was more interactive with the
18 folks who come to share the day with us, and
19 hoping that this sets more trend, to the extent
20 possible, so that we can have more interaction.

21 MR. FRAGA: Great. And as a final final
22 comment, I think that we have internalized the

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1 call that we got from the Secretary of Education
2 and President Obama, to not just write a
3 traditional report that would sit on a shelf, but
4 actually do work that focuses on establishing
5 policy priorities and action items.

6 And I think we are well on the way to
7 doing that and will continue with that work, and I
8 feel even greater momentum to move in that
9 direction in the future.

10 So my thanks to all of you for that
11 tremendous work.

12 Alex?

13 MS. CEJA: I simply want to thank you
14 all, Commissioners, for your leadership, your
15 vision, your advocacy. We have had a great
16 discussion today in terms of what the second-term
17 priorities look like, what that framework looks
18 like. We will get to that 25-year anniversary
19 because of your leadership, and we do have a
20 historic opportunity to elevate this agenda for
21 generations to come.

22 So I want you to know that -- and

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1 especially to our audience members who received a
2 preview of the leadership here from our
3 Commissioners, the priorities that they are going
4 to help us elevate, we have got a very exciting
5 opportunity ahead of us.

6 You all are part of, you know, being at
7 the table with us on that 25-year anniversary. And
8 so I want to thank you for coming here, for giving
9 us your input. We are looking forward to
10 reconvening our Commission in April of next year.
11 We will be in touch with you all. Hopefully, we
12 will find a venue that has got a warmer climate.
13 So if anyone wants to host us, please let us know.

14 But I want to acknowledge the leadership
15 of our chair, Dr. Eduardo Padron, who has been
16 instrumental --

17 (Applause.)

18 Yes. Who has been instrumental in helping us
19 achieve the priorities that are outlined under our
20 Executive Order. And we are excited about the
21 opportunity to continue elevating this platform
22 for our community. Many of you have in your

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1 packets our fact sheet. Please share with folks.

2 Follow us on social media.

3 We've got a newsletter that provides
4 important information for community members. It
5 includes information on grant opportunities. It
6 includes the latest research information that is
7 coming out of the Department. The newsletter is
8 called Nuestra Nuciadiva (ph). Please share it
9 with parents, students, with your local community
10 leaders, and we are looking forward to working
11 with Cesar Conde and working with our other media
12 partners, with Univision and Telemundo, to really
13 help us elevate this agenda.

14 And so I simply want to say thank you,
15 and we've got a big agenda ahead of us, and I'm
16 looking forward to getting to that finish line
17 with you all.

18 Thank you.

19 And with that, we will adjourn.

20 (Applause.)

21 (Whereupon, the meeting was adjourned.)

22

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