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White House Initiative On Educational Excellence 09-14-2015

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WHITE HOUSE INITIATIVE ON
EDUCATIONAL EXCELLENCE FOR AFRICAN AMERICANS

September 14, 2015
Longworth Office Building
9 Independence Avenue, SE
Washington, DC 20515
8:42 a.m.

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1 ATTENDEES

- 2 Chairman Freeman Hrabowski
- 3 Barbara Bowman
- 4 Gwendolyn Boyd
- 5 Peggy Brookins
- 6 Dallas Dance
- 7 James Comer
- 8 Albert Dotson
- 9 Akosua Barthwell Evans
- 10 James Freeman
- 11 Evelyn Hammonds
- 12 Khalilah Harris
- 13 Sharon Letterman-Hicks
- 14 David Johns
- 15 Tiffany Loftin
- 16 Michael Lomax
- 17 Bryant Marks
- 18 Cyril McGuire
- 19 Michael Nettles
- 20 Spencer Overton
- 21 Rebecca Pringle
- 22 Doris Smith-Ribner

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1 ATTENDEES (continued)

2 Emmett Rice

3 Talithia Williams

4 Tykiah Wright

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

2 (8:42 a.m.)

3 Presentation - James Minor

4 DR. MINOR: (In progress) The second is
5 actually supporting and strengthening and passing
6 the institutions that are most likely to serve
7 those students, so Title III, Title V programs
8 that are specifically designed to strengthen
9 postsecondary institutions to serve more students
10 better, a significant part of our portfolio. And
11 then the third is sort of what I call an
12 innovation fund with FIPSE and First in the World
13 Grant Program to really design, to improve, or to
14 support innovation in postsecondary education.

15 I think one of the things that the
16 administration is really clear about, that if
17 we're going to achieve the President's goal, there
18 are a couple of things that are blatantly obvious.
19 One is that we've got to do a much better job of
20 dramatically improving the percentage of lowincome
21 and firstgeneration students who are
22 participating; blatantly clear.

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1 The too fastest growing groups of young
2 people in this country right now are the least
3 likely to graduate from college and the least
4 likely to graduate from high school. So we know
5 we've got to make significant gains there.

6 The second thing that's blatantly
7 obvious is that we can't teach and learn and
8 deliver degree programs in the way that we have
9 done for the last hundred years. One of the
10 things that I talk about post-secondary education
11 is what I refer to as the new access. And it's
12 not just whether or not students can get into
13 college, it's whether or not post-secondary
14 institutions can deliver degree opportunities when
15 students need them and how students need them in
16 ways that are affordable. So I think that is
17 another thing that is really important.

18 So the portfolio funds that are designed
19 to support innovation, are there things,
20 interesting ways of teaching and learning,
21 interesting ways of making college more affordable
22 and more accessible to students that the

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1 Department ought to be supporting that are over
2 and beyond the things that we've done for the last
3 50 years, which I'm pausing for the stenographer.

4 (Pause.)

5 DR. MINOR: So the innovation fund I
6 think is as important as any of the others, sort
7 of can we support innovation that's happening in
8 the sector. Most of you have heard of the First
9 in the World Grant competition, which is really
10 one of the administration's newer competitions.
11 The first year of that competition was last year,
12 \$75 million in 2014. We got \$15 million fewer
13 dollars from Congress in 2015.

14 The President has proposed a \$200
15 million item line for First in the World in the
16 2016 budget, and it has not showed up in the House
17 or Senate markup. It's been zeroed out in both of
18 those fields. So it is just interesting that the
19 one thing that I think we all agree about is
20 making college more accessible, more affordable,
21 and more efficient for more students. The one
22 flagship program that's designed to invest in that

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1 kind of innovation doesn't show up in any of the
2 approps' [ph] markup.

3 There should be a lot of interest in
4 terms of HBCUs. We know that has been one of the
5 areas of focus. And quite honestly and quite
6 frankly, I think the Department and the
7 Administration could probably do a better job in
8 describing to the field what is happening in the
9 Department to support HBCUs. I did the math last
10 week, and for the FY15 year, the Department will
11 invest a half a billion dollars in HBCUs,
12 somewhere between 97 and 100 institutions. It's
13 quite significant.

14 Title III alone, if you look at that
15 program, one of the things that we hear from the
16 field all the time is that there should be more
17 money for Title III, and that's a fair argument.
18 There could be more money for lots of item lines.
19 But HBCUs received 63 percent of Title III funds,
20 nowhere close to representing 63 percent of the
21 institutions that are eligible for those funds.
22 And I think that's a line item that's often

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1 missed, about \$3 billion over the last decade in
2 Title III. And I'm on HBCU campuses all the time,
3 and they're doing phenomenal work that otherwise
4 would not happen as a result of Title III dollars.

5 You'll hear about MSUP [ph] and the HPI
6 program, the graduate institution program. The
7 other thing that I think a lot of people miss, the
8 Department will deliver probably or guarantee I
9 should say about a quarter of a billion dollars
10 in lowinterest loans t HBCUs, through the HBCU Cap
11 Finance program. So for lots of institutions that
12 have credit issues, the Department has a program
13 that allows HBCUs to take out capital loans at the
14 lowest possible interest rate, so they're
15 guaranteed and backed by the federal government;
16 again, another program that you don't hear a lot
17 about. But when you add up the total investments,
18 it is really quite significant.

19 The thing, I should just say, that we're
20 working on with the community so when I run up to
21 the Hill about what we should continue investing
22 in, one of the big questions is always, James, how

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1 do we know that the funds that we're investing in
2 Title III and other places TRIO is also a part of
3 that actually makes a difference?

4 I should tell you, in this \$2.5 billion
5 portfolio, I think one of the areas where we have
6 to go the furthest is having the kind of data and
7 information from institutions that are returned to
8 us that says here's how we can draw a straight
9 line and connect the dots between the investments
10 in the Department and what this means even for
11 institutional outcomes or for student outcomes.

12 I have this argument with TRIO all the
13 time. TRIO is a \$850 million program annually,
14 and there are a lot of critics. And I think we
15 want to be good partners with our grantees to
16 return information, data, and analyses that really
17 gives us defensible, rigorous evidence about how
18 these programs are performing in the field. In my
19 mind, that is one of the biggest gaps that exist
20 in terms of strengthening this collection of
21 programs.

22 Let me just turn to a couple of other

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1 things that I think are important to mention, and
2 then I will stop and take any questions you may
3 have. Most of you are aware of America's College
4 Promise and the President's State of the Union
5 Address last year, in which the famous words were
6 spoken that the goal is to make the first two
7 years as free and universal as high school is
8 today. And that proposal or piece of legislation
9 was introduced recently by Bobby Scott and Tammy
10 Baldwin, of Wisconsin I believe, to include HBCUs
11 and other MSIs.

12 The idea, or where we started with this
13 piece of legislation, was free community college,
14 and that we would offer two years of community
15 college free for eligible students in
16 participating states. That has evolved to a much
17 more comprehensive piece of legislation to include
18 HBCUs and other MSIs, where lowincome,
19 firstgeneration students are likely to enroll,
20 where the first two years or the last two years of
21 college at a fouryear institution would be free.
22 So that is a piece of legislation to pay attention

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1 to and really could be a game changer, I think, in
2 the country if it is advanced.

3 One of the other things I want to
4 mention is what we have referred to as
5 experimental sites. Some of you may have heard
6 about this. The Department about a year ago got
7 the authority in Congress to waive some of the
8 Title IV regulations that govern federal student
9 aid. And the idea was could you get a waiver to
10 experiment in ways of using or applying federal
11 student aid that would speed students up, that
12 would allow them to use federal student aid in
13 ways that would get them closer to a degree or a
14 post-secondary credential faster.

15 Yes?

16 MR. JOHNS: I don't know that everybody
17 saw the announcement about FASFA today. Do you
18 want to talk a little bit about that as it relates
19 to exactly what you're going to share?

20 DR. MINOR: Well, let me yes. So I'm
21 going to tie in that on the back end.

22 The idea is that there are regulations

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1 in Title IV that govern the use of federal student
2 aid. The Department got a waiver or authority to
3 waive some of those regulations to experiment in a
4 few key areas, and let me just quickly run through
5 a couple of them. One, as most of you heard, is
6 Second Chance Pell. Interestingly, that debuted
7 as Pell for Prisoners and was not the most popular
8 sort of tagline for the program.

9 It has since been rephrased or recast as
10 Second Chance Pell, which I think was pretty good.
11 But the idea is to make individuals who are
12 eligible for release fairly soon, and whether or
13 not they're participating in institutions near
14 correctional facilities that could provide
15 postsecondary opportunities to prisoners who are
16 about to be released in the next three years.

17 As you know, prisoners were once
18 eligible for federal student aid. Congress
19 decided in 1994 that they wouldn't be. So this is
20 the first time that we've had a chance to
21 reintroduce that. And we know that there are
22 reports that suggest for every dollar invested

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1 correctional education, the return is about five
2 dollars.

3 The biggest myth that I'd like to sort
4 of take off the table now is that this is a wide
5 and vast program. Even prior to 1994, the number
6 of incarcerated individuals who were taking
7 advantage of Pell was less than a percent. And so
8 the idea that Pell money is streaming to prisoners
9 I just don't think is true. What this does I
10 think is provide a viable option for individuals
11 who are going to be released so they've got sort
12 of viable employment opportunities or educational
13 opportunities upon their release in Second Chance
14 Pell.

15 The other two that I'll mention quite
16 quickly is CompetencyBased Education, CBE, is the
17 idea that challenges the tradition of seat time in
18 post-secondary education. The idea is whether or
19 not post-secondary institutions can award credit
20 based on competency rather than seat time. In
21 other words, if a student shows up and they can
22 demonstrate on day 1 or week 1 that they've got

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1 competency in a particular subject matter or
2 course matter, can they test out and receive
3 credit or are there ways to demonstrate competency
4 over and above sitting in a class for 16 weeks.

5 So we've got a sector of post-secondary
6 institutions who are participating in that
7 experiment.

8 The other is Prior Learning Assessment.
9 I can get some of this information to David. We
10 want to make it available to commissioners. It's
11 Prior Learning Assessment, and that is whether or
12 not individuals from the military so many of the
13 students who are returning to campus are adults
14 who have work experience, life experience, and
15 prior learning. And the idea is whether or not we
16 can systematically capture what students already
17 know and translate it into credit.

18 The provision for Title IV allows for
19 students to use federal student aid to prepare for
20 the Prior Learning Assessment and to actually pay
21 for the assessment, something that currently they
22 could not do with Title IV regulations, so we're

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1 excited about that.

2 The last thing I'll mention is NearPeer
3 Mentoring. It's a pretty popular idea, is that
4 college age students would mentor local high
5 school students. Typically, the sort of match for
6 work study in Title IV is that the institution
7 pays 75 percent and the federal government pays 25
8 percent for work study. And the experiment in
9 this case is that for institutions who are
10 interested in participating in NearPeer Mentoring,
11 as a part of work study, the federal government
12 will pick up a hundred percent of work study. So
13 we think that that will emphatically boost the
14 number of students who are participating in the
15 local colleges and universities.

16 So let me just stop there and ask if
17 there are questions about what I have mentioned
18 thus far. The one thing I do want to say about
19 the competition aspect is that we're very happy
20 that in the MSI community, we're seeing better
21 participation among MSIs and HBCUs, not just in
22 our formula grant programs, but there are also

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1 faring quite well in the competitive grant
2 competitions.

3 So I think that's something to be
4 encouraged moving forward, and I think when we see
5 the slate of award winners for 2015, many of them
6 will be minorityserving institutions where lots of
7 African American students are enrolling. Thank
8 you.

9 DR. HRABOWSKI: Let me ask several
10 questions to give some context, and then others
11 can chime in. Can you give us the data on, first
12 of all, the number you said let's just see if we
13 can put it in perspective broadly again, the
14 number of students in higher ed, and then the
15 number of African Americans in post-secondary
16 education, and then how you break that down by
17 type of institution, twoyear, fouryear average to
18 the extent you can do that. And then the question
19 of two big questions.

20 One would be, what are the most
21 significant investments this administration has
22 made to support African Americans, and what will

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1 the data tell us about the level of effectiveness
2 of those investments? Because it's good to know
3 how much money is going in to efforts. As we
4 talked last night just informally about money goes
5 into different efforts, it would be very helpful
6 to put those numbers in perspective.

7 It's one thing to know a certain amount
8 goes to a certain program, but how do we evaluate
9 the effectiveness of the program based on the
10 level of an investment? Are more students, for
11 example, graduating from college, African
12 Americans, finishing twoyear programs, fouryear
13 programs? Those kinds of things.

14 DR. MINOR: So I think, just to start,
15 there is some good news. I think we've got more
16 students generally participating in higher
17 education than ever before, including African
18 Americans. Right now, there are close to 3
19 million African American students who are
20 participating in higher education today.

21 About 320,000 of them are participating
22 at HBCUs. And I think the question is an

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1 interesting one because there are two things that
2 I pay a lot of attention to. One is student
3 choice and the kind of decisionmaking students
4 make about where they attend college. It is about
5 as bad as it was 20 years ago. Our colleagues at
6 UCLA have done a freshman survey for many years
7 now, and we have known for about 20 years that
8 students make terribly bad choices about where to
9 go to college.

10 Why do I think that matters? One is
11 that simply making a choice to transition from
12 high school to college is only half the battle.
13 What I make note of all the time is that it is
14 important for students to make optimal decisions
15 about college because of most of them don't have a
16 margin for error. They can't afford to land on
17 the wrong campus. And your first year of college
18 is costly, and most of those students, many of
19 those students, return back home.

20 So merely 3 million African American
21 students participating in post-secondary
22 education, again, about 320,000 of them are

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1 attending HBCUs. The split between parttime and
2 fulltime is quite significant, 1.6 fulltime and
3 1.2 parttime. And a good number of those students
4 are attending community colleges. Most of you are
5 well aware that the persistence and completion
6 rates for African American students are
7 significantly lower than their white counterparts.

8 DR. HRABOWSKI: So what percent would
9 you say are in community colleges?

10 DR. MINOR: It's nearly 50 percent.

11 DR. HRABOWSKI: That's what I

12 DR. MINOR: Nearly 50 percent, about 45
13 percent.

14 DR. HRABOWSKI: Start at community
15 colleges.

16 DR. MINOR: Correct.

17 DR. NETTLES: Okay. So that's another
18 example of regional differences. For example, in
19 the country, James is right about that 50 percent.
20 But if you look in the southern states, a smaller
21 share of African American students are enrolled in
22 community colleges. And the way we think the

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1 reason we think that is the case is because of the
2 HBCUs playing somewhat to that population that
3 would choose community colleges.

4 DR. MINOR: And some of that,
5 Commissioner Nettles, certainly has to do with the
6 presence of HBCUs in the southern region, which
7 are much more accessible to African American
8 students compared to some other regions. So I
9 think that's an important note.

10 DR. HRABOWSKI: It would be helpful you
11 may not have it today, but it would be helpful to
12 be able to and we've got some of the information
13 in our materials. It would be helpful to know by
14 the segments of the country, geographic segments
15 of the country, what the habits are in terms of
16 college, types of institutions, and the graduation
17 rates because those habits speak to challenges
18 faced and potential approaches to be used in
19 helping students in different and the kinds of
20 investments needed in different parts of the
21 country, depending on what's happening right now.

22 So it's a very good point, though, that

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1 we can't just speak about African Americans in
2 America, that things happen differently in
3 different parts of the country. It's a very good
4 point.

5 MS. PRINGLE: I had a question. When
6 you're looking at the metrics for performance and
7 success, an issue that you've alluded to that
8 definitely would impact HBCUs and others is
9 affordability and the financial burden of many
10 students in those institutions. So how is the
11 Department kind of rethinking or thinking about
12 graduation rates as a metric, and are there
13 special provisions recognizing the difficulty
14 facing affordability to kind of level that out?

15 DR. MINOR: So there are a couple of
16 questions on the table. Let me see if I can
17 address just a couple of them simultaneously.
18 Significant investments, certainly Pell and
19 college affordability is a big part of that
20 picture. Right now, the federal government is
21 investing \$33 billion annually in Pell. You've
22 got about 9 million students who are

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1 participating. Nine out of 10 of the students who
2 qualify for the maximum amount will still need to
3 borrow money to attend college.

4 So it is a significant investment, and
5 yet we recognize the challenges of affordability,
6 still even with that kind of investment. And what
7 is amazing about that statistic is that the
8 percentage of individuals participating in Pell is
9 up nearly 78 percent since the President took
10 office. If you think about that, just the number
11 of students who are participating at federal Pell
12 programs, it's just sort of busting at the seam.

13 DR. HRABOWSKI: So it's up 78 percent.
14 What percent of African Americans take advantage
15 of the Pell?

16 DR. MINOR: Well, it's quite
17 significant. I don't have that figure in terms of
18 who's participating, but what I do understand is
19 that it is a significant portion of students. If
20 you think about half of them being in community
21 colleges, certainly a Pell award is quite
22 significant and will cover a significant amount of

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1 their educational expenses.

2 I think what's exciting to mention here
3 is the Department's and the Administration's
4 commitment to Pell. Most of us don't think of
5 \$100 increase as significant, right, from one year
6 to the next. But you multiple that times 9
7 million students, it's quite a significant
8 investment. We do know that tuition is a variable
9 in the affordability calculus that we don't
10 control, and we know the states have gotten
11 involved with what we now refer to as performance-
12 based funding.

13 So affordability is a big part of it, so
14 let me just tie these two together. In terms of
15 assuring that the investments that the Department
16 is able to leverage are effective is what I see as
17 one of the biggest challenges to date. Somebody
18 peeked at my bio this morning and said, "Oh, you
19 were a university professor," so there is a sliver
20 of me, Dr. McGuire, that's still a researcher.

21 So when I showed up, I asked very
22 researchlike questions. How do we know this? How

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1 many of that? Help me connect the dots on this.
2 You mean to tell me we're delivering \$2.5 billion
3 annually to the field, and there are some very
4 basic questions that we were not able to answer.
5 Certainly, our data collection efforts are not
6 necessarily focused on race. And think about the
7 diversity of programs.

8 Dr. Boyd just used Title III as one
9 example where the list of permissible activities
10 is so varied, meaning that an institution could
11 receive a Title III award and do everything from
12 construction, to faculty development, to invest in
13 endowment, to library sciences and materials. And
14 think about those activities and the combination
15 of those activities being different across every
16 campus. As a researcher, you go, well, how do you
17 gather the collective impact or effectiveness of
18 that program?

19 So one of the things that we have talked
20 about very carefully I know the HBCU meeting is
21 coming up next week is whether or not there are
22 regulatory changes that should occur with Title

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1 III. Some people will say, oh, leave the
2 presidents alone and let them do what they want to
3 do with the money. But I think the bigger risk is
4 the fact that we really can't demonstrate
5 outcomes. I think that's a big risk, not only for
6 Title III but for Title V and a lot of the other
7 programs that impact lots of African American
8 students.

9 So the question about evaluation of
10 effectiveness I think is one of the areas where
11 we've got a significant ways to go.

12 DR. NETTLES: Mr. Chairman?

13 DR. HRABOWSKI: Yes?

14 DR. NETTLES: James Minor also may not
15 have it on file, but he was a professional
16 baseball player.

17 DR. HRABOWSKI: Oh, is that right?

18 DR. NETTLES: Yes. Yes, indeed. He was
19 a star baseball player at Jackson State University
20 and also played professionally. And what he just
21 demonstrated, sir, was that he knows what to do
22 with a high fast ball.

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1 (Laughter.)

2 DR. HRABOWSKI: That is very fine
3 metaphor that went over the heads of half of you
4 in this room.

5 (Laughter.)

6 DR. NETTLES: So I'd like to come back
7 to the chairman's very good question about grants
8 and loans. I don't know for this meeting, but as
9 this commission tries to do its work down along
10 one of the goals that the chairman laid out, which
11 is college completion, we may want to really get a
12 good handle on the student grant and loan picture.

13 So it might be possible, James, down the
14 road to think about trying to provide us with some
15 data about who is actually receiving the grants
16 and loans, to the extent possible. You make a
17 very good point about how students are taking
18 their grants to community colleges when very many
19 of those students could actually get more money if
20 they went to higher priced institutions. Just as
21 the beginning analysis to know the facts about
22 who's getting, and how much, and where they're

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1 going and those kind of things, would be useful.

2 I also have another question about the
3 programs in the Department. And the chairman made
4 another very good point this morning about how
5 when we think about our goals in this commission,
6 we're thinking about now and into the future, and
7 how we want to think about talking to the future
8 candidates and so on and so forth. Well, that may
9 present us with an opportunity to think about new
10 ways that might not be possible in the short term.
11 But in the short term, we might be able to get
12 some information that could be helpful.

13 So here's one example. When the
14 President announced that we would try to make
15 community college free of charge or as close to
16 free as possible, that's viewed as progressive. I
17 agree with that. I really applaud all of that.
18 In some places in the country, twoyear and
19 fouryear college is free of charge because
20 communities have decided to pay for their people
21 to go: Kalamazoo, El Dorado, Arkansas. The state
22 of Tennessee is doing it through the lottery

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1 system and so is Georgia, which may not be
2 something we would want to support.

3 Is there anything now in the programs
4 that you oversee or that you know about where
5 communities would be challenged to create these
6 kinds of endowments that would fund people in
7 their communities to go to college? I mean, just
8 take a lesson that we've learned over these years
9 about higher education. We know that there's a
10 relationship between the size of institutional
11 endowments and how people think about the quality
12 of those institutions and the productivity of
13 those institutions.

14 So then, if you take that knowledge,
15 what you would say one of the lessons you might
16 gather is that maybe we should be trying to create
17 those kind of endowments in communities and in the
18 institutions that this commission has to be
19 concerned about.

20 DR. MINOR: Two good points, Michael.
21 Because he made the baseball analogy, I will let
22 it go, but I will commit to this, to contacting

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1 colleagues and FSA, Federal Student Aid, to see in
2 fact how far we can go in sort of the analytics of
3 federal student aid, not only with Pell but also
4 federal student loans. I think it's worth asking.

5 One of the challenges we often run into
6 and we just had a long conversation about this
7 last week is the idea of selfreporting of race
8 and whether or not we've got a very accurate
9 picture of how people are participating according
10 to race and ethnicity. But what I am committing
11 to today is to at least have that conversation
12 with our colleagues and FSA. And if there are
13 analytics that are worth taking a look at, we'll
14 make sure that they get back to the Commission.

15 On the point of community investment, I
16 think if you look at the piece of legislation that
17 was advanced by members Scott and Baldwin, it does
18 require states to have some skin in the game and
19 in quite significant ways. We refer to it in the
20 Department as maintenance of effort, meaning that
21 the states' investment in post-secondary education
22 has to be maintained; that if it actually dips as

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1 a percentage of the revenue in a particular state,
2 you're not longer eligible.

3 So it does require states to maintain
4 their investment in higher education. But also,
5 it's a sort of 3 to 1, 75 to 25 percent matching
6 program that the state has to come up with some of
7 the money to participate in the program. The
8 other interesting thing about that is that it's
9 not just financial investment.

10 I think one of the biggest challenges we
11 have in post-secondary institutions is actually
12 changing institutional behavior. So I could point
13 to any number of campuses, and if you just dump
14 \$10 million, the return wouldn't be that great
15 because of the way that institutions participate,
16 behave, serve students, et cetera.

17 The federal government doesn't have a
18 lot of leverage, sort of directly, to change
19 institutional behavior. But one of the things
20 that I would encourage while focusing attention on
21 is not just how do we ramp up and sustain
22 financial investment; how do we incentivize grant

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1 programs in appropriate ways that really focus on
2 changing institutional behavior in two ways.

3 One has to do with what we refer to sort
4 of as evidencebased practices. Just generally
5 speaking, again as a researcher and now as public
6 policy and a public servant, one of the things
7 that I am fascinated by is how little we know
8 about what we do. I cannot tell you the number of
9 campuses I arrive, and a guy from the department,
10 more specifically the grants office, shows up, and
11 they roll out the carpet, and they show me
12 cyclotron laboratory. They show me the goat farm.
13 They show me all of the wonderful things that are
14 happening off campus.

15 Sometimes I ask very basic questions
16 about where is the defensible evidence that this
17 is working and it has meaningful outcomes for
18 students with respect to persistence and
19 completion in their curriculum. Right? Lots of
20 PhDs on campus, lots of intelligence and capacity.
21 But just sort of by and large, I think if you ask
22 Michael, you would appreciate this.

1 The questions that are most important
2 for students' success today, that our ability to
3 answer them is far behind the question. Our
4 ability to answer and provide the principal
5 evidence simply about what we're doing, what we're
6 excited about, and whether or not it has
7 meaningful outcomes for students is the thing that
8 worries me the most.

9 So the investment I would think has to
10 be made carefully. I don't know that simply
11 investing in a lot of places and letting them do
12 whatever it is they want to do is the best way. I
13 think we have to be very much focused on are there
14 ways that we need to change institutional behavior
15 in ways that make a difference for students.

16 DR. HRABOWSKI: Let's get to the
17 questions. I see several people with questions.
18 Let's start with Commissioner McGuire. Put your
19 plate up. Let's go around. We'll go around that
20 way. Just keep your cards up and let the order go
21 that way. Okay? So we'll go with McGuire, we
22 come on around, and you can ask the questions.

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1 MR. MCGUIRE: The first thing I wanted
2 to do is to affirm Mike Nettles' observation on
3 the baseball. He can handle curve balls, too.

4 (Laughter.)

5 MR. MCGUIRE: Actually, I think this
6 point you just gave, James, is an important one.
7 And I'm curious. This question of the incentives
8 to change institutional behavior, we were just at
9 a meeting last weekend in Atlanta where this
10 question of institutional behavior, if we want to
11 see higher completion rates, and this question of
12 data use came up.

13 I'm curious if we could do a better job
14 of nesting incentives for research and
15 demonstration inside existing federal programs as
16 a way to help create these conditions for
17 learning, and whether or not again, in terms of
18 the kinds of recommendations that come from us, if
19 you would encourage us in that way. And maybe
20 now, or later, you could offer two or three really
21 big opportunities for knowledge creation if, for
22 instance, competitive points were given for

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1 participating in experiments or demonstrations for
2 those kinds of things. It seems to me that is a
3 form of federal leadership that might help create
4 the conditions at the campus level for learning
5 more.

6 DR. MINOR: Very good observation. And
7 let me just share just a bit of information that I
8 think is important to note on this point. So you
9 heard me in my previous comments mention my
10 excitement about First in the World because it is
11 a grant program, a new grant program, that is
12 designed to do precisely that.

13 When you look at the broader portfolio
14 of grant programs, some of them more established
15 as many as 50 years ago, all of the grant programs
16 are governed by a set of specific program
17 regulations that even I don't arbitrarily get to
18 tinker with in ways that I think are important for
19 the outcome and performance of the program.

20 So I want to be clear that sometimes I
21 even can experience frustration with particular
22 grant programs, if we could only do this, if we

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1 could only do that, if we only could incentivize
2 grantees to do X and Y. We just don't, as a
3 result of the regulations, have the arbitrary
4 authority to tinker with them in that way.

5 So I think the target, in that way, is
6 what we call negotiated rulemaking, where the
7 public invites regulatory changes to specific
8 programs. We see it most often in federal student
9 aid, but these programs are no different. So I
10 think it is worthwhile taking a look at some of
11 the larger programs, the ones that we think are
12 important, to say we've been operating those
13 programs for nearly 50 years under a particular
14 set of regulations. Are they still appropriated
15 to get us the kind of outcomes and evidence that
16 we want or the kind of behavior by grantees that
17 we think is important.

18 So I think that's the real target there.
19 One of the reasons, again, I'm excited about First
20 in the World is that it is one of the newer grant
21 programs where we do have a lot of flexibility to
22 incentivize certain kinds of proposals, certain

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1 kinds of collaborations, certain kinds of data
2 collection and evidence activities that simply
3 don't exist in a great number of the other
4 programs.

5 DR. HRABOWSKI: Let's keep going down
6 the questions.

7 JUDGE SMITH-RIBNER: The Second Chance
8 Pell grant sounds like a good opportunity, but how
9 are you going to guarantee that the actual
10 prisoners know about this opportunity? What they
11 do in an institution where the leadership or the
12 officials don't give information to the prisoners
13 about this?

14 DR. MINOR: The way the Second Chance
15 Pell is described, we're experimenting. And what
16 we're soliciting, the Department is soliciting, is
17 participation by institutions of higher education,
18 many of whom are already providing some form of
19 correctional education.

20 So it's not that that's new. We're not
21 sort of experimenting with institutions that have
22 never provided educational opportunities for

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1 people who are incarcerated. By and large, the
2 majority of institutions that will participate in
3 this experiment are already providing or have
4 experience providing educational opportunities for
5 individuals who are incarcerated.

6 So it is the local colleges and
7 universities that have relationships with
8 correctional facilities. The biggest difference
9 here is whether or not students can apply federal
10 student aid for four credit opportunities that are
11 provided by local institutions. You would imagine
12 that if the federal student aid dollars now flow
13 to the institution, some of them may be more
14 encouraged to provide those opportunities to local
15 correctional facilities.

16 So we don't worry so much that
17 individuals who are incarcerated would not find
18 out about the programs. The way that this
19 opportunity or this experiment is designed is for
20 the institutions actually to initiate the
21 collaboration with local correctional facilities
22 to provide education for students.

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1 JUDGE SMITH-RIBNER: The other question
2 is regarding Cheyney University. You're aware of
3 what's happened there. Is there something like
4 maybe a SWAT team that can go in and assist an
5 institution in conditions such as Cheyney? You
6 know it's historical, and you know the impact on
7 the students and the community.

8 DR. MINOR: Yes. So I'm well aware

9 MR. JOHNS: I'm sorry. For the record,
10 can you offer, Judge, a little bit of context for
11 those who might be unfamiliar with the nuances of
12 what you're describing?

13 JUDGE SMITH-RIBNER: Well, Cheyney
14 University is in Pennsylvania, and it's one of the
15 oldest HBCUs in the nation. It has educated a lot
16 of teachers within Pennsylvania and around the
17 country. It is going through severe fiscal
18 problems at this current time. It has lost a
19 significant portion of its student population.
20 There are just a whole host of issues that they're
21 dealing with right now. And there is concern that
22 it might be closed if certain things don't happen.

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1 And I just wonder, where is the federal government
2 in a case such as this.

3 DR. MINOR: So there are two quick
4 observations. One is I think it's important
5 question, what's the role of the federal
6 government for institutions that are in trouble,
7 over and beyond what it might do for any other
8 institution that may say enrollment's down this
9 year; what are you going to do?

10 So I think it's a very interesting
11 predicament. Certainly, we're aware of what's
12 happening at Cheyney. I got a call from a
13 reporter just last week asking me to comment about
14 what the state is doing, and how they're
15 participating, and whether or not it's fair, and
16 if it's going to survive; lots of questions that I
17 was not necessarily willing to answer or address.

18 But I do think it is an important
19 question, and particularly for public
20 institutions, sort of what should be the role of
21 the Department for institutions that are in
22 trouble. And quite honestly, I don't know that

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1 there's a clear answer. I can tell you we'd
2 seriously consider the consequences of sending a
3 quote/unquote "SWAT team" to Cheyney for all the
4 world to see and sort of what kind of precedent
5 that sets. Lots of campuses would go, why Cheyney
6 and not the institution in the neighboring states?

7 We do a lot by way of consultation. I
8 know that small, underserved, underresourced
9 institutions, that team and FSA does a lot of work
10 with HBCUs, as do we. Generally, we talk about it
11 as technical assistance and not a SWAT team, some
12 version of it. But really what we want to do is
13 to make sure that they clearly understand what
14 kind of resources and support, what those things
15 are in terms of what's available to them from the
16 Department and going as far as we can to make sure
17 that they're taking full advantage of the programs
18 that are available to them.

19 MS. LOFTIN: Hello. Good morning.

20 DR. MINOR: Hello.

21 MS. LOFTIN: So I'm originally from
22 California, so this is going to be a little

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1 biased. I'm wondering, because earlier this year,
2 there was a program between the California
3 community college that serves 112 community
4 colleges in California, and they agreed to working
5 with nine HBCUs to allow students who gained their
6 appropriate credits to transfer and get guaranteed
7 transfers to HBCUs. And I'm wondering, since we
8 mentioned that earlier, there are some regions who
9 don't have HBCUs.

10 In 2011, there were over 500 black
11 students in the state of California who applied to
12 HBCUs and got in. What was the role of the
13 Department of Education in that sort of agreement?
14 Because I know those are back this fall. And then
15 also, are there other cities or states that are
16 also thinking about doing some similar
17 partnerships and what sort of role or engagement
18 would the DoE play?

19 My second question is, we all no about
20 affirmative action, and that Supreme Court case is
21 coming up this fall, and a decision will be made
22 early next year. What are your thoughts and

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1 efforts on that initiative?

2 Then lastly, I know that there were a
3 lot of pressure there was a lot of pressure in
4 the last couple of years on contracts and
5 partnerships with certain student loan agencies
6 like Sallie Mae, and then the Department of
7 Education came out and said it was going to end
8 this contract. So I'm wondering with those sort
9 of student loan debt profiteers, what has been the
10 residue after that and what sort of ideas and
11 initiatives you all made or thinking about moving
12 forward and handling the service of the student
13 loans.

14 MR. JOHNS: While the Assistant
15 Secretary gets his bullets in order, Commissioner
16 Loftin, I'm going to ask that you ask that first
17 question again to Interim Director Ivory Toldson.
18 Executive Director George Cooper was integral in
19 helping to shape those at the signing ceremony for
20 that for that articulation agreement between the
21 California state system and the HBCUs, so I'd like
22 his perspective as well.

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1 MS. LOFTIN: Sure.

2 DR. MINOR: I'm happy to let Ivory
3 answer that question. And the other two are
4 probably more difficult than the first. Folks in
5 our Office of General Counsel would be very
6 interested in the latter two. So let me just
7 start with the last if I can. It's affirmative
8 action, and I refer to it as racebased admissions,
9 and post-secondary education is really the issue
10 there.

11 With the student loan servicing issue,
12 the Department has been very aggressive, as well
13 as the Federal Student Aid office in communicating
14 to students to avoid predators, sort of forprofit
15 services for student loan servicing. And it's a
16 big world, and we live in a capitalistic economy.
17 So there are always sort of market pressures to
18 capitalize on what is an industry, what is an
19 enterprise of higher education.

20 So it's a constant battle to be vigilant
21 and to try and provide good information to
22 students and families about how they should be

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1 participating and try to go as far as we can in
2 regulating the behavior of people who are
3 participating, especially when it comes to federal
4 student loans or federal student aid, more
5 generally, and it's a constant challenge.

6 I am sometimes surprised, Commissioner
7 Loftin, that when our lawyers get around the
8 table, the number of cases around the country, and
9 the amount of litigation that is ongoing as we
10 speak is tremendous, both at the state level and
11 beyond. It's just a constant, constant battle;
12 and even I'll just share the regulations around
13 gainful employment, where the Department is often
14 sued by entities who are saying you're
15 overreaching, you can't stop us, you can't do
16 this.

17 So all I can say there is that we're
18 aware that there are those entities out there and
19 what they mean for students and families, and
20 we're going as far as we can to give good
21 information to students and families about how to
22 participate.

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1 MS. LOFTIN: Is there still an
2 investigation from the CFPB on that or no?

3 DR. MINOR: Yes.

4 MS. LOFTIN: Okay.

5 DR. MINOR: Yeah. With respect to
6 racebased admissions, I can't say what I expect to
7 happen there. It is as much a legal issue as it
8 is an educational issue. It has been an
9 interesting saga. I've followed it since Bakke.
10 And it's just I don't have a way of knowing what
11 is likely to happen there.

12 MS. LOFTIN: I know there are three
13 judges who are in favor of affirmative action.
14 I'm worried about it. So that's why I asked the
15 question.

16 DR. HRABOWSKI: Next question.

17 MS. WRIGHT: I've had other conversation
18 regarding for [indiscernible] at TRIO and knowing
19 that it's placed in middle schools, in and high
20 schools. But what are the real outcomes that
21 these students will be making to the front door of
22 higher education?

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1 DR. MINOR: It's the right question to
2 ask, and it is one of the things that I really
3 hope this group of commissioners takes up. And I
4 mean that sincerely. And I don't mean it in an
5 aggressive way, but in a very cooperative way with
6 the Department, with the field of grantees, to
7 advance what we know about how these grant
8 programs are performing.

9 Again, TRIO's a \$850 million program
10 annually; Europe, it's about \$330 million
11 annually. And I think we've got two big
12 challenges. One is the way we systematically
13 collect data and track students is a problem. We
14 could talk probably for an hour about first time,
15 fulltime, and whether or not those are the right
16 metrics to attract students who are participating
17 in post-secondary education.

18 I think we're doing better in K12 in
19 terms of tracking students, and we've got a couple
20 of experiments. One, Upward Bound, the President
21 proposed a \$20 million demonstration project in
22 the 2016 budget for TRIO, which will be a \$20

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1 million set aside specifically for that kind of
2 demonstration and evaluation. But to answer quite
3 honestly, we don't do it very well.

4 DR. HRABOWSKI: So we don't know right
5 now with all the years of TRIO, we don't know
6 whether Upward Bound we don't have the data to
7 say what percent of students who've gone through
8 Upward Bound graduated from college? I mean,
9 that's just such a basic question. You see what
10 I'm saying? I mean, as an American citizen I
11 would ask. I directed Upward Bound 40 years ago.

12 MS. WRIGHT: I mean, as a grantee or a
13 funder, don't you require that?

14 DR. MINOR: What the Department requires
15 are annual performance reports, which are
16 affectionately referred to as APRs. And again,
17 when the protocol for annual reporting was
18 established, it was not designed to systematically
19 feed back data to the Department that could be
20 easily captured or analyzed. And when you look at
21 the APRs, generally speaking, they are much more
22 about compliance than they are about performance.

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1 DR. HRABOWSKI: So I want you to carry
2 the message back and I'll say it to the
3 Secretary, too, because when I asked, for
4 instance, he said, "Well, our folks will get the
5 data for you." He tells me that all the time.
6 Okay?

7 I wanted to ask a question. Can we say
8 that more students have graduated from college,
9 African Americans, since the President has been in
10 just a fundamental point. What percent graduated,
11 in terms of graduation rates, eight years ago and
12 what percent and numbers. But just for Upward
13 Bound, which is just the core of what we tried to
14 do with high school children, heavily African
15 American Latino, but African American it started
16 with.

17 I mean, we all as directors of Upward
18 Bound 40 years ago had to give the data on the
19 percent of going on to college. You would think
20 that there would be somewhere in the federal
21 government information to tell us whether those
22 kids graduated from college.

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1 DR. MINOR: So some of the more basic
2 data we have because it is required. And we now
3 have systems to track in the annual reports, so
4 TRIO grantees are required to report that data.

5 MS. WRIGHT: Right.

6 DR. MINOR: Now, the big question is,
7 the extent to which they are retained in year 1,
8 where they go. It's just it's difficult. Once
9 they make the transition from K12 systems to post-
10 secondary institutions is where we really have a
11 problem tracking. So whether or not they
12 graduated from high school, I think we can say
13 that with some degree of confidence. And that's
14 not the big question for me.

15 Certainly, if we provide services for a
16 young person, they've got a tutor and a mentor,
17 and somebody paying attention to them, the
18 likelihood that they're going to graduate from
19 college or high school, for example, goes up. The
20 big question is, because the programs are not
21 designed only to get them out of high school,
22 ultimately, we all agree that the goal is to get

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1 them into college, into the right college, and get
2 them there equipped to persist long enough to earn
3 a post-secondary credential or a degree.

4 That's the question that eludes us, I
5 think. It's not whether or not they've graduated
6 from high school in greater percentages. I think
7 we can claim that fairly

8 DR. HRABOWSKI: Well, it's not your
9 fault. But let me just say, it is inexcusable
10 that the Department of Education cannot tell this
11 commission what happens. I can tell you, 40 some
12 years ago at the University of Illinois, we made
13 sure Upward Bound children and even today as
14 president of UMBC, we make sure those kids go to
15 places where they have TRIO programs. So the
16 students go from Upward Bound to Student Support
17 Services. And we get grants from the federal
18 government, the database plus Student Support
19 Services to see if they eventually make it there.

20 So you've got the direct link from
21 Upward Bound to TRIO at the college level. There
22 is no reason that, other than somebody not paying

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1 attention to the data that's not attacking you
2 personally, but I'm saying and I'll say it to the
3 Secretary, there's no reason one of our
4 recommendations has to be that if you're telling
5 me that we don't know, from the Administration, at
6 least of out TRIO children, to get a sense of the
7 level of effectiveness, how do we know whether
8 it's making a difference after 50 years?

9 DR. MINOR: So you sound a lot like me
10 in private conversations.

11 DR. HRABOWSKI: Yeah, and I need to say
12 it to this commission. This is one of the things
13 we should be saying. By the way, and that's been
14 a part of what I wanted to say to you. And I
15 wanted you to hear my frustration because I worked
16 with Upward Bound, and I still have it on my
17 campus right now, and we know we're getting it in
18 to the federal government. It's going to a dark
19 hole or something.

20 DR. MINOR: So let me just make two
21 quick observations. One is that I'm on a travel
22 to Atlanta next week to talk to COE, which is the

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1 nonprofit that advocates most strongly for TRIO.
2 This has been a 10 or 15 year long conversation with
3 the TRIO community. And dare I say, again, the
4 point of emphasis or the target for this
5 conversation are the regulations that go into the
6 program. That's where the fight really is. It's
7 not whether or not the Department wants to do what
8 we think is the right thing to. It will boil down
9 to the regulations that govern the program and
10 whether or not there's political interest in
11 changing them or revising them in a way that will
12 get us a lot closer to having what I refer to as
13 defensible evidence about the performance of
14 programs.

15 One quick example. Student Support
16 Services, Talent Search, Upward Bound have in the
17 regulations required activities and permissible
18 activities. Let's just say that there is a dozen
19 between the two. Right? Now, the one thing I
20 think is important to point out is that some of
21 the grantees, there is a lot of variance in terms
22 of how grantees how capable they are of producing

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1 and collecting and analyzing that data.

2 Half of the Student Support Services
3 grantees are at community colleges, who will
4 quickly tell me, "James, we're not required to do
5 that. We don't have the capacity to do that. I'm
6 just the project director. Sorry. Here's my
7 APRs, what you get." And there's no recourse; the
8 person is in compliance. But when I go, there are
9 some project directors that are campuses with a
10 lot greater resources and the capacity to collect
11 and analyze that kind of data.

12 So there's a lot of variance in just the
13 grantees. But when you look at the segment 12
14 list of required and allowable activities, one of
15 the questions I wanted to ask is whether or not
16 some of these are more less effective for
17 students. What I would like to be able to say is,
18 well, because of the data and analysis we're
19 doing, these four really have a lot of meaning for
20 students. These three, not so much.

21 In the next iteration of a \$850 million
22 competition, Student Support Services, with \$297

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1 million in FY15, is to be able to say if you're
2 going to qualify or be competitive for this grant,
3 you better be doing the four or five things that
4 we know really have meaning for students.

5 My question for the TRIO community is
6 sort of what is the logical progression for this
7 program. And when I talk to them about this, I
8 take out my iPhone. And what I say to them is
9 that I can describe in plain language how this
10 version of the iPhone is better than the first
11 version I had. I can talk about the process or
12 the screen, the functionality. What I ask is,
13 what's the language from the TRIO community to
14 talk about how these programs have become
15 progressively better and more effective for
16 students. It's a tough conversation. It's a very
17 political conversation, and one that has been very
18 hard fought.

19 DR. HRABOWSKI: I understand. We want
20 to get these other questions. We want to keep
21 talking to you, but I do the problem and going
22 back to Michael Nettles' metaphor about hard

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1 balls, whatever you want to call it, the following
2 question this commission should be asking is, what
3 difference has this administration made, with this
4 investment, in increasing the number of African
5 Americans, the percentage of African Americans,
6 who graduate from two and three programs? And we
7 have not been able to get that data.

8 I have talked consistently about that
9 one question, and I'm always told staff will get
10 me the data. I have a PhD in stat. Tykiah Wright
11 has a PhD in stat. Her talk talks about owning
12 your own body's data. I'm talking about owning
13 the country's data right now. And I'm saying, do
14 you know, can you tell me that the number of
15 African Americans graduating today, on this coming
16 day, will be higher than that seven years ago, or
17 six years ago?

18 DR. MINOR: That I will be able to tell
19 you. The big question is, is it attributable to
20 the investments that the Department is making via
21 these programs, and I think that's the big
22 question. So yes, I think we can get you the

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1 data, comprehensively.

2 DR. HRABOWSKI: So first of all, is it
3 the case that we are graduating more African
4 Americans?

5 DR. MINOR: Yes, absolutely that.

6 MR. JOHNS: That we have. That the
7 Secretary provided.

8 DR. MINOR: Yes.

9 DR. HRABOWSKI: And attributable, but
10 you can't say to what.

11 DR. MINOR: What I cannot say, with a
12 high degree of confidence, that those increases
13 are directly attributable to the Department's
14 investment in TRIO programs or in Upward Bound.
15 So that's the big question. Can we say that, as a
16 result of these investments in these programs,
17 that we're understanding these gains, is really
18 the big question.

19 DR. HRABOWSKI: We know that correlation
20 doesn't necessarily mean causation, but at least
21 we can see some relationship, Dr. McGuire. We should
22 see some relationship. That's where I'm at. I'm

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1 not saying you can see a direct cause, but can we
2 see in these programs, increases?

3 DR. MINOR: Well, any statistician will
4 say, no, you can't make that claim.

5 DR. HRABOWSKI: I didn't say causation.
6 I said a relationship.

7 DR. MINOR: You can't establish a
8 relationship.

9 DR. HRABOWSKI: You don't even know.

10 DR. MINOR: We don't, which is why I
11 can't establish a relationship.

12 DR. HRABOWSKI: I'm not sure there's
13 been handling of data. That's what I can't figure
14 out.

15 DR. MINOR: I will say, for the record,
16 our ability to capture and analyze those kind of
17 data is an area that we have to work hard at
18 improving. And let me just say that it will only
19 happen in collaboration. It's not something that
20 the Department can do arbitrarily or on its own
21 without the commitment and involvement from
22 participating communities. It's an area that I'd

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1 like us to see it's an area where I'd like us to
2 be able to go a lot further.

3 DR. HRABOWSKI: And I appreciate your
4 honesty and your transparency. Go ahead with your
5 question.

6 MR. DOTSON: Do you want to take the
7 7minute stretch right now?

8 DR. MINOR: No, I'm good. I'm good.

9 MR. DOTSON: You may have heard the
10 chairman when we began talk about a report that we
11 received from Dr. Comer and Dr. Bowman. They were
12 talking about early childhood education. And
13 embedded in that report was a reference to the new
14 four role models, even at that early age. You
15 mentioned a NearPeer Mentoring program, and I'm
16 just curious how you're going to roll that out.

17 Is this just about developing a relationship
18 between young people in college and young people
19 in the community, or are you focused on tutoring,
20 some type of substantive educational support?

21 DR. MINOR: I think the models will look
22 a little different from campus to campus, but I

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1 think the most powerful part of that intervention
2 is that you have young people who are of college
3 age, on college campuses, mentoring local high
4 school students about college development. And I
5 think that's what we think is powerful. Every
6 campus will structure a design a little
7 differently. But I think the core element there
8 is whether or not young people are more
9 susceptible to the advice and guidance of people
10 who are closer to their age than there are adults,
11 and school systems, and high schools that are
12 giving them very basic information.

13 So you may remember the First Lady had a
14 NearPeer challenge this past spring, where she
15 challenged lots of colleges and universities
16 across the country to engage in NearPeer
17 mentoring. I thought it was quite fascinating.
18 The First Lady's office says if you're going to
19 send us an invitation to be the commencement
20 speaker, you have to participate in this
21 challenge.

22 It was interesting. Lots of campuses

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1 all over the country submitted videos in terms of
2 what they were doing in terms of nearpeer
3 mentoring. Some of them were doing it already,
4 and they didn't call it that. But we think that
5 it is a very powerful intervention that we're
6 trying to spread across the country. And the idea
7 of using work study on a college campus a
8 student's work study position could be mentoring
9 local high school students I think is
10 fascinating.

11 MR. DOTSON: And let me tell you why I
12 asked the question. I've been involved with 100
13 Black Men for almost 20 years. We have started
14 our Collegiate 100 for the same reason that you
15 just mentioned. One of the concerns we have from
16 our mentoring model standpoint was that if you're
17 developing relationships and these young people
18 are graduating and moving away from the community,
19 then there could be an issue; if you're looking at
20 developing relationships versus just being role
21 models and a spokesperson and talk about the need
22 to go on to college; just think about how you

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1 emphasize relationships versus just being a role
2 model and going and talking about college and
3 college preparation.

4 DR. MINOR: So can I just highlight idea
5 of mentoring as one of the areas for practices,
6 that you'd be hardpressed to find a precollege
7 program that's not doing some form or version of
8 mentoring. The one question I want to know is, is
9 there a particular model or way of mentoring
10 students?

11 Now, I'm not so naive to think that
12 everybody who's doing mentoring is effective.
13 Right? So if that is one of the required or
14 permissible activities in lots of these programs,
15 we've got people doing mentoring all across the
16 country. And again, I show up and they go, "Dr.
17 Minor, let me show you what we're doing." I ask
18 the question, how do you know? Can you provide
19 defensible evidence that this has an appreciable
20 difference for students? And the answer often is
21 no. It's often no.

22 Everybody thinks that their mentoring

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1 program is great. Right? They roll students out.
2 They roll the mentors out. But if you ask me
3 whether or not we have evidence, the answer is no.
4 And that's what makes me nervous about the
5 variety.

6 One of the interesting things that I get
7 to observe in the seat in which I sit is really a
8 national picture of what's happening across higher
9 education. So it's not local. It's not regional.
10 It's national. So the variety of mentoring
11 programs, the variety of advising models,
12 appreciative advising, intrusive advising, lots of
13 different varieties and variations. But if you
14 ask me whether or not we have the data, evidence,
15 and analysis to say when you mentor like this,
16 with this demographic, here's a model where you're
17 most likely to be successful, the answer is no.

18 MR. DOTSON: Got it.

19 DR. HRABOWSKI: Let's keep going with
20 these questions, because I know we've got another
21 speaker who has a time where she's got to be out
22 of here also. Very quickly, Commissioner

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1 Barthwell Evans.

2 DR. BARTHWELL EVANS: I pass.

3 DR. HRABOWSKI: Okay. And then

4 Commissioner Marks. Last question, and then we've
5 got to take a 5minute break, and then we go to the
6 next speaker.

7 DR. MARKS: Dr. Minor, you've been very
8 helpful today. I appreciate all the comments
9 you've provided. I hope you don't feel like
10 you're in a hot seat too much.

11 DR. MINOR: I'm fine.

12 DR. MARKS: Two quick pieces. On the
13 College Scorecard, which has been recently
14 released, I think the current version seems to be
15 a little better than as it was originally
16 proposed. But in the words of our illustrious
17 chairman, there is a need for specificity. I'm a
18 social psychologist. I studied the psychology of
19 African Americans with an emphasis in identity
20 achievement in black males.

21 So if I'm the parent of a child in high
22 school looking at the scorecard, trying to

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1 determine what school and you mentioned earlier,
2 the right school, the right fit, and U.S. News and
3 World Report is coming out with rankings based on
4 graduation rates and so forth the real question
5 is not what is the graduation rate, or the income
6 and so forth. It's what is the graduation rate,
7 the income alone and so forth for a student with
8 my child's profile?

9 DR. MINOR: That's right.

10 DR. MARKS: So my strongest
11 recommendation is that these scorecards, or
12 whatever, you allow parents of students to enter
13 demographic information black male from the
14 south, low income, single parent, what have you
15 and the system spits out a graduation rate for
16 black students, for students who fit that profile,
17 and it's customized. Because what's happening is,
18 for young black males looking at U.S. News and
19 World Report, all the graduation rates are great,
20 this and that, but is it the graduation rate for
21 black males? Are we comparing apples to apples?

22 I'm a Morehouse. I love Spelman. They

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1 were the top HBCU, all female. We have all male.
2 Just by context, we're at a competitive
3 disadvantage for the national quota. So it's an
4 apples to oranges comparison. So the Ed needs to
5 provide some context on these sites with
6 scorecards that says for African American males,
7 this choice may be a better choice, so that need
8 for specificity, so you can plug in variables, and
9 it spits out the probability of at least one of
10 those input variables.

11 That's just one recommendation. It's
12 not necessarily a question because I know it's not
13 there yet, but just a recommendation from one
14 researcher to another.

15 DR. MINOR: Thank you.

16 DR. MARKS: The question would be, on
17 Title III, what's the formula for Title III in
18 terms of do all agencies get the same allocation?

19 DR. MINOR: No. It's based on FTE and a
20 couple of other variables. But that formula is
21 not sort of a blanket, same amount for every
22 institution. The biggest variable is FTE and that

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1 formula. There are a couple of others, but FTE is
2 really the driver.

3 DR. MARKS: Last, real quick. Is there
4 an equivalent in the Department of Education to
5 the National Clearinghouse, where there's a
6 challenge around sixyear graduation rates for
7 transfer students. So a student, again, goes to a
8 private, can't afford the tuition. He transfers
9 somewhere else but eventually graduates. My
10 concern is that we can't capture that data.

11 So in the National Clearinghouse, a
12 third party nonprofit, it's strange that we have
13 referred to outside of Department of Ed to get
14 that data. So internally, is there a unit that
15 can give us accurate sixyear graduation rates for
16 students in transfer?

17 DR. HRABOWSKI: Before you answer, will
18 you be able to stay after Ms. Whalen or do you
19 have to leave?

20 DR. MINOR: I have to run.

21 DR. HRABOWSKI: You have to run. Then
22 we want to get you back.

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1 (Laughter.)

2 DR. MINOR: I'd be happy to come back.

3 DR. HRABOWSKI: We are so impressed by
4 you

5 DR. MINOR: Thank you.

6 DR. HRABOWSKI: -- that we're going to
7 invite you to come to the call on November 16th,
8 if that's okay. We want to give Ms. Whalen a
9 chance to talk and let you answer the last
10 question.

11 DR. MINOR: Sure.

12 DR. HRABOWSKI: Go ahead, please.
13 Answer that question.

14 DR. MINOR: So, Dr. Marks, first of all,
15 let me affirm your concerns about the scorecard.
16 And I'll need to be very careful here. The
17 scorecard was released Friday of last week. I
18 think there's a video, that the President makes a
19 weekly address introducing the scorecard.

20 I think and this has been subject of a
21 lot of conversation, so I want to affirm your
22 concern. Khalilah and I saw a beta version of

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1 this a couple of weeks ago and some of the very
2 same questions. Ivory Toldson was in the room. A
3 lot of these things came up.

4 So what I will say in this moment is
5 that I hear you loud and clear. It is not the
6 first time that we have heard that concern, and I
7 think people take it seriously. I will say lots
8 of we asked in that room at that time lots of
9 questions that the data would not allow us to
10 answer. And just the sophistication of systematic
11 data, if I raise my hand and say, well, what if I
12 was this person of this age and returning from
13 school. Like a lot of that nuance, it's just
14 going to be lost in the large, comprehensive
15 database.

16 I think if there's any value, the intent
17 is to provide information to students and families
18 about institutional profiles. I think what has
19 been taken off the table, and what I think we have
20 to take off the table, is the value judgment that
21 may be assumed, that this institution is better
22 than that institution based on the outcomes of

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1 this sort of calculus.

2 I think we even talked about two things.

3 One is sort of, for these large data systems,

4 there's always a code book, if you will, for

5 statisticians, for people who are really

6 interested in how the formulas were calculated.

7 There's a place for statisticians to go who are

8 really big into that. But the qualifiers, I

9 think, is a subject of a lot of conversation and

10 something we hope that will be included in the

11 scorecard.

12 DR. HRABOWSKI: Great. Let me suggest

13 that David will work and get you to be on a phone

14 call with us to answer several questions, because

15 I do think the Commission needs to know more about

16 where we are today with African Americans and

17 graduation. You did mention that what numbers

18 are graduating right now?

19 DR. MINOR: From high school?

20 DR. HRABOWSKI: No, no, college and

21 post-secondary.

22 DR. MINOR: A percentage

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1 DR. HRABOWSKI: Just in terms of how we
2 talk, a percentage, but also numbers, as
3 researchers, our number two year and four year.
4 What numbers of African Americans are graduating
5 now versus what was happening before this we
6 can't say to what we attribute it, but we as a
7 commission need to know that.

8 DR. MINOR: That I'm certain we can
9 provide.

10 DR. HRABOWSKI: But you see, I've been
11 told that. Let me just say, for two and a half
12 years, I have been told exactly that. "We can
13 provide it. You'll get it."

14 DR. MINOR: So I will make a personal

15 DR. HRABOWSKI: Let the record know that
16 I'm saying that. Okay?

17 DR. MINOR: Okay.

18 DR. HRABOWSKI: And that's not on you,
19 sir. That's not to you. I'm just saying I've
20 been told that up and down the line. But thank
21 you, I appreciate you getting it for us.

22 DR. MINOR: Mr. Chair, I will commit

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1 personally to provide that data to this commission
2 as quickly as we can.

3 DR. HRABOWSKI: I appreciate that.

4 DR. MINOR: I'll make sure that you all
5 have it. And as much as we can provide to answer
6 the questions that you've asked, I will be certain
7 that you get it.

8 DR. HRABOWSKI: I really appreciate
9 that. And if you could, when we talk, it would
10 help us in terms of I know we all respect your
11 transparency and your honesty

12 DR. MINOR: Thank you.

13 DR. HRABOWSKI: -- because your hands
14 are tied in some ways in terms of the challenges.
15 We are working to develop language that we can use
16 in talking with the candidates and preparing for
17 the next administration. So any advice that you
18 could give us not today, but on that call and as
19 we think through how we will be working with the
20 next administration to change regulations or
21 policies that can help us to make sure we can
22 document and assess where we are, we'd be very

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1 appreciative.

2 MR. JOHNS: We're doing all of what he
3 said, to the greatest extent permissible, based on
4 counsel's advice.

5 (Laughter.)

6 DR. HRABOWSKI: Yeah. I don't want to
7 go to jail.

8 DR. MINOR: Thank you.

9 (Applause.)

10 DR. HRABOWSKI: We're going to take a
11 very quick break, and then we're going to have Ms.
12 Whalen. 10:05 we're going to start, as close as
13 you can to 10:05, which means we'll start by
14 10:10. We said 10:05.

15 (Whereupon, at 10:01 a.m., a recess was
16 taken.)

17 DR. HRABOWSKI: We can go ahead and have
18 our seats. We've got the next 25 minutes with Ann
19 Whalen. She's got a timeline I know, and we want
20 to make sure we get to begin the conversation.
21 We're going to say it that way because I'm sure
22 we'll have more questions after this. And we can

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1 think of this as an opportunity to get some
2 preliminary discussion going. And even after she
3 leaves, we can continue, and we'll see where the
4 conversations goes after that.

5 David, can you give a quick
6 introduction, please?

7 MR. JOHNS: Yes. I just want to say
8 thank you to my colleague, Ann Whalen, for joining
9 us. You may remember having engaged with Ann
10 before returning to the Department recently in the
11 capacity of senior advisor to the Secretary,
12 delegating responsibilities around elementary and
13 secondary education. Ann comes from a lot of the
14 Administration's firstterm investments, including
15 Race to the Top, School Improvement Grants, and
16 TIP [ph] as well. So a wealth of information and
17 knowledge, and we've asked her to share that with
18 you today. So please, welcome Ann to our
19 conversation.

20 Presentation - Ann Whalen

21 MS. WHALEN: Thank you so much. Thank
22 you, David. Thank you, Dr. Hrabowski for having

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1 me here today. It's an honor to join you guys.
2 And I apologize. I do have a hard stop at 10:30,
3 but I am more than welcome to answer any follow-up
4 questions that you guys have. And it's just such
5 a pleasure to be able to join you guys and be part
6 of this ongoing conversation and dialogue. I
7 really appreciate that.

8 So I got the hint from my predecessor.
9 I'm going to start with data.

10 DR. HRABOWSKI: Good.

11 MS. WHALEN: We'll see if it's
12 efficient. I think, as most of you know,
13 graduation rate for the country is at a alltime
14 high, at 81 percent. That is tremendous and has
15 constantly been growing over the course of this
16 administration. The other wonderful news is that
17 according to our new data, between 2010 and 2011
18 and 2012 and 2013, graduation rates for black
19 students increased by nearly 4 percent. So that
20 is tremendous progress to see, but we know it's
21 not enough.

22 JUDGE SMITH-RIBNER: What's the overall

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1 rate?

2 MS. WHALEN: Pardon?

3 JUDGE SMITH-RIBNER: The overall rate.

4 MS. WHALEN: Yes, the overall rate,
5 graduation for black students. It's 70.7 percent.

6 DR. HRABOWSKI: So it went you should
7 know that we've become very educated about the
8 need to have it broken down to us. So the overall
9 graduation rate for the country for high school is
10 81 percent. The graduation rate for African
11 Americans is what, and what did it go up to?

12 MS. WHALEN: It is 70.7 percent, overall
13 increase in graduation rate.

14 DR. HRABOWSKI: And that's after the 4
15 percent increase, is that correct?

16 MS. WHALEN: Correct. And I just want
17 to let everybody know that part of the challenge
18 we have at the Department of Education is our most
19 recent data is from 20122013. Our data is
20 lacking, and part of that is because we give
21 states and districts a chance to ensure the data
22 is accurate because as we're making policy

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1 decisions, funding decisions, we want to make sure
2 we're using the best possible data possible.

3 I'd also like to just note for my
4 predecessor's behalf is that the State
5 Longitudinal Data System, which is a grant being
6 made to states, that should build data
7 infrastructure. It's a tremendous investment that
8 needs to continue on. So I think as you guys are
9 thinking about what makes sense like, when we
10 came into office, there was only a hand full of
11 states that connect their secondary/post-secondary
12 workforce data. It just wasn't part of the
13 conversation before 2009 in any serious way at the
14 state level and at the district level.

15 So with these grants, and as the
16 conversation has changed to evidencebased
17 database, we definitely see an increase in the
18 both federal, state, and local investment to these
19 data systems, and then using them in action at the
20 state and [indiscernible] level. So it's one
21 thing to have the data. It's another completely
22 different conversation to say, now that you have

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1 it, how are you making decisions on it at every
2 level in the system.

3 So I think we've seen tremendous
4 opportunity there and tremendous progress there,
5 but we know there's not enough.

6 DR. HRABOWSKI: So does it surprise you
7 that for such a defined group of students as TRIO
8 students, a program that transcends K through 12
9 and higher ed for 50 years, that we would not know
10 the analysis from high school, Upward Bound, to
11 TRIO programs? Does that surprise you?

12 MS. WHALEN: So I would

13 DR. HRABOWSKI: I mean, particularly in
14 these last few years.

15 MS. WHALEN: Let me just say I am not
16 the expert on TRIO, so it's not I'm not going to
17 give an informed answer on this. But from a
18 personal perspective, of the grants we have, prior
19 to this administration, there was a lot of focus
20 on compliance and how the money was used and
21 whether it was used for the appropriate use of
22 funds. There is less a focus on whether it was

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1 working and the evidence base behind it. In order
2 for us to make improvements to these programs and
3 collect the data we need to collect to be
4 actionable, it often takes multiple steps within
5 our regulatory process, which just takes time.

6 DR. HRABOWSKI: And he made that
7 point, and we give him credit for that. What I'm
8 saying, though, my question is within the context
9 of your just saying that since 2009, you have put
10 in place systems and we know we've done at the
11 state level to make sure we have a system that
12 goes from the K through 12 system, pre-K through
13 12, through higher ed. We've got that system in
14 place now. For the data analysis across

15 MS. WHALEN: We're getting there. We're
16 getting better at it. I'm not saying it's
17 perfect. Again, I'm not the expert on this on the
18 data system. We should bring in the team that
19 oversees the State Longitudinal Data Systems
20 grant. There are individual student privacy
21 precautions, and we want to make sure that all of
22 these data systems are built to protect. So the

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1 identification number at the K12 space is going to
2 be sometimes different than the student
3 identification number in the early learning space,
4 which is going to be different than the
5 identification number at the highered space.

6 DR. HRABOWSKI: So you're saying we need
7 maybe the people also we need to talk to are the
8 data systems people.

9 MS. WHALEN: Yes.

10 DR. HRABOWSKI: Because we have been
11 requiring at the state levels to get MSDE working
12 with higher education. And I'm just saying, given
13 what you said about the crosssectors system, we've
14 got a really defined group, the TRIO. Their
15 goal's just that.

16 MS. WHALEN: Again, I'm not making
17 excuses, but luckily, we're making progress in the
18 states, even in the TRIO space, but also the
19 investment in education. We are investing
20 millions of dollars to what would be evidence
21 based behind the programs that are in the ground
22 and figuring out what's working.

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1 DR. HRABOWSKI: And talking about
2 researchers, talking about an opportunity, not
3 just a broad group. You've got a specific group
4 there that you've really worked with, with federal
5 money and state money. I'm saying it to you also,
6 that I wish you'd go back and look at it to see
7 what are we doing.

8 MS. WHALEN: We are getting better at
9 this. We are far from perfect, and we are
10 definitely having great leadership who is actually
11 pushing us to say what's working and what's not.
12 And if not's working, we need to make, of course,
13 corrections. And it is also something we are
14 trying to model for states and districts to say,
15 with our grant funds, too, the Title I, Title II,
16 all of the monies they receive from us, look at
17 what's working and what's not and make corrections
18 as they go.

19 DR. HRABOWSKI: And final question about
20 graduation rates. It's been 70 percent for
21 African Americans. Break it down by gender,
22 please.

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1 MS. WHALEN: I'm sorry. I don't have
2 that in front of me, but we can get you

3 DR. HRABOWSKI: Do you have a number?
4 Because keeping all the emphasis on black males,
5 one might think that the black male would be much
6 I don't know if it's true or not. It would be
7 helpful to get that, to know what's the difference
8 between the black male high school graduation rate
9 and the black female because I think that would be
10 a big difference. Anecdotally, we know that in
11 the Baltimore area, but of course it's across the
12 country.

13 MS. WHALEN: With My Brother's Keeper,
14 we have had the opportunity to do a pretty
15 significant data analysis and the state of a
16 number of different data measures across the
17 educational continuum for black students. If we
18 haven't done that already, we will definitely
19 share that with this commission. David and I can
20 definitely permit to providing you guys all of the
21 data points that brings some early learning
22 through K12 as part of this conversation.

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1 DR. HRABOWSKI: Great. And for
2 graduation rates from high school even, what was
3 happening before the Obama Administration? You
4 have the 4 percent increase in the last year or
5 two, but is that dramatically different from five
6 or six years ago? Do you know?

7 MS. WHALEN: I don't want to misspeak,
8 so I'm

9 DR. HRABOWSKI: No, I don't mean today.
10 I'm saying if you can get that

11 MS. WHALEN: We can definitely give you
12 what the one

13 DR. HRABOWSKI: Because that even helps
14 us as we think about what we want to say to the
15 next administration, what we are hoping to achieve
16 with the next you see what I'm looking at.

17 MS. WHALEN: So just

18 DR. HRABOWSKI: Go ahead.

19 MS. WHALEN: -- because of time, I just
20 want to transition a little bit to some of the
21 investments we're making, and please feel free to
22 stop me along the way with questions, or if I miss

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1 anything, don't hesitate because I want to make
2 sure that we begin the conversation in a way
3 that's responsive to the needs of the Commission.

4 DR. HRABOWSKI: As you talk about
5 investments, please talk about how you go about
6 assessing what the investments will what
7 difference they will make.

8 MS. WHALEN: Sure.

9 DR. HRABOWSKI: It's easy to talk about
10 the money more than to talk about what are we
11 going to do to make sure it makes a difference.

12 MS. WHALEN: Sure. First, let me start
13 with early learning, Dr. Bowman, who will probably
14 correct me as I go, but I would appreciate that.
15 Over the course of this administration, we've
16 actually invested more than a billion dollars in
17 Race to the Top Early Challenge, and that was to
18 approximately 20 states. And this program was
19 designed not just to increase the number of slots
20 in the early learning space, but also increase the
21 quality and the systems that support those
22 individual students in this program.

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1 So it's one thing to have access. It's
2 another thing to have quality access. So part of
3 this investment was to make sure that states have
4 high-quality systems, have the data systems, have
5 the assessment systems that will take a whole
6 child in order to make sure these systems are high
7 quality.

8 We have been able to serve approximately
9 11.8 million children, including nearly 1.3
10 million African American children, and these 20
11 states are benefiting from this program. We've
12 also recently invested \$250 million in the
13 PreSchool Development grant program in over 18
14 states. As part of that program, it is increasing
15 both in number of high quality slots, as well as
16 the quality of slots.

17 So this has the opportunity to work with
18 local communities to both increase the slots in
19 that if they had slots that are existing and they
20 wanted to ensure that they were high quality,
21 they're really preparing kids for kindergarten,
22 first and second grade, that they can invest some

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1 of these funds to increasing the quality of those
2 slots. That is serving, this year, approximately
3 33,000 4yearolds and will still be needing
4 additional information on the analysis of exactly,
5 the subgroup analysis, what kind of students are
6 going into those programs.

7 DR. BARTHWELL EVANS: And African
8 Americans?

9 MS. WHALEN: We don't have quite that
10 breakdown yet.

11 Moving a little bit to the K12 space,
12 because I just want to make sure that we're
13 hitting on everything, as part of this
14 administration, we've done a pretty significant
15 investment in teacher quality and teacher support.
16 This has ranged from looking at the guidance and
17 technical assistance to the TeacherEquity Plans.

18 This time last year, we actually
19 announced our Excellent Educator to All
20 Initiative, which had all 50 states look at their
21 data, look at the gap analysis between the quality
22 and the tenure and experience of those educators

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1 serving their kids and where they had the highest
2 need, and figure out what the root cause of those
3 gaps were, and then identify strategies and
4 activities to implement to help narrow those gaps.

5 All 50 states in the District of
6 Columbia submitted plans to the Department this
7 past summer, after a yearlong of data analysis,
8 stakeholder engagement, and plan development. And
9 actually, this last week, we approved 16 of those
10 plans, and we're on our way to approving the rest
11 of the plans. So we're feeling good that this is
12 the beginning of the next steps and what those
13 activities look like on the ground to support
14 great educators and students. We've also invested
15 about \$4 million to help states think about their
16 data, think about their strategy for transition to
17 implementing their plan.

18 We have the School Improvement Grant, so
19 that's approximately \$6 billion in 1800 schools
20 since 2009. And these are monies that are
21 specifically targeted to go to lowerperforming
22 schools, so those schools that have had gaps or at

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1 the lowest within their state in both achievement,
2 progress, as well as graduation rates year after
3 year. It is about \$3 million a year over three
4 years. Now we've got it [indiscernible] years, so
5 it should be up to four or five years for these
6 schools to actually implement rigorous
7 intervention and turn around the school.

8 We have an IES, so full data analysis
9 and study going on about whether this is working
10 or not working. So we are investing in looking at
11 the impact within these schools of these funds.
12 And we have, at least on an annual basis, the data
13 associated with whether we're seeing progress or
14 not.

15 The good news is that within these
16 schools, we are seeing progress. We're seeing on
17 average that they're increasing both their reading
18 and math scores in the allschools group, and
19 actually almost a third of the schools are
20 increasing by double digits in some of their
21 academic performance. Additionally, their
22 graduation rates are increasing at a rate higher

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1 than the allschool group.

2 So we realize that these were the
3 schools that were starting the furthest behind, so
4 we expect to see progress from them. But again,
5 these are schools that have staff meeting year
6 after year, so we're really happy to see that
7 there is progress coming from this.

8 DR. BARTHWELL EVANS: And do you have
9 any breakdown just generally, geographically,
10 where it's concentrated, the investment?

11 MS. WHALEN: So every state must
12 actually identify lowperforming schools, their
13 bottom 5 percent of schools, and it has done the
14 mix between urban, suburban, and rural, so we do
15 have that breakdown, and I can send it to you
16 guys, from five states. And you can see where
17 those schools are falling.

18 JUDGE SMITH-RIBNER: What practices make
19 the greatest difference?

20 MR. JOHNS: Dr. Comer, you've just got
21 to jump in like doubledutch.

22 (Laughter.)

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1 MS. WHALEN: I think one of the things
2 we're finding is that implementation matters. So
3 it's not just choosing a model. It's actually the
4 extent to which it's implemented at the local
5 levels, and the leadership, the stakeholder
6 engagement, the community involvement, ensuring
7 that the interventions are thoughtful, they're
8 addressing needs of the school, and they're
9 rigorous.

10 JUDGE SMITH-RIBNER: And consistent.

11 MS. WHALEN: And consistent over time;
12 you're right. So we're finding actually through
13 case studies a bunch of lessons learned about
14 what's working and what's not working. That is
15 also on our website.

16 The Council of Great City Schools
17 actually recently released report that looked at
18 the success of the models within their districts,
19 and they found that the turnaround school model
20 had significant increases, I believe followed the
21 transformation model, and then the [indiscernible]
22 model. But I need to double check that, but I can

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1 follow up with you.

2 DR. COMER: Is there any way to look at
3 anything other than test scores?

4 MS. WHALEN: So we also have graduation
5 rates within these schools, and we have what we
6 call leading indicators. That was part of what
7 required schools to report to us in exchange for
8 receiving these funds, and that includes
9 attendance rates, includes extended time. So we
10 do have some other data that's showing multiple
11 measures of local schools.

12 DR. COMER: But student development, how
13 students are developing?

14 MS. WHALEN: Could you expand more on
15 what you mean by that?

16 MR. JOHNS: Dr. Comer, tell her about
17 the Comer model.

18 DR. COMER: Well, my work has been
19 interested in the kind of overall development of
20 students, the psychological, speech and language
21 and so on. And looking at it in a way other than
22 test scores and whether it's really preparing

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1 children at a young age to be successful in the
2 school and in life.

3 MS. WHALEN: So as part of our models,
4 the transformation model, we do ask the school to
5 take into account and identify interventions and
6 activities that address the whole child, the
7 social/emotional needs of the child, as well as
8 the health needs of the child, and engage the
9 community and the parents within that. We do not
10 have a consistent reporting measure about being
11 able to see growth.

12 DR. COMER: But you are looking at whole
13 child.

14 MS. WHALEN: We are having interventions
15 that call for support for the whole child.

16 DR. COMER: Okay.

17 DR. DANCE: Ann, thank you for being
18 here. Two very quick questions. Many states
19 started their data systems with Race to the Top
20 dollars. The dollars are gone now, and the
21 Administration is coming to the end of the term.
22 Who's monitoring states' implementation of the

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1 longitudinal data systems?

2 MS. WHALEN: It depends truthfully what
3 ways they receive those funds, so there are a
4 couple of different ways. There's the actual SLDS
5 grant funds in which the department who actually
6 made those grants, IES, is monitoring that they're
7 using those funds the way they intended. But then
8 with our annual data collection, we are asking
9 states to report on what the expected SLDS system
10 to be able to report on across all states. So we
11 ask for high school graduation, college
12 enrollment, and persistence after the first year.
13 And truthfully, states are still struggling with
14 getting some of that information as they continue
15 to develop their SLDS.

16 DR. DANCE: Mr. Chair, very quickly, the
17 very last question. When will the Department
18 update its 2013 graduation rates? You were
19 talking about 2012, and most states are about 89
20 months in the lag. When will you update the 2013
21 numbers?

22 MS. WHALEN: I think 2012 numbers just

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1 came out this past FebruaryMarch, so probably
2 FebruaryMarch, but I need to doublecheck and get
3 back to you. I'm must doing that based on past
4 practice.

5 DR. DANCE: Thank you.

6 MR. McGUIRE: Ann, thanks. Two quick
7 questions. I was on a conference call with the
8 Secretary around the equity plan, and I want to
9 repeat a question that did come up there with this
10 group in mind. I'm worried about how we enforce
11 or that's the wrong word help states make good on
12 their plans.

13 (Laughter.)

14 MR. McGUIRE: Once we ensure that the
15 plans are good, I wonder if you've got anything
16 more you can say about both what you intend and
17 what you or others will do to draw attention to
18 those plans? That's question number one.

19 MS. WHALEN: I'm picking up my pen.

20 MR. McGUIRE: Well, I was just trying to
21 ask them now because I won't get back in the
22 queue. One of the issues kind of jumps off well

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1 with Dr. Comer's question about things other than
2 tests. Here I'm just curious how the
3 Administration feels about the ESEA, what's
4 coming, the likelihood that the President will
5 sign, and what approaches, in terms of the extent
6 to which we've had a decadelong preoccupation with
7 tests as the sort of dominant way to improve. And
8 the data don't really suggest that it's worked.
9 And I'm just curios if you all have a view about
10 the new legislation and how we ought to comment
11 understand and comment on that.

12 MS. WHALEN: Sure. To your first
13 question about the equity plans, just for the
14 benefit of everybody else on the Commission, these
15 equity plans are part of the requirement of No
16 Child Left Behind. As part of the 2001 laws, all
17 states were required as part of that law to submit
18 a plan about how they were going to ensure that
19 all students, particularly students in a highneeds
20 community, have access to highly qualified and
21 teachers who were prepared and who had years of
22 service to show that they were excellent from

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1 their students.

2 So we called those back in this past
3 summer because we felt that as a community we're
4 at a very different place, that those plans
5 submitted back in 20052006 were pretty old.
6 There's some dust on them. We had new changes in
7 the landscape of both the needs of students and
8 also what we know about how to support educators,
9 what we know about how to ensure educator
10 pipelines that provide other opportunities for
11 teachers both within and outside of the classroom.
12 We have better data. We just don't know more
13 about what students are having access to what
14 types of teachers and leaders within their
15 schools.

16 So all states, as I mentioned, submitted
17 their plans. We're in the process of reviewing
18 them. We approved 16 as part of our commitment to
19 states and districts. We are not leaving them out
20 there alone, and we are not saying a plan's
21 enough. So we have dedicated \$4 million over a
22 span of two years. The first year was to ensure

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1 that states and districts think about what the
2 root cause of the issue are, what their data looks
3 like, what strategies and activities they can
4 identify to address their state and community's
5 specific needs. And then as we're pivoting to
6 this year, we've dedicated millions of dollars to
7 support implementation through technical
8 assistance.

9 So that includes regional meetings
10 amongst the leaders in this space, including
11 teachers, to figure out what's working and what's
12 not working. It also includes national experts
13 working with states' teams as well as district
14 teams to figure out course corrections with their
15 strategies. And it includes statespecific
16 support. So if a state has a particular need that
17 they just can't solve, we have dedicated resources
18 to help support them in that implementation.

19 As part of my office's team, we have
20 members who are going to be working with states to
21 look at and ask questions about implementation.
22 But this is part of their comprehensive plan

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1 within their state now. We're not treating it as
2 a silo or a oneoff that, oh, that's your equity
3 plan, we'll get to that later. No. We're doing
4 it as part of their entire implementation of
5 education systems within their state.

6 So as we look for reviews around FLEX,
7 as we look for reviews around School Improvement
8 Grants, we'll also be looking for reviews around
9 these equity plans. And we understand that these
10 plans represent the best thinking at a single
11 point in time, so there will be changes, and we
12 have a process for states to come in and make
13 updates to their plan and amendments to their
14 plan, but we will hold them to moving the needle
15 and ensuring that all students have access to an
16 excellent educator.

17 In terms of the actual enforcement
18 lovers, it's similar to what we have for all of
19 the requirements under No Child Left Behind.
20 Obviously, our first goto is a partnership,
21 technical assistance in course corrections, but it
22 could raise to conditions, high risk, and

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1 eventually withholding of state and district
2 funds.

3 Any questions about that before I get to
4 the second question?

5 DR. HRABOWSKI: Go ahead, because we
6 know you don't have a lot of time. Go ahead.

7 MS. WHALEN: So on the second question
8 with the Reauthorization Bill, as most people
9 know, both the Senate and the House each has their
10 own separate bills around reauthorization of ESEA.
11 They are now in conference to try to reconcile
12 some of the disagreements between the bill.
13 They're making progress in having those
14 conversations.

15 The Secretary has highlighted some of
16 the qualities of the bill that he thinks have good
17 opportunities for kids in the nation. He's also
18 highlighted some concerns, including the fact that
19 while states are required to identify gaps within
20 schools, there is no expectation that they
21 actually intervene and actually do interventions
22 that move or close those gaps. And that includes

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1 gaps on test scores, but it also includes gaps on
2 other measures that are within the bill that
3 include attendance, and there are some other
4 options about statespecific social/emotional
5 measures that are up to an individual state.

6 So we actually don't quite know where
7 that's going to land yet. But regardless, there
8 is the sense of urgency. Even though the states
9 are identifying the gap, there's no expectation
10 that they're required to act and close that gap,
11 that that's a problem for kids.

12 DR. HRABOWSKI: Final question. I see
13 several questions, and then she's got to go. So
14 let's go with the three questions that I see, and
15 then she's got to leave.

16 MS. PRINGLE: So I apologize. I
17 normally at this point would put my pen down
18 because Dr. Comer combined with Dr. McGuire hit on
19 together the issues, but I need to say them
20 anyway. So I just apologize.

21 Here we are in the midst of
22 reauthorization of federal legislation. We have a

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1 lot of information about some of the disturbed
2 impact, particularly on African American students,
3 of the obsession of testing and not focusing on
4 that whole child's intervention data. But I want
5 to hear a little more.

6 When we think about when this
7 commission thinks about the kinds of specific
8 recommendations that it wants to make, I think it
9 would be helpful for us to have a little more
10 information from you in terms of what you've
11 already done from the lessons learned around that.
12 I think I heard you say a \$4 million investment
13 around the equity plans that Dr. McGuire asked
14 about.

15 MS. WHALEN: Just the technical
16 assistance.

17 MS. PRINGLE: Technical assistance. So
18 when we think about the millions and millions of
19 dollars that have been invested on tests versus on
20 equity issues, versus access and opportunity as it
21 relates to resources, that we know, when we think
22 about the whole child, have to be addressed

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1 particularly in our community, can you talk more
2 about the lessons that we have learned under No
3 Child Left Behind from what was the word you
4 didn't want to use?

5 DR. HRABOWSKI: Enforce.

6 MS. PRINGLE: And some form of
7 enforcement to insist that our kids get the
8 resources they need, from the money to issues
9 around teacher quality, to this whole child kinds
10 of resources that our kids especially need. Talk
11 to us a little bit more I would appreciate it
12 about what the Secretary not what he has said,
13 but what they're currently working to do address
14 the realities, that under this federal law we have
15 invested a lot on testing, but not what we needed
16 to on the issues of equity.

17 MS. WHALEN: So let me thank you very
18 much because I do have a number of other
19 investments that we've made as part of this
20 administration that I haven't been able to get to
21 as part of this conversation, but I appreciate you
22 opening up that back up so we can talk about this.

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1 One thing is, through the Civil Rights
2 Data Collection, we actually have a lot more
3 information about some of the gaps beyond just
4 test scores that exist within these schools, gaps
5 that include access to rigorous course work,
6 including AP or as simple as algebra 1 in high
7 school, and how those persist across the nation.
8 So as part of our investment, we continue to ask
9 for and make grants around the advanced placement
10 testing grants, so that is waiving the testing for
11 AP for students who are high need.

12 Also, through Race to the Top, we
13 invested tens of millions of dollars in offering
14 access and making sure that there were rigorous
15 course work available within schools and within
16 districts across participating states. So
17 Kentucky expanded its advanced Kentucky, which
18 actually gave more AP access to highneeds students
19 in schools and brought it down to ensure that they
20 were actually on a pipeline for success to take
21 their AP boards in those communities.

22 Massachusetts expanded their AP

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1 offerings and ensured that there, again, was
2 professional development for their educators to
3 support that pipeline within that work.

4 Florida increased their STEM
5 opportunities for high-needs kids. That included
6 a summer internship and placement so that kids
7 could actually go on and have practice within
8 their field of interest as part of those programs,
9 so that there's been a lot of innovative work that
10 we're seeing, that we're investing in at the state
11 and local level.

12 In addition, we are really looking at
13 the tens of billions we are already investing
14 through Title I and Title II to figure out what's
15 working and what's not working. And in some
16 cases, we at the federal government actually don't
17 have the ability to require certain things, but
18 there are a bunch of lessons learned from the
19 field about what's working and what's not working.

20 So through our centers that include our
21 comprehensive centers and our content centers that
22 are around supporting state capacity and great

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1 teachers and great leaders, and standards and
2 assessments, and equity centers, we are actually
3 highlighting practices for states around the
4 investment of funds by their colleagues and peers
5 to help make some changes in their behavior.

6 So instead of doing everything the way
7 they've done business as usual and if you look at
8 Title II, that's a great example where there are
9 billions of dollars that go out on a regular
10 basis, and most people don't change their practice
11 or behavior into actual evidencebased support for
12 educators. We're trying to actually continue to
13 develop that body of evidence, and then make sure
14 that those who are making the decisions are using
15 that evidence in order to make mid-course
16 corrections on what's working and what's not.

17 Additionally, we had launched a number
18 of initiatives over the past few years that
19 include highlighting best practices and school
20 climate. So we have national experts as well as
21 state and district leaders to talk about positive
22 behavior intervention, so PBIS, as well as other

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1 supports within a school that helps look at the
2 climate of the school to really support kids both
3 in attendance but also in persistence at the local
4 level.

5 We are in the process of figuring out
6 what kind of skilled support we can offer so it's
7 not just pockets of success, but we're really
8 figuring out if there are ways to look at climate
9 surveys and support, and figure out how do we
10 expand that to more communities so that more
11 schools are looking at their school environment
12 and not just at their test scores, but are also
13 giving that necessary information and development
14 to those leaders and the adults within those
15 schools to really support the kids.

16 We're also having a hard look at our
17 discipline practices across the nation; so how are
18 the adults in the building and how are the
19 policies that are being implemented, how are they
20 helping kids versus how can you improve them to
21 ensure that kids continue to stay within the
22 classroom and get the needed support, and how do

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1 we think about sharing what's working and what's
2 not working across that.

3 Then you mentioned the My Brother's
4 Keeper program. That's another part of what this
5 administration is dedicated to, the public-private
6 partnership and drawing attention, but also
7 getting real private investment into the support.

8 I know that I am now 15 minutes over, so
9 MR. JOHNS: Why don't we pause. I thank
10 you, Ann, and we'll invite you again to our
11 November 16th conversation.

12 DR. HRABOWSKI: So that others will have
13 a chance to ask questions.

14 MS. WHALEN: I'm happy to participate.
15 And then also, I will get you the information that
16 I committed to. And if you guys have any other
17 questions in between now and then, don't hesitate
18 to share them with us, and we can be proactive
19 then for the call.

20 DR. NETTLES: Mr. Chairman, I just want
21 to encourage us to have her back at some point on
22 some of these questions and issues. As she's

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1 looking for the research on your first questions
2 about TRIO programs, there's a discussion to be
3 made between evaluation and tracking.

4 On the evaluation front, Bob Goodman,
5 Robert Goodman, who left the Department to go to
6 the Gates Foundation as a program officer may be a
7 good resource for you on the evaluation history of
8 TRIO. On the tracking front, it may be a
9 combination of what the Department collects in its
10 regular data collection, as well as what it's
11 collaborating with the states to collect.

12 So it would be useful, for example, now
13 that Texas has a comprehensive data system,
14 Florida, and other states are moving in that
15 direction, to tag the students who are considered
16 to be Upward Bound, Talent Search, the TRIO
17 students, so that we can actually answer the
18 question that the chairman raised.

19 One final point. On the point you made
20 about advising the Secretary, one, it's really
21 terrific that he's raised this issue about gaps
22 and what the states might do in ESEA

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1 reauthorization. I would like to encourage us to
2 pick up on a recommendation from the Equity
3 Commission that Chris Edley chaired on financial
4 gaps in these locations, and to see if we might
5 include that in his thinking about how we might
6 consider this bill's next version and what the
7 states might do on the financial equity.

8 The Education Law Center has done a
9 remarkable job at informing us about how and why
10 the per capita allocation of resources is not the
11 best way to do it.

12 DR. HRABOWSKI: Ann, thank you so much.

13 MS. WHALEN: Thank you. Appreciate it.

14 DR. MCGUIRE: [Inaudible - off mic].

15 MR. JOHNS: Dr. McGuire, use the
16 microphone, please.

17 DR. HRABOWSKI: Ann, let me just say
18 that for you and James, and for the Commission, we
19 will be inviting you back. It will be good to
20 have you on the call in November. But we need to
21 have more time because we want to make sure as a
22 commission we're not doing sound bites, if you get

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1 my point. And you need more time to be able to
2 give us context. We need more time to express,
3 and discuss, and analyze, and look at both, not
4 just tracking, but evaluation, and those types of
5 things. We'll have you back.

6 MS. WHALEN: Wonderful. Thank you very
7 much.

8 DR. HRABOWSKI: We'll invite you back.

9 MS. WHALEN: I appreciate that.

10 DR. HRABOWSKI: Thank you very much.
11 Thank you.

12 (Applause.)

13 DR. HRABOWSKI: Great. We are inviting
14 up to the panel right now two very distinguished
15 people, both Ladoris Harris from the Department of
16 Energy, who is with the department, who is the
17 director of the Office of Economic Impact and
18 Diversity. She is an engineer by training and has
19 worked in corporate America.

20 So we've talked about the world of
21 corporate America. She's worked in every place
22 from GE to having her own company, quite frankly,

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1 and is very involved in looking at the impact of
2 she's involved in diversity, economic impact at
3 the Department of Energy, and we'll get a chance
4 to hear from her.

5 Then we've got Donald James, who's been
6 with NASA for over 30 years, is a policy person,
7 and has been at NASA's Ames before and is
8 responsible for developing and implementing NASA's
9 education programs.

10 We'll be beginning with Ms. Harris, and
11 then going to Mr. James. And welcome to
12 Commissioner Lomax. We're delighted you're here.

13 DR. LOMAX: Thank you.

14 DR. HRABOWSKI: We can feel your
15 presence already.

16 (Laughter.)

17 DR. HRABOWSKI: Intellectually.

18 All right. So go right ahead. The
19 Fellow 7 [ph] is in the room. Ladoris Harris is a
20 graduate of the University of South Carolina, from
21 Columbia, South Carolina. I remember that.

22 Presentation - Ladoris Harris

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1 MS. HARRIS: Good morning, everyone.

2 (Chorus of good mornings.)

3 MS. HARRIS: I bring you greetings from
4 Dr. Ernest Moniz, Secretary of Energy. I have
5 really Annie Whatley's here with me who runs my
6 Office of Minority Education and Community
7 Outreach.

8 DR. HRABOWSKI: And if I might say,
9 Annie Whatley where is she? Annie Whatley works
10 and has helped in the minority community, and is a
11 graduate of Alabama A&M University. But has
12 worked to help a lot of people in furthering the
13 causes for African Americans and other minorities
14 and STEM. So I wanted to say that.

15 MS. HARRIS: Yes. So, Chairman, I
16 really blocked my time off to be with you actually
17 through lunch. I may have 50 things happening in
18 my office, but this is very important. It's
19 important to the administration, but as important
20 to the mission of and a lot of the focus we have
21 at the Department of Energy.

22 If you look at I've been listening to

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1 the conversations this morning, and I would like
2 to note that I feel the subject matter that your
3 commission is focused on is a threelegged stool.
4 The first leg of that stool is having the academic
5 institutions and communities support. The second
6 part of that stool is having government support;
7 federal government clearly a big player. But
8 there's a third leg, and I would challenge this
9 commission to look at how you approach this with
10 this third leg. And that third leg is private
11 sector.

12 If you look, really, the ultimate what
13 is the ultimate goal of education. When we come
14 out of college, we want to go into a workforce of
15 some sort. It's workforce development. It's
16 economic development. Really, the ultimate
17 purpose other than going into academic schools
18 furthering your education for research, that still
19 is a publicprivate partnership.

20 The Department of Energy is only second
21 to the Department of Defense in its funding.
22 We're almost a \$30 billion agency. We're

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1 considered a I mess with my friends at NASA, but
2 we're considered the STEM agency. We have over
3 30,000 scientists. We have over 80 Nobel Peace
4 Prize winners.

5 We have three of the world's largest
6 super computers, the world largest laser.
7 Research is what we do. We do research on things
8 that are 30 20 years out. So when you look at
9 so STEM education is really that sweet spot that
10 the Department of Energy has taken its efforts to
11 support for its minority community.

12 One of the things that I want to
13 challenge you with and we're in this fourth
14 quarter of the Administration. It was confirmed
15 by the Senate just about three years ago. So with
16 my role, I'm from the private sector, so I'm
17 looking at things more from a business
18 perspective. And I have challenged a lot of the
19 HBCU presidents to think of their activities on
20 campus like you're running a business because
21 that's what it is.

22 So what I want to do is share with you

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1 some of the things that we're doing at the
2 Department of Energy. But as importantly,
3 challenge you on how to broaden your perspective
4 when you look at education. This commission is
5 looking at the importance of education in the
6 minority communities. So what I need for you to
7 do is think from an economic impact standpoint.
8 What I mean is I need for you to think of possibly
9 the areas that your students will go and work.

10 Energy is one example. I'm with the
11 Department of Energy, the industry that has the
12 largest economic impact in this country, which is
13 one of the reasons that with the development of
14 energy in this country, we have become the world's
15 largest producer of natural gas and oil. We
16 exceeded Saudi and everyone else. That's just
17 happened in June of this year. Professor at
18 Harvard, Dr. Porter, did a study and noted that
19 the most impactful economic indicator for this
20 country has been done to the development of
21 energy.

22 So I ask you as a commission, are you

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1 looking at those industries that will require the
2 expertise or the areas of study for your students.
3 So are you looking at, when you develop another
4 department on your campus, whether it's petroleum
5 engineering, or IT, for example, the Department of
6 Energy, as well as across the country, we're
7 looking at the next wave of computer scientists.
8 And that's how I want you to come to the federal
9 government, with those kinds of ideas.

10 When you think of the next army, it's
11 not about putting soldiers on the ground. It will
12 be those soldiers that will arm themselves and
13 sitting in front of a computer because it will be
14 those IT cybersecurity specialists who will be
15 protecting this country.

16 So if you look at things of how you're
17 approaching this agency and this commission,
18 looking at the impact of the African American
19 education, that is the term that you really need
20 to think of things, because by 2020, the majority
21 of Americans in this country 18 years and under
22 will of the minority race. Already kids, 3, 5, 6,

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1 10 are already the minority or the majority in
2 this country.

3 So that is the way I need for you to
4 think of the importance. We need to be developing
5 HBCUs. We shouldn't have the problem of the
6 institution in Pittsburgh having financial issues.
7 So no, maybe the federal government can't go and
8 rescue that university, but we have to look at how
9 that fits into the equation of producing that next
10 wave of students.

11 So that is one of the things that we've
12 taken on at the department. It's one of the
13 things I've taken on as part of my legacy when I
14 leave this administration. And one of those is I
15 spoke to the White House council for HBCUs,
16 chaired by Dr. Harvey, and I challenged him to
17 hold the federal agencies more accountable for
18 supporting your mission.

19 The Department of Education, I love the
20 Department of Education, but the Department of
21 Education is only one of the federal agencies that
22 should be accountable to your institutions, the

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1 purpose of this commission. The Department of
2 Energy, we spend nearly \$1.4 billion a year for
3 higher education, I'm sure NASA and all the
4 others. So use the Department of Education
5 clearly as that bigger umbrella, but don't let the
6 rest of us go out the back door without being held
7 accountable.

8 So that is the concern. What you're
9 doing is you're looking at a pie. You're only
10 getting a portion of the pie. You're only
11 focusing on a portion of the pie. You should look
12 at hold us. I challenged them to do that. Of
13 course, Dr. Harvey flipped it back on me and asked
14 me to take the lead in getting these federal
15 agencies together. And of course, me and my
16 fearless behavior, I said absolutely.

17 So I will be holding the first time ever
18 round table between us, for assistant secretary
19 levels, my equivalent, along with the HBCU
20 presidents on September 21st here in Washington,
21 D.C. So that plan is to get us around the table.
22 We will share best practices. We will be held

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1 accountable. We will be listening to some of the
2 needs of the HBCUs. Ms. Whatley tells me we
3 already have about 20 HBCU presidents who will be
4 at the table. We have over 15 or so agency
5 assistant secretary levels who will be at the
6 table.

7 So we are the ones in the agencies that
8 get this done. Dr. Moniz is the Secretary of
9 Energy, but I am the Senateapproved appointed
10 leader at the Department of Energy that will make
11 sure these kinds of needs are met.

12 So that's kind of the basis that as you
13 look at the education and you look at funding and
14 I'm one of those people that pardon Jack Welch's
15 training, that Six Sigma trained mind of mine.
16 And I like it. So if you put money, what's the
17 return on those investments? What are we getting
18 from the investments? So when I hear people just
19 throwing monies at things, that doesn't
20 necessarily address the issue. So I want us to be
21 a little more proactive in helping even the
22 Department of Education guide where some of that

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1 funding may be. Let me give you an example.

2 The oil and gas industry is the leading
3 industry in this country that has been
4 traditionally a good old boys industry, to be
5 honest with you. And it has found itself to be in
6 shortage of workforce, most of which are retiring
7 here in the next five to six years. So they have
8 turned to the African American community as a
9 resource to fill all those jobs in that oil and
10 gas industry. They have also turned to women. So
11 they're focusing on minorities, particularly
12 Hispanic and African American, and women, to help
13 feel those hundreds and hundreds and thousands of
14 jobs that will be coming to the U.S.

15 I was asked by Senator Landrieu last
16 year, before she left office, to look at the state
17 of Louisiana, for example; \$84 billion of energy
18 development will be happening in the state of
19 Louisiana. Not maybe, but these contracts are
20 already on the books. That's equivalent to 35,000
21 jobs. So when you look at and it's mostly in a
22 little place called Lake Charles, 49 percent

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1 African Americans.

2 So a commission like this, looking at
3 these big areas of growth around the country,
4 that's what I need you looking at. Where are the
5 pockets? And if you look at the growth of this
6 energy infrastructure, it's mostly on the Gulf
7 Coast of the U.S., so Mississippi, Alabama,
8 Louisiana. So look at those big pockets of growth
9 and development in this country.

10 I had an executive from IBM come to my
11 office last year to help me look at an innovative
12 approach to economic development. And what we
13 looked at is there's been a greater divide between
14 the private sector having jobs available for the
15 students coming out of school. So a lot of our
16 kids are coming out of school, but they have not
17 been connected to the industry that needs them.
18 So we have a lot of students graduating, but what
19 are they graduating in? How are we letting them
20 know that there's a job waiting for them?

21 So what we have to do more, and I would
22 like this commission to address, is how do you

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1 address the needs of the industry more in line
2 with the education of our students? So that is
3 how you approach this because if you've got a lot
4 of students coming out in and I won't use the
5 term basket weaving, but then you've got these oil
6 and gas jobs that are paying six figures that they
7 could easily have had if they had focused on a
8 different career and they were very capable of
9 doing such.

10 So that's how we plan for the areas of
11 focus for African American education. We've had a
12 disconnect between what happens in industry and
13 where our students need to go. And the energy
14 industry is a very big part of that. So at the
15 Department of Energy, we've looked at a number of
16 things to help us get at this issue looking at
17 minority communities.

18 We have a number of initiatives. We've
19 got a whole lot going on at the Department of
20 Energy, which is just touching our African
21 American students and communities and businesses
22 every day. Just to point out, imagine there was

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1 an office in the Department of Energy that was
2 formed specifically supporting minority
3 communities, minority education, and minority
4 businesses. Imagine that this office was one that
5 was such an important need that it was requiring
6 to have a presidentappointed, Senateconfirmed
7 leader that will advise the Secretary directly,
8 specifically influence policies, help direct all
9 the research dollars, technology transfer that
10 happens at a department, to these schools.

11 That is my office. It's the Office of
12 Economic Impact and Diversity. Every day of my
13 day at this department is focused very
14 specifically on the mission of this commission.
15 So that's how every day this is what you are
16 focusing on, what the White House Initiative for
17 HBCUs that's what we do every day. That is our
18 purpose in life.

19 A few initiatives that we have; one in
20 particular is called the Minorities and Energy
21 Initiative. This initiative was formed actually,
22 it was quite interesting. When I got to the

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1 office, Congressman Rush, who is a member of the
2 senate committee the congressional committee on
3 Energy and Natural Resources. And he asked
4 Secretary Moniz, when he was going through his
5 Senate confirmation hearings, what are you doing
6 to support minority education, minority
7 businesses, community support when you get in
8 office? And Secretary Moniz said, if I'm elected
9 and confirmed as the Secretary of Energy, I will
10 make it one of my priorities to do so.

11 The man's high level of integrity that
12 he is, within two weeks of being in office, he
13 asked me into this office and said, "Dot, what can
14 you do and lead to come up with some initiative
15 for minorities?" And we did that. And that
16 Minorities in Energy Initiative is focused on
17 three key areas. The first is STEM education and
18 workforce. The second area is energy economic
19 development, and the third is climate change.

20 So those are the three areas of interest
21 that the communities the African American
22 community, the Hispanic, the Native American, the

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1 Asian Americans and Pacific Islanders, those are
2 the major communities that we are focusing on with
3 the initiative. And that's what they prioritize,
4 is how we at the department can help improve the
5 life of their communities.

6 So we've set that up, have a number of
7 ambassadors, Dr. Hrabowski is actually one of our
8 ambassadors, every thing from Susan Taylor, for
9 example, Miss American 2014. We have scientists,
10 just amazing leaders that are a part of that
11 initiative. And we have done a number of things.

12 On the private sector side, we have the
13 largest African American maleowned company, World
14 Wide Technology. It's a \$7 billion African
15 American company. I don't know if you guys
16 realize that there is such, and he's one of our
17 ambassadors. Actually, he owns the company
18 organically, no one else. And also, we have as
19 well as one of ours, is Janice Howroyd. Oprah was
20 the first billionaire, African American female to
21 earn a billion dollars, but this lady was the
22 first to own a billion dollars in her own

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1 business. So she's also one of our ambassadors.

2 She has about a \$2.4 billion business.

3 So we have the African American male and
4 female of the largest companies in the world as
5 part of this group of folks that are helping us
6 help our communities and our educational system.

7 One other initiative we had, Advance and
8 Research and Technology of the Sciences and Arts.
9 We had over 16 or 18 or it may have been 21. I
10 have over 40 MSIs were represented in this
11 program, where we had at the Department of Energy.
12 And again, it was coming from the deans of your
13 schools, of the minority-serving institutions.

14 Many of the HBCUs came in to our
15 complex, working with our scientists, helping them
16 identify research and grants that were very
17 particular for the energy sector. They've been
18 working with us very closely. So the department
19 overall has contributed probably \$72 billion, in
20 2014 specifically, for minority-serving
21 institutions.

22 One of the other things that we've had,

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1 we have all types of summer bridge programs,
2 sustainability programs, partnerships. We have
3 Meyerhoff scholarships. One of the most recent
4 things that we've done and got the White House
5 attention, that was on the National Security
6 Administration cybersecurity pipeline. We set up
7 a \$25 million grant for over 12 HBCUs to help us
8 address the cybersecurity problem around the
9 country. And that's over like a fiveyear period
10 that we've been in support of that.

11 DR. HRABOWSKI: Let me ask you because
12 we have a lot of questions I'm sure. You've got
13 people here from a range of areas, from early
14 learning people, a lot who are focused on K
15 through 12. You have people who are from just a
16 variety of sectors of society, who are interested
17 in understanding broadly how different agencies
18 are helping with this issue of educational
19 progress, educational attainment, from the preK,
20 early on, through K through 12, through the higher
21 eds. So the Commission focuses from birth through
22 life. Think that way.

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1 Here's the broad question, and then
2 we'll take a couple questions, and then we'll go
3 to our representative from NASA. The broad
4 question would be this. To what extent is the
5 Department of Education [sic] looking at the K
6 through 12 questions of preparing more students to
7 be prepared to go to STEM careers that relate
8 energy, whether it's about exposure or academic
9 grades? And to what extent everything from
10 teacher preparation, or working with schools, in
11 what ways.

12 How does what you do relate to not only
13 the Department of Education, but I would even say,
14 more significantly, the National Science
15 Foundation because those of us in the academy
16 probably think of the National Science Foundation
17 as the number one agency for STEM education in
18 America, although other agencies are involved.
19 And that's why we wanted to have you here.

20 We applaud your bringing of the
21 corporate side. Several of our commissioners have
22 talked about the need to think about and we do

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1 want to think about how we prepare people. But
2 part of that preparation has to do clearly with
3 the academic skills and all those things, both for
4 kids starting in high school and beyond. So any
5 thoughts you would have there.

6 MS. HARRIS: Well, we do address K
7 through 12. We have a number of programs around
8 that. One big one we have is the Science Bowl,
9 for example, which is a nationally puton event for
10 students to come in. Our office actually
11 sponsored a D.C. Science Bowl where we try to get
12 a lot of the underrepresented schools
13 participating in that.

14 We have the students come in to the
15 summer programs that we have. We are also
16 focusing very heavily in our laboratories. We
17 have 17 national labs around the country, all of
18 which have some very really builtout programs,
19 where they bring kids into the laboratories to
20 train them and support them. We have done
21 recently we launched something called Boys Day at
22 the Lab through the My Brother's Keeper program.

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1 Livermore Laboratory had an amazing event. We had
2 hundreds of young boys of color come into the lab.
3 It got such a hit, the President actually gave us
4 some kudos when he was in San Francisco. But now
5 they want to do that across the federal
6 government, to have boys come in to the various
7 laboratories for exposure.

8 STEM mentoring cafes focus a lot on our
9 young girls of color that we've had across the
10 country. I've signed an MOU with the national
11 science centers. There are about 500 across the
12 globe, and they actually manage the Smithsonian
13 Institution, for example. So we pair it with all
14 these science centers around the country, and we
15 work with our 17 national labs, and we have events
16 supporting that.

17 More as importantly, one thing I am
18 doing to help with one of my I call it my bucket
19 list items, is I will be publishing the first
20 publication around the country, that will go in
21 every elementary school in the country, focusing
22 on STEM. It will be highlighting over 400 women

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1 scientists at the Department of Energy, and we
2 have lesson plans built around it that will be
3 shared at the elementary level. What it is, it
4 will let little girls see that there are women
5 that look like them that are amazing scientists
6 around the country.

7 DR. HRABOWSKI: Is it the case at and
8 this is for both of you both the Department of
9 Energy and NASA, as it is for a fact at NIH that
10 fewer than 1 percent of the scientists are African
11 American? And that's not an indictment of any
12 individual at the table. I'm talking about the
13 reality of America.

14 MS. HARRIS: Yes.

15 DR. HRABOWSKI: And I'm trying to, as a
16 commission, get people to understand the reality
17 of where we are in STEM in America. My
18 understanding, from all the data I've seen, is
19 that there is not one national agency in America
20 that can tell me that even 1 percent of the
21 scientists, of the PhDs, are African American.

22 MS. HARRIS: Well, we're probably very

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1 close to the 1 percent, probably hovering around 1
2 to 1 percent, yes, because we have 30,000
3 scientists, minority scientists

4 DR. HRABOWSKI: African American.

5 MS. HARRIS: African American, yes.

6 DR. HRABOWSKI: We are the commission
7 this is the commission to focus specifically and
8 I want to say it again, because the challenge in
9 America is we've gone to color, and minority, and
10 all that's wonderful for the group. But there's
11 got to be somebody that looks at what's happening
12 to African American children and all the way up
13 the ladder.

14 MS. HARRIS: Right.

15 DR. HRABOWSKI: And I know you know what
16 I'm saying.

17 MS. HARRIS: Yes.

18 DR. HRABOWSKI: All right. And what I'm
19 saying is and this is something I'm hoping that
20 you will take back to our colleagues, including
21 Ernie and everybody else, that I said it, on
22 behalf of the Commission, that we are concerned

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1 that at every national agency in America, we
2 cannot say, certainly, that over 1 percent that
3 we are not usually even at 1 percent of the PhD
4 scientists in American institutions, the national
5 infrastructure of this country, are PhD scientists
6 and engineers.

7 MS. HARRIS: Right.

8 DR. HRABOWSKI: And that is a travesty
9 in 2015. Let the record show that we should be
10 embarrassed, and that until we bring the level of
11 rigor of analysis of everything we're doing to the
12 table to change that, we will continue to not have
13 the level of competitiveness that I know you want
14 to see.

15 MS. HARRIS: Right.

16 DR. HRABOWSKI: You hear what I'm
17 saying?

18 MS. HARRIS: Yes. Well, one area that I
19 am addressing, and it's really with my diversity
20 inclusion office, and that is I spoke recently at
21 Mississippi State University for Men and Women of
22 Color Day, which is probably 90 percent African

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1 American. And it dawned on me that I have been
2 focusing if we were just looking at the
3 minorityserving institutions, just HBCUs only,
4 that I've left this very large part of the pie
5 untouched.

6 DR. HRABOWSKI: Yeah.

7 MS. HARRIS: So what I've instructed my
8 deputy of my diversity inclusion office I happen
9 to also be the chief diversity officer for the
10 agency. And one of the areas that I wanted to
11 focus on I don't know, like some light bulb went
12 off, and I said and I realize they have these
13 diverse so in reading my briefing book for this
14 trip, I realize that they have these diversity
15 inclusion offices at majority schools. Well, they
16 didn't have them when I was in college. Us
17 engineer students just kind of hovered together.
18 And it dawned on me, so that's who was putting
19 this whole organization together.

20 So I've instructed my deputy for
21 diversity inclusion to work with the majority
22 schools with the diversity inclusion offices, and

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1 work with them and help focus on the research and
2 sciences. So when I took a tour of their research
3 center, which the Department of Energy gives \$60
4 million to that school alone

5 DR. HRABOWSKI: And you didn't see any

6 MS. HARRIS: And I did not. But they
7 were saying, well, you know, we hired so when I
8 started holding them accountable for it, they told
9 me they did hire an African American female
10 researcher that had just started, and they're
11 PhDs. They hired two of them.

12 DR. HRABOWSKI: My student was the first
13 African American to get tenure in mechanical
14 engineering. That only happened three years ago
15 at Mississippi State. He just moved to be the
16 first African American at Clemson, still only one.

17 MS. HARRIS: Right.

18 DR. HRABOWSKI: Every time one of my
19 kids goes somewhere, they're the only one still in
20 engineering.

21 MS. HARRIS: Well, let me tell you how
22 this initiative can change that, because now they

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1 know and see, this is the piece that the light
2 bulb went on. Out of that 1.4 billion that we
3 give, most of it is with the majority schools. So
4 I've instructed her to take the top 20 schools
5 that we fund at the Department of Energy, connect
6 with their diversity inclusion offices, and then
7 start having them show accountability of the
8 number of minorities, African American
9 researchers, as well as how much are participating
10 in that, and also how much funding is supporting
11 making sure we have a diversity of participants in
12 that. And that we can control.

13 DR. HRABOWSKI: This commission would
14 say two things, and I would say it even if certain
15 people were not in the room. We want to support
16 your supporting HBCUs and your holding those of us
17 who are not HBCUs accountable for bringing in and
18 supporting African Americans. It's got to be both

19 MS. HARRIS: Right.

20 DR. HRABOWSKI: -- if we're going to
21 increase these numbers. But the key, what we're
22 saying to other agencies and I say it in the best

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1 of spirit, is we want to see activities, but we
2 want to see the assessment and the rigor in the
3 analysis to say, you're doing these things, and
4 this is the difference it's making.

5 MS. HARRIS: Right.

6 DR. HRABOWSKI: Because that's the only
7 way we're going to get those numbers up. You get
8 my point.

9 MS. HARRIS: Yeah. And one last talk
10 point. And again, I'm a person of numbers and
11 accountability. The Department of Energy out of
12 the 30 billion we have, the majority of our funds
13 go to supporting these big laboratories.

14 DR. HRABOWSKI: Yeah.

15 MS. HARRIS: And they're run by M&Os,
16 big contractors from the private sector, Lockheed
17 Martin. It could be Honeywell. So 85 percent of
18 our budget goes to supporting these laboratories.
19 And I dug through there are diversity plans that
20 are in each of these contracts for these M&O
21 contractors, and there's a diversity plan. That
22 diversity plan requires that they support

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1 minorityserving institutions, that they support
2 minority communities, and all of that.

3 So I met with all of the laboratory
4 directors in Los Angeles, actually in San
5 Francisco about two weeks ago. And again, this
6 was the first time that anyone's held them
7 accountable for making sure those diversity plans
8 were done properly. So I got them around the
9 table and said, "Contractually, you're obligated,"
10 first of all. Now, these days of it's a nice
11 thing to do didn't apply, so in order for your
12 contract to be valid, this diversity plan adhered
13 to annually.

14 So they agree. They accepted. I asked
15 them to provide a coordinator from each of the
16 labs, so each of these labs will now be looking at
17 their diversity inclusion plans to make sure that
18 they're doing the things that they should be
19 doing. Again, for years no one ever held them
20 accountable, and I am.

21 So we're doing some very specific things
22 within the bounds of requirements and expected

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1 behaviors that's already in place, with in mind of
2 making sure our African American, HBCUs, and
3 students are taken care of. We have enacted and
4 I told the Secretary, I'm dusting off a 30yearold
5 thing that no one's paid attention to before, but
6 then I have no fear in doing that.

7 DR. BARTHWELL EVANS: So it will be like
8 a scorecard annually?

9 MS. HARRIS: Yes.

10 DR. BARTHWELL EVANS: Or how will it be
11 implemented?

12 MS. HARRIS: It will be their diversity
13 plans are annual plans. It's an annual way to
14 track performance.

15 DR. HRABOWSKI: We're going to take all
16 the questions, but out of respect for Donald
17 James, I'm going to ask that we allow him to go
18 ahead, and ask him to give his presentation. Keep
19 your questions up, and you'll be the first ones
20 asking questions. As soon as he finishes, we'll
21 start with those questions.

22 But I think everybody in the room would

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1 agree with me that a part of what we should be
2 saying to the next administration is that it is
3 unacceptable to be at the levels we are right now,
4 and that anybody coming in needs to look at that.
5 I mean, we talk about everybody else, but 1
6 percent at the national level, under 1 percent
7 NIH, NSA, all these places, there are no black
8 research scientists. When you go around, you look
9 in the labs. You don't see it. They're not
10 there.

11 But anyway, go ahead, please.

12 Presentation - Donald James

13 MR. JAMES: Well, thank you very much.

14 And thanks, Dr. Hrabowski and others, for this
15 privilege for me to be here. I first want to
16 acknowledge my colleague from the Department of
17 Energy. I too went to USC, but I went to a
18 different USC

19 (Laughter.)

20 MR. JAMES: -- on the other side of the
21 country. And I do bring greetings from NASA
22 Administrator Charles Bolden and Deputy

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1 Administrator, Dr. David Newman. This week
2 actually marks my first year in this capacity as
3 associate administrator for education. It is not
4 a politically appointed position, so I'm a federal
5 civil servant of 33 years.

6 I feel more than fortunate that I was
7 given the opportunity to follow in the footsteps
8 of one of my heroes, Leland Melvin. Leland Melvin
9 is the only former NASA astronaut who also was a
10 professional football player. He got hurt when he
11 was playing professional football; decided, got to
12 do something else, so he took up engineering. And
13 with that, he ended up working at NASA Langley,
14 and from there, he became an astronaut, and he's a
15 twotime space shuttle flyer.

16 So when I made the final round, I
17 reminded the interviewer I said, "You know, I'm
18 not an astronaut, and I don't even have an
19 engineering degree, but I do have a lot of passion
20 for education and a lot of commitment to this."
21 So maybe they saw something in me that said, yes,
22 we'll take a bet on you.

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1 The agency that I work for is in the
2 inspiration business. There's not a person
3 probably in this room that doesn't have some
4 history or connection to the various large
5 programs of the space agency. Many people who
6 work in our agency today will tell you that they
7 were inspired to work for NASA because of Apollo
8 or any other number of things that have happened
9 in the agency. We're a very visible agency for
10 being a relatively small agency.

11 People have changed their academic
12 trajectory as a result of the work that NASA does.
13 So the question that we are addressing and
14 wrestling with is how do we ensure that a large
15 part of our population is participating in that.
16 And I particularly appreciate, and I wish I could
17 pass the quiz, Dr. Hrabowski, about the 1 percent,
18 we do have research scientists at NASA. We do
19 have engineers who are African American. I don't
20 know the percentage. I suppose you are right that
21 it's fewer than 1 percent. I know from my own
22 observations around the agency that it's difficult

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1 to find unless we gather together for some purpose
2 and we actually get to count.

3 One of the things that motivates me, and
4 one of the reasons that I really wanted to be here
5 to perhaps learn from others and to recommit to
6 our agency's commitment, particularly with African
7 Americans, is that when I look at images in the
8 early days of the space program, particularly of
9 mission control and the Apollo, you didn't see
10 black people. And with my upbringing, I call
11 myself blacks. So if I use black, apologies.
12 That's just how I refer.

13 Then as we move forward, one of the
14 things that was particularly distressing to me is
15 that one of the seminal events and recent history
16 of NASA accomplishments was the Mars Curiosity
17 landing several years ago. By any standards, this
18 was an engineering feat that was just incredible.
19 And yet, when my colleagues at the Jet Propulsion
20 Laboratory organized their mission control room
21 and it was an organized event because they knew
22 the entire world was going to be looking, and they

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1 had people in the same color shirts and things of
2 that nature it was distressing to see that there
3 were very few people of color, let alone African
4 Americans, in there. And yet, I knew there were
5 many that worked on that program.

6 I actually called some of my colleagues,
7 and I said, "You know, we knew the whole world was
8 watching, and you know the value of image. And
9 for a lot of people who think that NASA may not be
10 for them, it's important for us to make sure that
11 we're visible in this." I'd like to share with
12 you a very brief story about exactly what I mean
13 about how we can miss people like this.

14 There is a young man at our Johnson
15 Space Center named Lawrence Miller. Lawrence
16 Miller went to Xavier University, and one day,
17 they had a career fair, and NASA was included from
18 our Stennis Space Center in Mississippi. Like
19 many career fairs, they line up booths, and NASA
20 was there. And this young man was going down the
21 aisle, and he saw the NASA booth. He told me this
22 because he shadowed me one day, because I asked

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1 him how did you get interested in NASA.

2 He said he saw the NASA booth, and he
3 said, "Well, that's not for me. They do STEM
4 stuff, and I'm in finance." So he was about ready
5 to walk past it, when, fortunately, one of my
6 colleagues at Stennis actually called out to him
7 and begged him to come over and talk to him. And
8 he said, "Well, you know, I'm in finance. I'm not
9 really into this STEM thing," whereupon they were
10 able to educate him and let him know that NASA
11 hires a lot of people who aren't quote/unquote "in
12 STEM."

13 The point of the story is that they were
14 able to convince him to come work for the agency,
15 and he did, because a lot of people can
16 participate in the space program. That experience
17 taught me that maybe we've overdone this STEM
18 thing. So one of the invitations in our narrative
19 is really ask whether or not, in terms of people
20 participating in the broader activity of science
21 and technology and math, whether or not we've
22 created this firewall called STEM and not STEM,

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1 because there are a lot of jobs at all federal
2 agencies that are not technical jobs but are
3 absolutely critical for the advancement of the
4 work.

5 The way NASA does education, we do it
6 through four lines of business. We have
7 internships, fellowships, and scholarships. We do
8 STEM engagement directly. We have institutional
9 engagement, and we work with institutions. And we
10 have educator professional development. We work
11 with educators.

12 The budget that I actually control is .6
13 percent of the NASA budget. So NASA's budget is
14 \$18.5 billion, so you mathematicians will quickly
15 find out that's approximately \$119 million. It's
16 not a lot of money for the work that we have to
17 do, and yet if you were to ask our administrator
18 how much money NASA spends on education, he'll
19 tell you all \$18.5 billion, because the very work
20 that we do in this agency really does require a
21 lot of people that capture the imagination of the
22 entire country on many, many fronts.

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1 A lot of the things that we're about
2 ready to do in this agency and with all due
3 respect to my other federal agency colleagues who
4 do hire lots of scientists, technologists,
5 engineering, and mathematicians the fact of the
6 matter is, the kinds of things that our agency
7 does is just cool stuff. And the reason I know
8 that is because I ask students when they ask me
9 about working for NASA. They know about going to
10 Mars. We're building the biggest rockets, even
11 bigger than Apollo.

12 We have a space capsule, which I was
13 privileged to work on, called Orion, which we've
14 already test flown. We have rovers on Mars, and
15 we're capturing science. We're sending spacecraft
16 to the Deep Space. We're looking at the earth.
17 We have over 5 or half dozen earthobservatory
18 satellites. And that requires a lot of human
19 capital in order to understand that data and to
20 make sense of it for the benefit of humankind,
21 which is what NASA's mission about. So we're a
22 very visible organization, and we take risks and

1 challenges.

2 So the question that I'm continually
3 wrestling with my colleagues, how do we make sure
4 that the bright minds around this country have an
5 opportunity to participate? So we have to take
6 the extra steps in order to do that.

7 I'll finish with one specific example of
8 something that I'm doing with our chief medical
9 officer. NASA has doctors and physicians
10 particularly specializing in aerospace medicine.
11 I would say when you look at the percentage, we
12 probably have no percent of African Americans who
13 are space medicine professionals working with our
14 men and women, particularly in the astronaut
15 group, looking at the specific challenges of
16 longduration space flight.

17 So I'm working with our chief medical
18 officer to directly address this question of how
19 do we ensure that, particularly for African
20 Americans, who are going to medical school, that
21 they know that this field is a field that this
22 country needs them to participate in. If we are

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1 ever going to get to Mars, you know that we're
2 going to have to solve a lot of problems, and
3 those problems aren't just engineering problems.
4 Those are physical problems.

5 If we want humans to get to Mars and
6 come back and be alive, we're going to have to
7 address the longterm exposure to radiation. We're
8 going to have to address the effects on the eyes
9 and the muscles and the bones of exposure to zero
10 and microgravity. We're going to have to address
11 the psychological problems of being cooped up in a
12 spacecraft for seven months with people, hopefully
13 that you like, and that when you get to Mars, you
14 can actually do productive work.

15 All of these great challenges of being
16 able to stretch people have derivative benefits
17 that we don't even have an appreciation for right
18 now. And what we need to do is continue to make
19 sure that people choose to get in these fields in
20 order to be a part of that future.

21 The last thing that I'd like to talk
22 about, since this administration is very committed

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1 to the development of the commercial space
2 enterprise where NASA wants to turn over access
3 to low Earth orbit to the commercial companies and
4 NASA will do the farout stuff, if you will it's
5 troubling to me to see the emergence of many space
6 companies around the country, the SpaceX's and the
7 Blue Origins, and there are many others at the
8 subcontract level, and it looks like the 1960s all
9 over again.

10 So to the extent that I have the
11 opportunity to support brilliant minds who perhaps
12 have access to capital to start their own
13 companies to get involved in this, that is an
14 initiative that I am very interested in doing.

15 The very last thing that I want to say,
16 because it really impacted me very, very deeply
17 when I heard this on a radio program because I
18 never knew this that very shortly after Michael
19 Brown's mother discovered that he had been
20 murdered, she was talking still in a heightened
21 degree of emotion over learning about the death of
22 her son. And one of the things that she was

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1 recorded as saying is that she blamed the root of
2 a lot of the bigger problem of what got him there
3 in the first place to the lack of quality
4 education.

5 Now, here is a mother who just lost her
6 son, and the things she wants to talk about is
7 education. So we have a duty to address this in a
8 way that we can prevent that from happening for
9 some other mother. So thank you for the
10 opportunity, Dr. Hrabowski.

11 DR. HRABOWSKI: Great. Let's go around
12 with questions. Let's just go all the way around.
13 We'll start with Commissioner Brookins. All
14 right? And let's go all the way around. Go right
15 ahead.

16 MS. BROOKINS: I want to thank you both
17 for being here. As a STEM educator myself, and
18 someone who started a STEM school and have put
19 engineers in almost every state around this
20 country so over the last 20 years. So the
21 question is probably for both of you, and I'll
22 make a statement first.

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1 The fact that you talked about the money
2 that your department has, one of the things you
3 can do with that money is in the K12 space,
4 starting very young, we did a lot of things in the
5 community with children, getting them interested
6 very early in STEM education. But in high school,
7 we had our kids for four years, and we dealt with
8 companies like Duke Energy and with Lockheed
9 Martin in trying to get internships.

10 If something could be done with an
11 articulation with those companies that are very
12 near schools that are STEM schools in order to
13 have a specific wing, per se, of a company that
14 deals with K12 and having students come in very,
15 very early, working with them, having community
16 events that involve STEM, definitely helped
17 African Americans that I dealt with, because this
18 is something that we did in the community.

19 We also work with AABE, the American
20 Association of Blacks in Energy, and the
21 scholarships that they give out. A lot of my
22 students would not have been able to complete

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1 their education if it wasn't for some of those
2 scholarships. And they weren't huge, but they
3 were scholarships that helped. So AABE might need
4 some money from you as well in order to give out a
5 lot more of those scholarships.

6 I had the pleasure of growing up with a
7 rocket science from NASA, worked with him all the
8 time in his basement as he looked at how to
9 construct rockets, when we look at the current
10 program that's going on. And to have access to
11 those kinds of engineers in the field that can
12 work with students very young, come into schools,
13 and to be able to leave their job to do it a lot
14 of times we did things, that we would bring in
15 engineers based on everything that was happening.
16 But they would say I can't leave my job for this
17 long. When I want you, I want you for the entire
18 day or two or three days in a span based on what's
19 happening. And I think that's something that
20 could really be a big part of it.

21 NASA, finally, as far as FIRST Robotics
22 is concerned, you get a lot of bang for your buck

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1 for FIRST Robotics. And I think if you triple
2 that, it still wouldn't be enough for the kids.
3 And I can speak personally for the kids that were
4 involved. I'm at the world championships with my
5 team, and I'm looking at not enough African
6 American males, not enough African American
7 females, not enough African American mentors for
8 those teams.

9 I think some of those schools are just
10 lacking in resources. If they can just get the
11 kit and pay for the entry fee into regional
12 tournaments and then have some kind of fee support
13 for that person who spends hours and hours for
14 that intensive sixweek period in order to prepare
15 those kids for a competition, I think that would
16 help quite a bit.

17 I don't know if you give it to Dean
18 Kamen. I don't know if you continue to just say
19 every school in the nation should have one of
20 these teams, even starting with Jr. FLL and at the
21 high school level, FRC, that we would see a lot
22 more engineers than we're seeing right now.

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1 MR. JAMES: I think, if I may and I
2 appreciate your comments. One of the things that
3 Administrator Bolden and I have done early on is
4 address the issue of the ability of NASA employees
5 to, quote, "take time off to do this." We've
6 stated, number one, that going into schools or
7 mentoring is part of your job, and if we need to,
8 we will put it in part of everybody's performance
9 plan.

10 The second issue, it turns out that the
11 way we do our accounting at NASA under a fullcost
12 model is that there are job codes that are
13 associated for each of the things that you do. So
14 the pushback that we used to get was, "Well, what
15 WBS number do I use when I go this school?" So
16 one of the policies that we've changed is that we
17 said, you don't need another one. You just use
18 the one you would have used, regardless of
19 whatever project you're working on. So we've
20 tried to remove the barriers for any employee to
21 be able to get out. Similarly, if they're working
22 on a project on a critical path, I mean, they have

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1 to make commonsense judgments about the time away.

2 We're also working on an initiative.

3 We're making it much easier for NASA employees to
4 get to schools, particularly when they travel
5 around the country to try to couple their business
6 trip to another state to going to a school. So we
7 can do the matchmaking and let them know where the
8 schools are, and set that up, because it's really
9 unfair for all of our scientists and engineers to
10 only go to those schools that happen to be near 10
11 NASA centers. If you look at where the NASA
12 centers are, except for the one in Cleveland,
13 there are really none in the middle of the
14 country, so we would rule that out.

15 With respect to FIRST Robotics, I do
16 think that they've been very successful, and
17 they've tried a lot of things to engage even the
18 entertainment industry with Will.i.am and others
19 to really show how cool it is to participate in
20 this. I think your suggestions about how to
21 reduce some of the barriers are certainly well
22 taken. And I've made a note of that, and I'll see

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1 if there's any way we can influence that to
2 increase the participation.

3 DR. HRABOWSKI: Commissioner Overton?

4 MS. HARRIS: First of all, I was on the
5 board of AABE, American Association of Blacks in
6 Energy. We have over 40 chapters around the
7 country. We work very closely in the communities
8 for scholarships. Also, as far as the FIRST
9 Robotics, our Oak Ridge, Tennessee office
10 contributed 500 3D printers. And we work closely
11 with the 100 Black Men of Atlanta, along with
12 what's his name Lonnie, Dr. Lonnie Johnson, who
13 has won national robotics competitions. So we
14 work very closely with him.

15 But to answer your question, all of our
16 labs have huge outreach into African American
17 many of them have into African Americans
18 communities, working with programs that are open
19 to the public for them coming in and working with
20 the scientists on a regular basis. The program at
21 Clark Atlanta, for example, where Susan Taylor has
22 mentoring. We bring busloads of kids from middle

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1 schools into our energy center, which we built.
2 It's about a \$30 million center at Clark Atlanta,
3 a sustainability center.

4 I can go into probably every community
5 around the country. A lot of African American
6 communities, our laboratories along with our
7 scientists, the teachers are going in the
8 scientists are going into the classroom to teach.
9 We're bringing their students from the
10 universities into programs in the department.
11 We're sending our scientists out into the
12 communities as well. So we can always provide you
13 some very particular stuff.

14 MS. BROOKINS: Can I ask a quick
15 followup? One other thing is we're looking at
16 access to machinery and tools. And one of the
17 things I think could happen is instead of putting
18 these machines in every school, have a central
19 location within a district so that they would have
20 access to laser cutters, to milling machines, to
21 4axis CNC machines. These are all the things that
22 are needed to build and construct what they

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1 imagine and design.

2 DR. HRABOWSKI: Commissioner?

3 MR. OVERTON: Yes. Thank you very much.

4 DR. DANCE: Hit your mic.

5 MR. OVERTON: Thank you very much,

6 Dallas.

7 Associate Administrator James, thanks so
8 much for joining us. I'm hoping that we can
9 follow up with both of you in terms of energy work
10 for resources in detail later on, afterward, and
11 then also relevant NASA workforce resources, in
12 terms of research, that kind of thing that's out
13 there.

14 My question is for Director Harris. You
15 mentioned you work with Dr. Harvey in terms of
16 components and pulling together different
17 executive branch components with him. Just off
18 the top of your head, if you remember, some of the
19 components that you pulled together for him in
20 terms of the different agencies and offices, in
21 which agencies do you think are most relevant to
22 our commission outside of the Department of

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1 Education and the Department of Energy?

2 MS. HARRIS: I know we have some well,
3 you know, of course NASA and USDA, for example,
4 Homeland Security. I mean, we've gotten the
5 agreement for at least 20 that will be in
6 participation at that event. What we did was we
7 looked at the funding from each of the agencies,
8 who were the big funders of HBCUs. That's how we
9 did our initial cut to see who was critical to be
10 at the table, so National Science Foundation and
11 all the others. Our hit list, or the ones that we
12 think should be there, have confirmed to be there.

13 MR. OVERTON: Okay. It would be great
14 if we could follow up a little bit more afterward.

15 MS. HARRIS: Yes. I hope you will be
16 there. As a matter of fact, Dr. Boyd, as I know,
17 was one of the confirmed attendees.

18 MR. OVERTON: Sounds good. Thank you.

19 DR. HRABOWSKI: Commissioner Nettles?

20 DR. NETTLES: I join my colleagues in
21 thank you for being here. I have a question. We
22 spent some time, and are spending some time,

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1 trying to think about solutions on STEM for the
2 African American population in the country. I've
3 had some interactions with NASA and the Department
4 of Energy. I was a consultant in Houston once, at
5 your headquarters there and in Albuquerque, the
6 energy laboratory out there.

7 In both cases, these were places who
8 were thinking about and developing curricula for K
9 through 12 children and figuring out what they
10 could actually do to have an impact. Now, this
11 was a while back. And then when I was a vice
12 president at the University of Tennessee, we
13 thought that Oak Ridge National Lab and TVA, the
14 Tennessee Valley Authority, were great places. We
15 felt very fortunate to be in their presence
16 because each one of them had about 1200 PhDs in
17 the community.

18 Oak Ridge National Laboratory, the
19 school district if you got to Oak Ridge today,
20 and even then, the school district has a first
21 rate science curriculum. The parents see to it.
22 They want it. The same thing happens in Alabama.

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1 Now, those are places where we have a
2 high concentration of African American people. If
3 you just look at the continuous area of Knoxville,
4 maybe not; maybe not Oak Ridge. But even in
5 Chicago at the national lab there, I wonder if
6 you've thought about constructing something, or if
7 this commission were to think about constructing
8 something that would have an impact.

9 Now, you've listed a variety of
10 investments that we're making through your
11 leadership in energy and in NASA. But if you were
12 to focus on something let's just say this
13 commission wanted to identify one thing that it
14 could do that would be substantial in your agency,
15 is that possible for us to work with you on toward
16 creating something that would just be visible and
17 new from this commission?

18 MS. HARRIS: I love it. Absolutely.
19 And that's what we've been trying to approach with
20 the different initiatives we have, something that
21 was substantial and sustainable, that will last
22 past this administration. And that's how we've

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1 approached some of the initiatives we've had.
2 Like Minorities in Energy Initiative, for example,
3 it's possible it will pass as a bill through
4 Congress to make sure that's cemented and left in
5 our agency to last past this administration;
6 supported by Congressman Rush in Chicago, in his
7 district, where we've been supporting quite a bit.

8 So yeah. If you could come up with a
9 big idea that we can help and support I mean,
10 that's why we're here. And that's why I said
11 earlier, the Department of Education, you can hit
12 up on them all the time, but hit up on us more of
13 some very particular big ideas. We will be most
14 opened to helping you.

15 MR. JAMES: I would certainly agree. As
16 I alluded to earlier, my personal desire would be
17 to see future blackowned commercial space
18 businesses that are dedicated to a variety of
19 endeavors and can be a source and a beacon for a
20 lot of our young engineers and scientists to say I
21 really want to participate in that.

22 I tested this idea out. Recently, I was

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1 at Morehouse College in Atlanta, just a few days
2 ago, and I talked to graduate students and
3 undergraduate students about this idea. The
4 questions turned to not whether or not they might
5 be interested in it, but things like capital and
6 purpose, competitive advantage and things like
7 this. And I said, "Well, I'm not an expert in
8 business, but I think all of these, with the right
9 collection of people, are entirely doable."

10 But that's just my personal interest
11 because I'm a strong believer in the transition of
12 space expiration from just solely being the
13 province of federal investment to one that's
14 heavily done in the commercial sector as well;
15 just like the federal government got the airline
16 industry, after the turn of the last century, to
17 be solely the province of a government investment
18 endeavor to one in which we have a vibrant
19 commercial airline business today.

20 That's just me personally, but I would
21 agree with my colleague. Yes, if there was
22 something unique like that, as long as I'm if I

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1 survive the transition, I'll be happy to support.

2 DR. NETTLES: So Mr. Chairman, my
3 suggestion would be, as we continue to work
4 through Akosua's STEM effort, and not over a long
5 period of time, but in the short range come up
6 with an idea. Because I think a lot of what they
7 focus on is centered around these locations, and
8 there's a lot of pressure on them to focus on
9 Huntsville and Houston in the case of NASA. And
10 the national labs, Berkeley, Albuquerque, Oak
11 Ridge, Chicago

12 DR. BARTHWELL EVANS: Oregon, 17 of us.

13 DR. NETTLES: That's right. So if we
14 could think about how to capitalize I mean, right
15 now, there's a big negotiation underway on Y12,
16 hundreds of millions of dollars. There may be an
17 opportunity, if we come up with the right
18 education

19 DR. HRABOWSKI: The logistics in terms
20 of timing and funding, and this period and this
21 president, and the next president, this is what I
22 mean. Your idea has merit, of course, but here's

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1 the question.

2 We heard the former speaker, Dr. Minor,
3 talking about the First to the Top First in the
4 World, and that the President had put in \$200
5 million, and it's not on either side, the House or
6 the Senate, side right now. And it was very clear
7 that it doesn't look like what the President is
8 proposing is going to get much traction.

9 I appreciate the fact that you like some
10 of the things that he was saying because it makes
11 great sense to be able to do that kind of thing,
12 and you both have the right values. But I'm
13 trying to figure out what would it take to have a
14 major investment from any administration, either
15 this one or the next, that will be different from
16 what people are doing right now, given the
17 politics of the situation right now, and given
18 that this president has how much more time?

19 UNIDENTIFIED MALE SPEAKER: 362 days.

20 (Laughter.)

21 DR. HRABOWSKI: And the budget cycle,
22 and the NASA budget and the Department of Energy

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1 budget, it's one thing for us to come up with an
2 idea that we can get your point of view on, that
3 can be a part of what we talk to candidates about.
4 But the impression I get and somebody can tell me
5 if I'm wrong from most people who are in this
6 administration is that what is going to happen in
7 this administration is pretty much inconcrete, and
8 that people are trying to get some things through
9 right now that the President would like, if he
10 can, through the legislation. And that's even
11 really hard, things that have been proposed for a
12 long time that he's still trying to get through.
13 You get my point? That it takes a long time to
14 get things through.

15 That does not mean there isn't merit in
16 the idea. And what I'm saying is that a part of
17 what we might do, Akosua, as we think about STEM
18 possibilities I think it's brilliant to talk in
19 terms of the installations, and the locations, and
20 some suggestion for the new, as we talk about the
21 new administration and as we talk about the
22 appointments of people in certain positions, that

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1 we want to look at how we might take advantage of
2 those to help with certain areas.

3 I mean, there's no doubt that the
4 BaltimoreWashington corridor has profited in K
5 through 12 from the location of African Americans
6 in this area. We get African American kids who
7 have worked in the labs of NASA and DoE in this
8 area, for example, and it has made a difference.
9 I'm not sure if you all have documented the impact
10 that it's had. There's the problem I would say,
11 even in terms of getting credit for some of what
12 you've done. But go ahead.

13 MR. JOHNS: In the form of a question,
14 what's the recommendation you have for the
15 Commission to focus their energy in terms of the
16 shared vision over the next 493 days?

17 DR. HRABOWSKI: Given the merit of an
18 idea like that and wanting it to go somewhere,
19 rather than just being in the dark space. You get
20 my point?

21 MS. HARRIS: All right. We can address
22 that a couple of ways. We just finished the 2017

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1 budget, so we've already if anything has been
2 incorporated, it has.

3 DR. HRABOWSKI: Yes.

4 MS. HARRIS: I think what this
5 commission can do I think in support of our
6 Minorities in Energy Initiative, which I said is
7 in a bill on the Hill now that could possibly be
8 cemented and that's focusing on the minority
9 education and community support via the Department
10 of Energy. So I think we can build on that.

11 I think one idea and the fact that I
12 mentioned about the diversity plans in the labs,
13 they're now going to build on that, that they
14 don't need legislation to do that because that's
15 part of the contracts that are ongoing. I think
16 we can build on an initiative that we've been
17 leading.

18 We just started a initiative called Lab
19 to Market. And what that does is it looks at the
20 18,000 patents that are currently at the
21 Department of Energy. And we've been working on
22 some HBCUs to take a lot of the technology that

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1 has already been developed at the lab for
2 government use that can be commercialized; so
3 bringing in the business and the entrepreneurship
4 side of things at the universities, and it's a lot
5 of the STEM technologybased patents. So I think
6 that's something we can work with you on. And
7 that will be at the majority of the labs

8 DR. NETTLES: So our three goals are
9 early childhood, college completion, and then K
10 through 12 education. So let me just give you an
11 idea.

12 One of our problems is that we have poor
13 science achievement in K through 12 education.
14 Now, that's an area of emphasis by the energy
15 department and NASA. Is there anything in
16 particular that we could do, within the context
17 that you just stated, to improve, substantially
18 over the next five years, what happens with
19 African American children in K through 12
20 education, that we could see measurable
21 improvement?

22 MS. HARRIS: K through 12? Yeah. I

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1 think we have some programs we're working on that
2 could help.

3 DR. NETTLES: But we're not seeing any
4 improvement, if you look at NAEP scores.

5 DR. HRABOWSKI: That's right.

6 DR. NETTLES: So that's the condition.
7 The condition would that we actually see some
8 movement.

9 DR. BARTHWELL EVANS: Is there something
10 we could follow up on with you? Because it's hard
11 just on the spot to say what should it be. But I
12 think you're saying, Michael, this is kind of a
13 focus that we could have with your two agencies
14 and follow up on, and would that be of interest
15 and feasible in terms of the politics?

16 MS. HARRIS: Yes.

17 MR. JAMES: And if I may add, the
18 percentage of the U.S. dollar from NASA that goes
19 into education is quite infinitesimal. And I
20 believe the results that you're seeing with
21 respect to achievement is probably a factor of it.
22 It's a multivariate analysis issue with respect to

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1 a lot of factors, that I don't know whether NASA
2 can uniformly, or the Department of Energy and
3 another agency, can solve.

4 So I would turn the question around and
5 say, given NASA's mission, and given its resources
6 and capabilities, what is the best thing that we
7 could do as part of this multivariate issue in
8 order to have an impact? And I'm wide open with
9 that. Is it getting more NASA people into the
10 classroom? Is it working with the districts on
11 their curriculum? Is it internships?

12 This is not my field of expertise, so I
13 would yield to the experts that say, look, given
14 what your mission is, and if we really want to
15 have a demonstrable impact on the area of K12 that
16 we see, here's what you need to do as an agency.
17 We're doing the things that we're doing. We
18 believe we're making a difference for the ones
19 that we can evaluate and count. But we're very
20 well aware of the macrolevel metrics, which aren't
21 very encouraging. So I'm open.

22 DR. NETTLES: Michael and I don't want

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1 to be boring. But Michael just pulled up the data
2 here, and it shows that 41 percent of the country
3 is meeting achievement levels and 11 percent of
4 African Americans.

5 DR. LOMAX: In science.

6 DR. NETTLES: In science.

7 DR. HRABOWSKI: And he makes an
8 excellent point. The challenge that we face is
9 that and this is what the National Academy's
10 reports show there is no coordinated effort on
11 the part of the federal government, using all the
12 federal agencies with some mechanism that has
13 teeth to it, to look at the overall picture of the
14 multivariate analysis of the whole approach.

15 MR. JAMES: Well, there is CoSTEM, but I
16 think

17 DR. HRABOWSKI: But it is not with the
18 teeth.

19 MR. JAMES: That's the point.

20 DR. HRABOWSKI: It does not have the
21 teeth to it to look into really and we'll start
22 with where he just started, which is to say we're

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1 only at 11 percent right now. What would it take
2 to move that up and to do the kind of rigor of
3 analysis, once you've tracked it, to make a
4 difference? And our report needs to be holding
5 America accountable. Not enough.

6 We appreciate all the things you've
7 talked about what you're trying to do, but I think
8 our problem is a national one that will require,
9 quite frankly, a national response. And that does
10 mean, as we talk both as we say what we say to
11 this president and as we talk to the candidates,
12 that there is a need for this federal response.

13 The one person we've talked to who's
14 working with the science advisor to the President,
15 Dr. Wanda Ward, is working with that group right
16 now. We'll get her back in to look at the overall
17 approach right now, because I do think we have the
18 opportunity to raise the question of what will the
19 next president do to develop a mechanism, with
20 teeth in it, that looks at what all the agencies
21 are doing as opposed to everybody doing its own
22 thing, every agency doing its own thing, quite

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1 frankly, with activities that may mean well, and
2 some are helping a few people. But every time
3 Commissioner Lomax can point to Nettles and say
4 here's the data, and it hasn't moved from the 11
5 percent, the question is, what difference has it
6 made?

7 MS. HARRIS: I have a question. Are you
8 working with Congressman Bernice Johnson over at
9 STEM there's a what I've learned

10 DR. HRABOWSKI: Yes.

11 MS. HARRIS: -- I didn't know any more
12 about government than your neighbor did when I
13 started the agency. So yes, in the federal
14 agencies, we have to somehow tie the congressional
15 leaders in because they're the ones that approve
16 our budgets. So you show this as a line item, how
17 would it be shown, how does it roll up from the
18 agencies and get approved at a bigger level.

19 So everyone's off doing their own
20 things, but how you address I mean, the nation as
21 a whole, we're number 25 out of 61 countries in
22 STEM. We're number 23 in science. I mean, we're

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1 not even in the top 10 of anything when it comes
2 to STEM, around the globe. And we recognize that
3 whoever going to hold the technology in STEM
4 around the globe will be the one that will lead
5 the nation.

6 It's such a big problem that someone
7 needs to sit at the table and address the elephant
8 in the room. So how does your commission do you
9 tie in with other parts of other commissions that
10 are in place, that's looking at this as a bigger
11 picture? It's not only the African American
12 percentage is small, but the whole nation's
13 percentage is small also.

14 DR. HRABOWSKI: Yes, but we've looked at
15 it. If you look at the National Academy's report,
16 it is a fact that only 5 percent of Americans have
17 STEM degrees compared to almost 11 percent in
18 Europe. But for African Americans, it's about 2
19 percent. So we've got an American problem, but
20 for black people, we're way below even Latinos
21 and Asians are overrepresented. We are really so
22 you're absolutely right. There's a broad problem

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1 to be dealt with, and we're going to be constantly
2 working on this issue.

3 DR. BARTHWELL EVANS: And I think the
4 other thing is even though there's progress in the
5 general population on that issue, we're remaining
6 at the same level

7 DR. HRABOWSKI: That's right.

8 DR. BARTHWELL EVANS: -- regardless of,
9 quote, "progress."

10 DR. HRABOWSKI: That's right. And
11 sliding back in some areas, in some particular
12 areas.

13 Let's go to others who had their hands
14 up. Commissioner Wright, and then the judge, and
15 then we'll come on back this way, and then coming
16 right on down this way. Go in that order.

17 MS. WRIGHT: Well, I'm proud to say when
18 I was in college, I did two years of an internship
19 at the Department of Energy in Ohio and thoroughly
20 enjoyed the experience, not in STEM, but on the
21 business HR side. The work that I do every day is
22 centered around workforce development, so I

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1 appreciate the comments that you've made. I work
2 with D&I officers every day to make sure that they
3 are building their pipeline as it relates to
4 minorities and students with disabilities, and to
5 their internship programs.

6 My question to you is, looking at our
7 shortage in PhDs in the science areas, do you or
8 have you created a program for an internship or
9 fellowship that will then create that pipeline for
10 African Americans to get their PhDs in the science
11 areas and then become employed in either DoE or
12 your subcontracting agencies?

13 MS. HARRIS: I mean, we have internships
14 where we Africans we work a lot with for
15 example, we give out huge scholarships to Spelman
16 and Morehouse. And we were recognized at the
17 White House as an agency that has taken on that
18 lead for getting African American women headed to
19 PhD programs.

20 I've really wanted to track where in a
21 lot of the HBCUs, a lot of our students go out and
22 are going to the majority schools to get PhDs.

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1 And I've kind of thrown it back on the HBCUs as
2 you should have some type of partnership with
3 these majority schools that take your students;
4 and then when they put the PhD stamp on them, they
5 originated, they were groomed and nurtured at a
6 lot of the HBCUs.

7 So we have a lot of programs where we
8 not necessarily have a program that bring the
9 students straight to PhD programs, but we work
10 very closely with those HBCUs that have a high
11 percentage of those students going into PhD
12 programs. And then clearly with the research, we
13 have all these PhDs in the Department of Energy,
14 but it's going back again to how do we make sure
15 we get more of our African American students as
16 those PhDs at those labs.

17 Again, those labs are the ones that have
18 that diversity plan, and that's what we have to
19 really go back to, where they're making sure that
20 these researchers, these PhDs, are hired as career
21 government people into those roles, because that's
22 where a lot of them are coming in.

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1 JUDGE SMITH-RIBNER: I am curious as to
2 how were you done?

3 MS. WRIGHT: Yeah.

4 JUDGE SMITH-RIBNER: I'm curious as to
5 how you will monitor the diversity plans that you
6 talked about, and what happens if they're not
7 complied with? What are the penalties? How do
8 you enforce the penalties? And just really, how
9 realistic is it that we would cancel a Lockheed
10 contract if it does not comply with your diversity
11 plan?

12 MS. HARRIS: Well, I mean, you know,
13 these contracts have scorecards, and they have
14 like they're diversity plans, and outreach, and a
15 lot of that's kind of lumped into these one
16 groups. So it's not scored as a separate item in
17 their contract requirements. It's part of a
18 bigger bucket. Because that was my question, how
19 much will be hurt in these plans aren't adhered
20 to?

21 That's one of the areas that we're
22 looking into. And we've gotten really the support

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1 of the secretary. He's been really pushing these
2 labs to pay closer attention to diversity. That's
3 why they're saying, Dot, we really are taking this
4 on, not necessarily because we have to by
5 contract, but we know it's what we should be doing
6 in order to get the best talent coming into these
7 labs.

8 MR. OVERTON: Are those contracts online
9 or not?

10 MS. HARRIS: They're available. I'm not
11 sure if they're online, but they're available.

12 JUDGE SMITH-RIBNER: And has there been
13 any discussion about partnering with faithbased
14 organizations to provide STEM education exposure
15 at the early stages of

16 MS. HARRIS: Well, that's what we've
17 done a lot with our Minorities in Energy program.
18 We've worked a lot with faithbased organizations,
19 community organizations. I mean, we're trying to
20 reach these kids everywhere possible. We've
21 partnered with hiphop organizations, Dr. Emdin, I
22 think out of New York. So we're trying to reach

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1 our kids in every way possible. But yes, we have
2 partnered with faithbased organizations.

3 DR. HRABOWSKI: Great. There's a
4 neglected corner up here I feel very guilty about.
5 We've got to go right now, starting with
6 Commissioner Barthwell Evans, and Marks, and
7 Comer.

8 DR. BARTHWELL EVANS: So just briefly, I
9 just wanted to share that I'm piggybacking on
10 Commissioner Wright's question as a comment, that
11 one of the things that could be possible this is
12 something that we've done, my corporation, is
13 building broader collaborations between the HBCUs
14 for example, Indiana University to kind of
15 encourage more African Americans specifically to
16 go into PhD and masters programs in STEM.

17 That's been very successful. It started
18 in 2007. Over 75 percent have gone on with
19 professional and PhDs, as well as with the
20 University of Iowa in their department of
21 aerospace engineering, building collaborations
22 between Hampton and Tuskegee, where they have

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1 offered to help Tuskegee develop a graduate
2 program in aerospace engineering. So I think
3 using your influence as well can help with these
4 collaborations and partnerships.

5 I would like to go back to, again, the
6 corporate responsibility and ask the question, if
7 part of our program recommendations were to
8 encourage them not only to comply individually
9 with their contract obligations, but to build a
10 broader collaboration? Because this is something
11 that is a private sector problem, that there will
12 not be ample STEM professionals to meet their
13 workforce demands, and tying that to specifically
14 developing opportunities collaboratively with
15 HBCUs and others to enhance the capabilities of
16 HBCUs on the graduate levels in these programs so
17 that the workforce demands will be met.

18 DR. HRABOWSKI: Right. And I want to
19 keep saying we support HBCUs. You heard the
20 statistics; 80plus percent are not in HBCUs.
21 We've got to keep talking about both.

22 DR. BARTHWELL EVANS: Right.

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1 DR. HRABOWSKI: You have to, to talk
2 about black students everywhere they are.

3 DR. BARTHWELL EVANS: So that kind of
4 collaboration.

5 DR. HRABOWSKI: Very important, both,
6 just very important. But let's keep going.

7 DR. MARKS: I just want to echo the
8 comments of my colleagues. Thank you all for
9 coming; learned a lot. So I want to focus my
10 question on, you said there will be a K12
11 curriculum that includes an emphasis on African
12 American women. Is that correct?

13 MS. HARRIS: Yes.

14 DR. MARKS: That's going to be rolled
15 out nationally? I thought you had said something.

16 MS. HARRIS: No, no. It's just a book,
17 a publication.

18 DR. MARKS: Okay. Well, related to
19 that, this is a commission on African Americans,
20 and I think this is the part where we could
21 actually incorporate some piece of the African in
22 terms of talking about STEM.

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1 So nationally speaking and this is for
2 ed in general to what extent do we highlight the
3 contributions of people of African descent in STEM
4 throughout the history of mankind? So if we're
5 starting off talking about Hippocrates, or
6 Pythagoras, or Euclid, do we talk about Imhotep?
7 Do we talk about the great pyramids? Do we talk
8 about the fact that black people were the first
9 people to be educated, period? That they were the
10 first scientists, chemists, astronomers; that they
11 created the calendar? That the first building in
12 terms of engineering to ever exist was a step
13 pyramid at Saqqara for a thousand years; that
14 these are black Africans making these
15 contributions.

16 So Margaret Beale Spencer's work is
17 pretty clear, as well as Tony Browder, and Wade
18 Boykin, and others that say that when African
19 American children have a firm grasp of their
20 identity and culture, they actually perform better
21 academically. So what are we doing in STEM to
22 communicate that Africans, people of African

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1 descent, the African and the American have
2 contributed? What the data show, what the
3 research shows, is if we're trying to enhance
4 excellence for African Americans, that people of
5 African descent have excelled educationally for
6 thousands of years.

7 So as this publication is rolled out, my
8 question is about that because when I provide
9 black male empowerment series and I'm presenting
10 this sort of information, they eat it up. They
11 want more. They say, "Oh, we created that?" They
12 feel a sense of ownership, identity, and
13 empowerment, things that are correlated with
14 academic achievement. So at scale, what are the
15 possibilities?

16 Part of the challenge is that for many
17 of us and this is also for teacher prep programs.
18 For many of us, we're uncomfortable. When I talk
19 about Africa at a HBCU sometimes, they're
20 uncomfortable. There are people in this room
21 right now that are uncomfortable with me talking
22 about this in the way that I am. It doesn't make

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1 it any less true.

2 So what the science says is that sort of
3 information can enhance outcomes. I don't mean to
4 put you on the spot to take full responsibility of
5 that, but is Energy or Ed talking about this,
6 again, African Americans, our identity and who we
7 are I'm a social psychologist. I'm a researcher.
8 So as we look at this question from a
9 psychological perspective, what has been done
10 around the scientist identity that we can put
11 forward for our children?

12 MR. JOHNS: In the spirit of shared
13 responsibility, on the record, I'm going to thank
14 Brian Marks, Commissioner Marks, for writing the
15 oped that celebrates all that you just described
16 so we can start that conversation.

17 DR. HRABOWSKI: Has it come out?

18 MR. JOHNS: He's going to write it.

19 DR. HRABOWSKI: So he's going to write
20 it. I thought he said it had come out.

21 (Laughter.)

22 MR. JOHNS: He's going to write it.

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1 DR. HRABOWSKI: You know what they said
2 when they came up with that idea, give them that
3 responsibility. Good. Very good.

4 MR. JOHNS: Dr. Comer?

5 DR. HRABOWSKI: Commissioner Comer?

6 DR. COMER: I want to thank you both.
7 That was a very informative presentations. I
8 want to reinforce or underline the concern about
9 the image that NASA, in particular, has and the
10 importance, your concern, that they had that
11 opportunity and didn't use it. Now, what I have
12 to say turns personal.

13 That was my soninlaw who was one of the
14 who was the NASA person who should have been in
15 that room, and was in fact in that room, but they
16 didn't he wasn't in a position where he could be
17 seen. That and what happened two weeks ago kind
18 of drives home the problem and relates to what we
19 talked about today and yesterday.

20 His daughter, my granddaughter, 12 years
21 old, is in the gifted and talented program in Los
22 Angeles, which is what they've created is a

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1 private school in the public system. You have to
2 test into it, which means that there are very few
3 blacks in it. In the section she's in, there's
4 one and a half two blacks out of many, many
5 students. And they're in a building that has a
6 lot of black students who are not in the gifted
7 and talented program. And the response of the
8 other kids, one said to her, "You must not be very
9 black if you're in that program"

10 So that's what we've been we've talked
11 about that today, yesterday, and forever, and it's
12 a problem. And I think your concern about it and
13 you're in a position to make certain that they pay
14 more attention to it.

15 I will point out that in the past, they
16 did. In the early years, the USA Today and all
17 had those big pictures, and it was front and
18 center. They made certain it was in every
19 picture. But it goes to the other concern I have,
20 is that I think there's a slipping of commitment
21 to making certain that we send the right or even
22 pay attention to the fact that African Americans

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1 should be involved in greater numbers. There's a
2 slipping of the commitment to that, and they're
3 finding all kinds of ways to get around it. And I
4 think we have to take the lead in bringing that to
5 the attention again.

6 MR. JAMES: I thank you for your
7 comments. Going back to what Commissioner Marks
8 said, one of the things that I've worked with,
9 some of my colleagues, in NASA education on is
10 this notion of analytic storytelling as a way of
11 communicating NASA science and technology. So you
12 raised some very interesting possibilities in that
13 context about using that as part of our ongoing
14 narrative with NASA people in a variety of venues.

15 So I've made note of that, and I would
16 very much welcome the opportunity, after you
17 finish your oped, to perhaps talk to us about
18 video clips and other things that we can integrate
19 into the types of storytelling that we're doing at
20 NASA to talk about NASA work because that way,
21 students and audiences can see bits and pieces of
22 that.

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1 With respect to Commissioner Comer's
2 remarks, I would just add that part of what I've
3 learned is that sometimes you have to be willing
4 to say things that other people aren't saying
5 about stuff like that. And I feel that it's
6 important not to pander to these issues. And I
7 don't mean to suggest that by any stretch of the
8 imagination, but there are some very talented
9 people, African American people who are
10 contributing to our programs, and I'm simply
11 inviting our agency to not hide them, to make sure
12 that they are visible because that does matter to
13 people who watch.

14 When we have an opportunity to have
15 people that are watching, it's important to do
16 that. And we're not going to get it right every
17 time, but that is something that we're trying to
18 encourage. So we'll do more.

19 DR. HRABOWSKI: Final question from
20 Commissioner Boyd, and then we'll take a break.

21 DR. BOYD: Again, I thank you as well
22 for being here and for all the comments. I would

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1 suggest to you, when you're looking for snippets,
2 HistoryMakers, and they have a section on
3 scientists. And it's all about African Americans
4 who are already or have done things in STEM areas.

5 But I also wanted to bring up the fact
6 and we were talking about the three-legged stool,
7 the MentorProtege program, which was not
8 mentioned. We just signed one with NASA in
9 Huntsville. We're not near Huntsville at all, but
10 we reached out and found the opportunity to bring
11 them and some things to Montgomery.

12 So I know we're not specifically talking
13 about HBCUs, but having an opportunity to get our
14 infrastructure enforced, or reinforced, with
15 mentorprotege programs, meaning we've got to reach
16 the private sector as well as all of the
17 government agencies, is one of those ways.

18 But to come back to Dr. Comer's comment,
19 sustainability is the issue. We're never going to
20 get there when we keep sliding from those who are
21 absolutely committed, like you are, to those who
22 are sitting in the chair and checking boxes,

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1 because that's where we move from someone who
2 really is looking at the diversity plan and the
3 enforcement of it, as opposed to that's not my
4 issue.

5 So paying attention to who takes the
6 seats that you occupy will make the differences to
7 whether or not we move from 11 percent to 12, or
8 from 11 percent back to 10, because we need
9 somebody who will sustain that effort and sustain
10 that hard look at the corporations to say whether
11 or not they're really fulfilling that diversity
12 role.

13 DR. HRABOWSKI: That's such an excellent
14 point. We're going to end with that one. I think
15 a part of what we might be willing to do, and
16 should be doing even, is looking at what is
17 happening with corporations right now to see the
18 extent to which they are, because there are some
19 that are connecting effectively; others that are
20 not. But a part of our recommendations can be
21 just in this space. Let's give them both a round
22 of applause.

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1 (Applause.)

2 MR. JOHNS: What we're going to do now
3 is to take a break. We're going to pause for the
4 record; allow our guests I see some colleagues
5 from members' offices on Capitol Hill, as well as
6 colleagues from the Administration. There's a
7 cafeteria downstairs. We're going to ask that you
8 guys allow the commissioners to have the room for
9 15 minutes. If you'll join us again right before
10 12:30. We're going to start on time. So again,
11 if you guys just want to step aside.

12 Commissioners, we're going to ask our
13 colleague Leslie to take a group photo. She's the
14 official photographer for the Department of Ed.
15 We do this ad hoc, but we like something else we
16 can add to the website. And while we take the
17 photo, they will be able to set up your lunch. We
18 will ask you to grab your lunch, and then we'll
19 start with Uri promptly at 12:30.

20 (Whereupon, at 12:21 p.m., a recess was
21 taken.)

22 DR. HRABOWSKI: We'll be beginning with

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1 Professor Triseman in just a minute. Let me
2 welcome Dr. Ivory Toldson, who's here today.
3 We're delighted that you're here, and you'll be
4 speaking after Professor Triseman. But let me say
5 something that we were talking informally about
6 last night. We really took a moment to reflect on
7 George Cooper, and I'd like to ask that we have a
8 moment of silence for him.

9 (Moment of silence.)

10 DR. HRABOWSKI: Thank you very much I
11 also mentioned last night that Lynn Huntley had
12 died, and many of us know her, civil rights
13 advocate, somebody who helped us so much in
14 education and other areas. I had the privilege of
15 working with her at the Margaret Casey Foundation.
16 Kent, you knew her. So many of you knew her.
17 Akosua knew her. Of course, you knew her, Dr.
18 Lomax. A moment of silence for our beloved Lynn.

19 (Moment of silence.)

20 DR. HRABOWSKI: Thank you very much.

21 Now, I'm delighted to introduce Dr. Uri
22 Triseman. Some of us know him already. He's

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1 professor of mathematics and public affairs. You
2 can sit here, and David's going to move over so
3 you can really see the people, and they can see
4 you, professor of math and public affairs at
5 University of Texas at Austin. He's the founder
6 and executive director of the university's Charles
7 A. Dana Center, a researcher in the College of
8 Natural Sciences.

9 As we talk about issues involving math
10 and science broadly in our country, educational
11 policy, and as we talk about specific sticky
12 issues involving developmental math, quantitative
13 literacy, any of these STEM issues, people know
14 that this man is respected around the country and
15 beyond.

16 I'm going to stop there and turn it over
17 to him. We have an hour for this discussion. He
18 will present, and then we have time for questions.
19 Go right ahead. Welcome.

20 Presentation - Uri Triseman

21 DR. TRISEMAN: Thank you.

22 DR. HRABOWSKI: And please, as you have

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1 the questions, make sure, I'm told, to speak into
2 the mic, everyone.

3 DR. TRISEMAN: It's a privilege to speak
4 with you about accelerating success of African
5 American students in higher ed, especially STEM.
6 And I'm going to ask you to spend some of your
7 precious attention on community colleges, where
8 about a million African American students go to
9 higher education. That's about a third of the
10 total, and about half of African American students
11 start there.

12 So who are those students? Of course,
13 many of you know them. They're in your families.
14 Eightyfive percent of them, when they start
15 community college, aspire to a BA, MA, PhD, MD,
16 MBA. And if you're close to the field, you'll
17 notice that some of them aspire to letters that
18 don't actually associate with degrees.

19 What they're telling us is that they're
20 aspiring to a better life through education, and
21 it's a committed life to education because many of
22 the choices to go to community college are not

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1 just an individual's choice, but a family choice.

2 So what happens to those students?

3 About 10 percent of them actually get a BA degree
4 or a similar degree in six years. In 2007, after
5 working in selective institutions for 30 years and
6 seeing only minimal progress, I decided to change
7 my direction and shift my attention to where urban
8 students were really going, rural students were
9 really going, where the black students were
10 actually attending college in number.

11 Now, a little bit about what I found,
12 and then about what I believe are really promising
13 directions in African American higher education,
14 places where there's tremendous potential, because
15 community colleges were designed in the '50s,
16 where they really expanded, to focus on access to
17 higher education at a very low cost. And they did
18 a brilliant job at access. They were not designed
19 for completion of degrees.

20 The current policy change, twothirds of
21 states have changed their funding formulas from
22 enrollmentbased to some measure of outcomebased.

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1 So the sector that serves a third of the African
2 Americans in higher ed is now going through
3 convulsions and is being transformed from an
4 accessfocused institution to an access and
5 completionfocused institution, which means for
6 this commission's mission, there's tremendous
7 opportunity there, not to the exclusion of the
8 focus on selective institutions, the HBCUs, but
9 it's a large portion of the human beings we're
10 talking about.

11 What do we know about those students?
12 In urban community colleges where most of them are
13 served, 90 percent of them are referred to
14 developmental education. Most of those students
15 are referred to developmental math education, and
16 what does that mean? On a human level, it means
17 they're going to learn fractions for the fifth,
18 sixth, or seventh time, and you can see the veins
19 in their neck popping when they look at that first
20 day of class. In fact, about a quarter of the
21 students referred are so demoralized, they don't
22 even show up for class.

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1 The typical structure is three to four
2 courses. The mean number is 3.3 courses before
3 they get to a collegelevel course. So we're
4 talking about a million students, most of whom go
5 into dev ed. Many of them start in prealgebra or
6 algebra. In three years, 10 percent of them only
7 complete a collegelevel math course, and that math
8 course is typically college algebra.

9 So now we're talking about STEM.
10 College algebra is no longer actually a
11 prerequisite for calculus. Today, the recent
12 studies of calculus by the Math Association of
13 America and this is important for this
14 commission's STEM interest twothirds of the
15 students' first time taking calculus in college
16 have already had it in high school this year.
17 Twenty-three percent of all college students who
18 take calculus get an A in it, and 23 percent is
19 the exact proportion of students who go 3 or
20 better in AP calculus when they were in high
21 school.

22 So the effective route into a math

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1 intensive STEM field today is calculus in high
2 school. We may not have wanted that, but that is
3 the actual reality. So those 10 percent of
4 mathematic survivors and I use that word
5 deliberately because it feels like a survival
6 experience to them end up taking a college course
7 that is not actually a pathway to STEM.

8 Terrifying data from five states. If
9 you're going to follow Freeman and go into a
10 mathintensive degree program, you need to take
11 differential equations in linear algebra. 0.9
12 percent of students who take both of those courses
13 took college algebra in college. So there are no
14 real pathways in these institutions for our
15 children who actually want to become
16 mathematicians or enter fields that are
17 mathematics dependent in essential ways.

18 Big problem, but it's a problem in which
19 there's enormously good work being done, and I
20 want to share some of that work with you, and then
21 enter into a discussion with you and speak with
22 you about it.

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1 Just to talk about the dimensions of the
2 issue, in 2007, I visited 40 community colleges.
3 And when I visit, I teach for a day before I speak
4 with the administration because you all know when
5 you speak to college presidents, they all sound
6 identical.

7 (Laughter.)

8 DR. TRISEMAN: Rhetoric scales a lot
9 faster than innovation.

10 (Laughter.)

11 DR. TRISEMAN: So everybody has learning
12 communities. Everybody has everything. And when
13 you teach for a day

14 DR. HRABOWSKI: Why did we invite him?

15 (Laughter.)

16 DR. TRISEMAN: So in 2007, there were
17 20,00 students in California who were taking a dev
18 ed math course for the fifth or larger number of
19 times, many of whom had completed every course
20 they need for their degree, or certificate, or
21 license, but math was hanging them up. And it was
22 a math that had nothing to do with the actual

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1 requirements of their job.

2 Trust me. I'm a mathematician. Part of
3 my life is still in mathematics research. I
4 understand that algebra's important, but for most
5 people, the main use of algebra is helping their
6 kids with their algebra homework. So long
7 factoring problems are not what most people need.
8 What they need is statistics, quantitative
9 reasoning, practical use of basic mathematics in a
10 wide range or field.

11 I interviewed a hundred people in an EMT
12 program who completed everything but their math
13 requirement: nurses, firemen, policemen, the
14 people at the core of our society. So my beloved
15 subject our beloved subject was being used as a
16 barrier to people's upward mobility.

17 Now, as Freeman knows, like him, I have
18 an active fantasy life, and I do wish that the
19 President in January in the Rose Garden would
20 spend a giant wheel. And if it came up music,
21 music would be the barrier to people's upward
22 mobility, and we'd be a lot happier country where

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1 people all over are trying to learn how to play
2 the alto sax. But it is math, and it has to be
3 dealt with.

4 So in 2008, when my good friend and
5 colleague Tony Bryk became the president of the
6 Carnegie Foundation, and with the support of some
7 board members of the Carnegie Foundation, one of
8 whom is seated to my right, we conspired to
9 realize a dream, which we called Building a Stat
10 Way to Heaven. And that was basically to create
11 mathematics pathways, structured pathways, through
12 the mathematics that students actually needed,
13 that bypassed remediation for the great majority
14 of students.

15 It was two years of research. My center
16 developed a curriculum. Tony's center developed
17 the improvement science mechanisms for
18 strengthening the program that went into place.
19 And we have in the first 5,000 students, roughly
20 about half of all the students so 6 percent of
21 black students completed a college credit course
22 in one year. In these programs it's roughly 50

1 percent, not something to be extremely proud of,
2 but a massive improvement over what was. And now
3 with improvement science, we're working on
4 strengthening every year, ramping up our knowledge
5 about how to help students who desire to advance
6 their lives through education to succeed.

7 So what are the features of these
8 programs? Four things we found really matter.
9 The first and I'm going to talk about the
10 innovation space that we need to support to turn
11 these innovations into scale. As I said last
12 night, and as many of you know, the problem in
13 higher ed is not a lack of innovation. We're a
14 wash in innovation. The problem is that the
15 innovations we create are like baubles on a
16 Christmas tree. They don't scale, and
17 institutions love to have one of each.

18 Neoinstitutional theory. Right? You
19 don't want to be a president and to be caught
20 without something that's sexy or trendy. So the
21 question is, how do we actually take good
22 researchbased innovations and have the courage to

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1 choose a few to scale and design for use at scale?
2 So that's the heart of the structured Mathways
3 Project.

4 So we created some principles around
5 which we design the stat way and quant way, and
6 now a much larger version called the New Mathways
7 Project. The first was that the courses should
8 actually be relevant to the degree program
9 students were interested in pursuing. The problem
10 wasn't the math, that there isn't enough math.
11 Historically, in the 1950s and '60s, the only
12 people who really took math were aimed toward
13 engineering.

14 Now, half of the STEM fields require
15 more statistics than calculus. So the idea was to
16 modernize the program and create courses that
17 created alternative routes into the diversity of
18 STEM careers and for students not in STEM careers,
19 which is more than half.

20 Last year, 43 percent of high school
21 seniors had a broad interest in some area of STEM.
22 To make sure the students that didn't were taking

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1 courses in stat or quantitative literacy, oriented
2 towards a line with a general metamajor or general
3 sense of academic direction. That was
4 revolutionary because statistics is not easy if
5 you teach a rigorous course, but it doesn't
6 require the years of practice with algebraic
7 manipulation. So failure rates skyrocketed for
8 students going through those programs.

9 The second was acceleration and
10 intensification, same ideas that J.W. Carmichael
11 that I learned from; Etta Falconer, and I visited
12 her years ago at Spelman, another person who's a
13 hero in this work and that I bet some of you have
14 connected to over the years; Sylvia Bozeman, same
15 ideas.

16 Many of the HBCUs now have these long
17 sequences of developmental courses. Replace them
18 with courses that allow students to start in
19 college level material and figure out what
20 supports they need to succeed. The evidence is
21 accumulating that about twothirds of the students
22 now in dev ed courses actually can succeed at a

1 high level if you do that with the right level of
2 intensity.

3 There is enormously creative research
4 going on about the tailoring of supports,
5 efficient tailoring of supports to student so they
6 can succeed in courses that allows them
7 selfesteem, actually going to college and taking
8 college credit courses. It's important for Pell
9 grants. Most of our students are on Pell grants.
10 If you take those long sequences of courses, you
11 use up your financial aid.

12 The third principle, corequisite
13 strategies, was to basically figure out what the
14 students' service supports are that are needed and
15 embed them into the actual academic content. We
16 have in our higher ed institutions a student
17 service administrative sector and we have an
18 academic sector. And there's very narrow
19 intersection between these groups.

20 We have two competing bureaucracies,
21 each responsible for serving the same students.
22 And of course, the administrative ones are

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1 organized around making sure students pass
2 courses. The faculty ones are around making sure
3 that student excel in them. So the third
4 principle is to integrate the social supports and
5 academic supports and weigh in the actual courses.
6 We discovered through ethnographic field work,
7 although it should have been obvious, that if
8 you're a week behind in a math class, you're dead.
9 You're just dead. You're not going to pass my
10 calculus course if you're a week behind.

11 The model is all campuses have tutoring
12 centers, and the idea is that somehow the students
13 will figure out they need help, then they'll
14 figure out where to get that help, and then
15 they'll get over to the tutoring center and get it
16 when it's much too late. And although I'm not a
17 physician or a psychologist like some of you, I
18 would describe the student service people as
19 clinically depressed in the first two weeks when
20 we interview them.

21 (Laughter.)

22 DR. TRISEMAN: If I only had that

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1 student earlier, I could have helped him. So this
2 is a system dysfunction problem that can be
3 addressed, and it can be addressed because the
4 funding formulas, the life blood of these
5 institutions, are the state and federal funding
6 formulas. And they're shifting toward completion
7 focus, so this is time to make the transformation.

8 The fourth, to which I owe a great debt
9 to my colleague, Tony Bryk, is a contextsensitive
10 improvement strategy. In the early days, we had
11 this romantic image of IHI, Institute for
12 Healthcare Improvement, innovation and
13 improvement. The problem was that our
14 institutions are at very different places. Some
15 of them can't even answer basic questions about
16 their enrollment. Others are using sophisticated
17 predictive analytics to guide student choices.

18 So what we've learned is that we need an
19 improvement strategy, but it needs to be anchored
20 in the actual assets and capacities of
21 institutions, and this is a hard message for the
22 improvement science people. And for those of you

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1 in that area of work, there's something called
2 Peter Rossi's iron law. And it says that
3 innovations that have high effect sizes in small
4 populations, the effect goes to zero when you do
5 it at scale. So we are on a campaign to show that
6 Peter Rossi's effect does not actually apply to
7 this and are actually getting, as we scale,
8 increasingly positive effects.

9 But the key is to understand the assets
10 of the institution one's in. Just as we've
11 learned in working with black students that if you
12 focus on deficits, you get nowhere. The same with
13 institutions. If you don't have a grounded sense
14 of what the real assets are, you're not actually
15 going to improve student performance. Effective
16 practices don't turn into student achievement
17 absent high functioning institutions and
18 relational trust and enhancement of existing
19 capacities.

20 So now I want to talk about the
21 nittygritty work on the ground and what's required
22 to bring this at scale so that that million of

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1 students will actually realize their aspirations
2 through their educational investments. And it
3 turns out that our hunch is that the trick is to
4 coordinate five kinds of innovation. And if the
5 coordination isn't there, we're going to end up
6 with more baubles on the Christmas tree.

7 So the first is departmental, then
8 there's institutional, then there's system, then
9 there's professional, and then policy. So how do
10 they work?

11 Departmental. Departments need to
12 change the courses they offer. The problem is, in
13 many institutions, although it's hard for people
14 to admit publicly, the faculty don't actually know
15 statistics. People have to learn new things.
16 It's hard to talk about

17 DR. WILLIAMS: Preach, Uri, preach.

18 DR. TRISEMAN: -- because we're supposed
19 to be like omnipotent geniuses, right? But the
20 fact is, if we haven't learned this stuff, we need
21 the support to actually respect all supports that
22 allow us to learn the content as professionals.

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1 And in the HBCUs, most of the us putting aside
2 Morehouse and Spelman and sort of the exquisite
3 jewels of the enterprise almost no investment in
4 the faculty in those institutions continuing
5 learning. And in community colleges, it's very
6 similar.

7 Now, why is this especially tricky?
8 Because of accreditation.

9 Gee, I thought I was David for a few
10 minutes.

11 (Laughter.)

12 DR. TRISEMAN: That's right. We can mix
13 here.

14 DR. HRABOWSKI: And you should say that
15 there are white institutions that also do not
16 invest in professional development.

17 DR. TRISEMAN: That's right.

18 DR. HRABOWSKI: There are thousands of
19 institutions, and many have the same problem.

20 DR. TRISEMAN: That's right. But I'm
21 focused here on African American

22 DR. HRABOWSKI: And there are a lot of

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1 black students in those institutions

2 DR. TRISEMAN: That's right.

3 DR. HRABOWSKI: -- where those faculty
4 are not getting the kind of the support that they
5 need to get, too, to help these kids out.

6 DR. TRISEMAN: Twothirds of the teaching
7 faculty in these dev ed courses are adjuncts
8 making essentially minimum wage. The lowering of
9 the course, of the subsidy of lowincome people in
10 education, has created a workforce that
11 essentially has no commitment to institutional
12 improvement. It has a narrow commitment just to
13 the students in front of you.

14 So the movement to adjunctify [ph] or
15 create a parallel track, lowclass apartheid system
16 of faculty, means that you don't have the
17 structures in place to do systemic improvement.
18 When you change that to have people teach college
19 courses as in these structured pathways,
20 accreditation requirements require them to have 18
21 graduate units, so costs become involved very
22 quickly. This is not just a trivial thing of

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1 helping people to teach quant lit or statistics,
2 there's also financial implications.

3 DR. HRABOWSKI: It's so important for
4 people to hear that, that in terms of what's
5 happening on any campus, and you change the
6 structure and my fellow president appreciates
7 this and you've got [inaudible - off mic] used to
8 teaching it one way with certain people. And then
9 you're talking about either professional
10 development of those people or having other people
11 who are going to start teaching these courses.
12 You've got resistance to change, and that's not
13 [inaudible - off mic]. You know what I'm trying
14 to say. It's a hard problem

15 DR. TRISEMAN: That's a universal.

16 DR. HRABOWSKI: It's hard, for any kind
17 of campus, where you've got African Americans in
18 all these places, and all these black students in
19 all these places where the quality of teaching and
20 the challenges major issues for all of us.

21 DR. TRISEMAN: As my mama used to say,
22 "The only people who like to be changed are

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1 infants."

2 (Laughter.)

3 UNIDENTIFIED MALE SPEAKER: And that's
4 because they can't talk back.

5 (Laughter.)

6 DR. TRISEMAN: So now the second level,
7 we were able to get 200, 300 sections of these new
8 courses. But the biggest problem we faced when I
9 was working with Carnegie was advisors, being
10 naturally risk adverse, would not put students
11 into these new courses because they had seen a
12 wave or innovation of new courses that when their
13 students transferred didn't count by big state
14 university down the road.

15 So advisors are risk adverse, as they
16 should be. And what it brought to our attention
17 was that most of the African American students we
18 interviewed and that's more than a thousand now,
19 in surveys and interviews just walked up to the
20 community college, sat down in an orientation,
21 were told to take a placement test that they were
22 told had no stakes attached to it. So they went

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1 into it without prep. They were rusty or they
2 never knew the material, but more likely they were
3 rusty. And they were placed back a year and a
4 half from where they could have started.

5 Many of them and this is not only about
6 black students looked at the college catalog.
7 They saw 500 offerings, a cafeteria, and they had
8 no idea how to make sense of a catalog. And the
9 default position was to choose based on time, not
10 on purpose.

11 So if we're really going to build
12 structured pathways that enable people to realize
13 their best hopes, this is not just about academic
14 courses. It's about an intake process that sets
15 students in a direction that draws motivation and
16 energy out of them. So now the institution has
17 its act together, and you have to work with
18 transferring articulation and applicability.

19 So I do a lot of work with the military.
20 I've been the chief juror of three big studies in
21 mobility in military families for the Department
22 of Defense. And you look at military families.

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1 You look at black vets. It's like a littered
2 landscaped of lost credits. About a quarter of
3 black students who transfer effectively lose all
4 their credits and have to start over.

5 So this is a system dysfunction. We
6 found things as trivial as this stat course didn't
7 transfer because they didn't have ANOVA in it.
8 One topic was missing. So the transfer and
9 applicability landscape is especially important
10 for firstgen students, for low-income students,
11 students on financial aid, making sure that we
12 think of system improvements that allow people to
13 carry with them legitimately earned credits.

14 So here's the complexity. There's no
15 planet on which this doesn't make a lot of sense
16 except planet higher education. And the reason
17 it's universally opposed by selective research
18 universities, public research universities, is
19 that their students are now taking all the cheap
20 courses to offer in community colleges. So the
21 average cost of the courses they are offering is
22 going way up, and in fact it's destroying their

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1 business models.

2 So these changes spread it's like
3 pulling a strand wool from a ball of yarn. There
4 are a lot of things that are connected that on the
5 surface don't appear to be. So unless there's
6 legislative work, which we are doing and I'll
7 describe, to correct funding formulas to support
8 effective transfer, you're going to have
9 institutional resistance to new courses and new
10 structures.

11 Then the profession. What we found in
12 the first two years was that a lot of math folks
13 in community colleges said college algebra means
14 rigor because the professional societies had never
15 updated their definition of rigor. So now with my
16 research colleagues, Phillip Griffiths as the
17 Institute for Advanced Study; Brit Kirwan, former
18 chancellor of the University of Maryland, six of
19 us have formed a group and have gotten the major
20 math associations to sign on to agreements that
21 intermediate and college algebra should no longer
22 be the default requirement for majors.

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1 This is massive. So two big major math
2 collaborations of the 17 professional societies
3 are now legitimizing this kind of work. Every
4 day, presidents work to improve their
5 institutions, but they optimize for legitimacy.
6 And it's very hard for even a Freeman to say do
7 this if the American Math Society, ASA, SIAM, say
8 no, can't go that way.

9 So now, getting the professional
10 societies lined up to say this is the right
11 pathway; make math relevant. And then of course,
12 the policy dimension is key because the funding
13 has to support programs that we need. And state
14 policy still has vestigial elements like cutoff
15 scores on placement tests that have been shown to
16 misplace large numbers of students.

17 So how are we working on this? In
18 Texas, after working with Carnegie, in Texas, all
19 the 50 chancellors of the community college
20 systems signed an agreement with the Dana Center
21 at UT Austin, paid for by their dues, to redesign
22 their courses at scale. The legislature matched

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1 their dues, contributions, which was stunning,
2 actually a surprise they like this, and then a
3 consortium of private funders contributed the rest
4 of the money.

5 The results are the same. Roughly 50
6 percent of the African American students who would
7 have gone three semesters back are now passing a
8 college credit course in one year. There are
9 three pathways: quant lit, statistics, and STEM,
10 with a very senior group of learning scientists
11 redeveloping the college algebra/precalculus STEM
12 pathway.

13 Ten states have formed state math task
14 forces that I'm the senior advisor to, six of them
15 this year issuing reports: Ohio, Nevada, Montana,
16 Colorado, Missouri, and Indiana. Gates will fund
17 four more going next year. Chairs of math
18 departments together with governance officials and
19 administrative leaders work out the implementation
20 plans for making this structural change,
21 recommended by the professional societies.

22 Maryland is sort of halfway in there as

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1 something analogous, and I'm going to be working
2 more closely with you guys. In Ohio, as an
3 example, the 36 chairs endorsed the task force's
4 recommendation. Twentyfive chairs and 54 of their
5 colleagues are working on implementation.

6 So this is a big moment. It's what
7 Freeman said last night. "We're not going to
8 solve the problems of building higher ed as a real
9 pathway to success by thinking of isolated
10 programs." And there's always cynicism that
11 higher ed can change. Mark Yudof responded saying
12 that, "Running a university system is a lot like
13 being a caretaker in a cemetery. There are lots
14 of people under you, but no one's listening."

15 (Laughter.)

16 DR. TRISEMAN: Sound familiar, my
17 friend?

18 But in fact, higher education has
19 changed fundamentally many times in American
20 history. And in fact, it's always changed in
21 response to two things: national need and change
22 in core funding. Before World War II, a lot of

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1 our elite institutions were not really strong
2 research places. It was the federal investment in
3 research after World War II that did not. And now
4 we're seeing a similar change in which more than
5 30 states have tweaked their funding formulas to
6 emphasize completion.

7 So this is the time to aim high for the
8 Commission, not to think just in terms of the
9 usual effective practices or evidencebased
10 practice narrowly. But to think in terms of how
11 the moment would allow structural changes that
12 democratize real access to the professions that
13 are the foundation of our society and are
14 privileged.

15 Now, it's really complex, I mentioned to
16 Freeman and to Mike, that 70 percent so the three
17 biggest areas in community colleges that lead to
18 middle class jobs are nursing, IT, and business
19 accounting. And one of my doctoral students,
20 Melissa Taylor's current study, 70 percent of all
21 the recipients of those degrees in urban community
22 colleges already have their baccalaureate degrees.

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1 We have a surplus of students who are
2 overqualified and underemployed. So we need to
3 make sure that when we build pathways, they don't
4 eliminate the people who are starting from scratch
5 and actually able to meet the certification rules.
6 This is very tricky business, but this is we've
7 got to not avoid the tricky stuff. We have to
8 know the actual underlying dynamics, economic
9 dynamics and labor force dynamics that we're
10 working on.

11 So the last point, most policy is built
12 on the idea that each institution has its cohort
13 of students that it takes as freshmen and
14 graduates as sophomores or seniors, whatever level
15 it's at. Seventy percent of all baccalaureate
16 recipients in the state of Texas last year had
17 transfer credit, twothirds of them three semesters
18 or more from community colleges. It's half of all
19 the state of Maryland baccalaureate degrees.

20 Students are now consuming their courses
21 in fundamentally different ways. That means we
22 need to advocate for policies that enact shared

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1 responsibility for students in higher education as
2 they cross institutions. It can't be one
3 accountability focused only on the narrow interest
4 and results of a single institution in isolation.
5 And I hope that the Commission, when it thinks
6 about the particular stakes for African Americans,
7 will frame its policy and recommendations in
8 systemic terms.

9 I think there are several reasons why
10 you can be successful now. It's not only the
11 funding; it's that people know they need some
12 higher ed to maintain a middleclass life. Even
13 for African Americans that's not enough, which is
14 one of the biggest surprises that it wasn't
15 degrees that insulated African Americans from
16 declining from middle class back to poverty. The
17 thing you need along with higher education is
18 wealth. And since African Americans have such
19 little accumulated wealth, they really need to
20 have strong academic credentials, and networks,
21 and compensating mechanisms to protect the social
22 class, economic class, that they're in. But it's

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1 not like I need to tell you guys the complexities
2 and difficult problems we face as a community.

3 DR. HRABOWSKI: Can we get into
4 questions? You've got so much to offer.

5 Let me make an announcement that is very
6 sad, and we are monitoring it. Because people
7 have connections in Mississippi, Delta State has
8 had a shooting, and one professor has been killed.
9 And there's lockdown on that campus right now. We
10 are monitoring it. We pray for them. They have
11 not announced the name of the person killed at
12 Delta State yet. They have helicopters around,
13 and people are monitoring very carefully. As we
14 get information, we'll let you know.

15 MR. JOHNS: We'll have an offline
16 conversation [inaudible - off mic].

17 But before you go to questions, I just
18 wanted to raise three things.
19 mic].

20 (Mr. Johns turns on mic.)

21 MR. JOHNS: Students are allowed to make
22 up tests to complete work until they get a

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1 sufficient enough grade and have demonstrated that
2 they have mastered the subject area; so as a focus
3 on whether or not they have the skills that they
4 need, rather than them just simply passing an
5 arbitrary test at an arbitrary time or otherwise,
6 arbitrary test at an arbitrary time.

7 The second thing is that the courses are
8 all flexible. So one of the examples that kept
9 coming up was students said that when they
10 typically would find a job or when life's
11 circumstances changed and they needed to be home
12 to take care of someone or to something else, if
13 it happened in the middle of the semester, they
14 were then left without the ability to continue to
15 study or learn for the remainder of that semester,
16 so they lost time. And the more often that
17 happened, the longer the goal to completion became
18 and the more likelihood that they would simply
19 drop out.

20 So having the ability to always pivot
21 and not have course access tied to a particular
22 date and time was really helpful for a lot of

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1 students.

2 The third one was particularly the
3 space. The spaces were all opened as students
4 worked in collaborative groups, where teachers
5 sort of sat around them, encouraging them if they
6 got the answers for themselves. And then whenever
7 students got stuck, they would put a red cup on
8 top of the computer. And someone who had more
9 knowledge or could help them work through the
10 problem would come and help them as well.

11 So we're working not this fiscal year,
12 but next fiscal year, to organize a small learning
13 group of you guys and take you down and experience
14 this as well. But just hope that that's helpful
15 in contextualizing some of what Uri said, which is
16 also, again, reflected in a paper that's included
17 in your packet.

18 DR. HRABOWSKI: Let's go with questions
19 from the group. If you put up your cards, let's
20 go with questions from the group. Dr. Lomax?

21 DR. LOMAX: Well, first of all, I just
22 want to say Professor Triseman and I have worked

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1 together in an earlier life when I had hair and
2 his was darker. But we worked together almost 25
3 years ago at the National Faculty, working on
4 contentrich professional development for classroom
5 teachers K through 12. So it's great to be with
6 him again and to see him continuing in the work
7 that he's doing to ensure that more lowincome and
8 kids of color really get a chance for a great
9 education.

10 Just a couple of observations. One is
11 that and Professor Triseman's going from
12 University of Texas and working with community
13 colleges. It seems to me that there's this sort
14 of false dichotomy now and almost a competition
15 between community colleges and HBCUs and other
16 minorityserving institutions. It's really the
17 same constituency. So I really love this notion
18 of shared responsibility across institutions and
19 across types of institutions.

20 This is hard work. It's going to be
21 impossible to do unless we really see this as one
22 community of postsecondary, which has different

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1 traditions and different backgrounds, but
2 basically doing the same work, and doing it
3 effectively for the students.

4 I think what he's talked about, when you
5 couple it with the report that we're writing about
6 the postsecondary, I hope that we will lift up
7 this notion that it is about the commonalities of
8 focus and outcomes regardless of the institutions.

9 Then as well, I thought it so ironic
10 that he's talking about older students with
11 bachelor's degrees going back to community
12 colleges to get associate of arts degrees. That's
13 really to get contemporary training for the
14 workforce, but they're probably, as we talked
15 about, offline. They have some of the basic
16 skills and some of the soft skills. They just
17 don't have the training appropriate for the
18 workforce today.

19 I think two things that we need to be
20 focusing on. That's one group of older,
21 nontraditional students, but the nontraditional
22 students are becoming the traditional students.

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1 The older students, I think what is it? It's a
2 third of all students pursuing postsecondary
3 degrees, or some number like that, are actually
4 just graduating from high school and going off to
5 college. The vast majority are older, and they're
6 having episodic relationships in the postsecondary
7 in and out, in and out, in and out of employment
8 or unemployment, and back into education and
9 training.

10 So I think we need to be the way we're
11 writing our report needs to really, I think the
12 nontraditional as kind of an add-on. I mean,
13 that's huge. And we're all, if we live long
14 enough, are going to wind up being nontraditional
15 students getting additional training to be
16 competitive in the workforce. So I think that's
17 important.

18 I just would like you to speak on a
19 little bit more about how we can do the advising
20 in a way which focuses both on the career outcomes
21 that the students have, the academic supports that
22 they need to make the right choices and have the

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1 right accelerated opportunities to pursue them,
2 and also the social and the financial issues that
3 they're facing.

4 I mean, I don't think the students the
5 learners we're dealing with, this is coming at
6 them in four or five different ways. Where are
7 you seeing the best practice? Where are you
8 seeing this being done really, really well that we
9 could look at and say this is a scalable,
10 replicable model that we don't have to invent?

11 DR. TRISEMAN: I think that one of the
12 two or three areas of greatest innovation,
13 promising innovation, in the twoyear space, is
14 around intake processes, mandatory what's called
15 intrusive advising in the current jargon, is that
16 too many students are 12 percent of community
17 college students do not know what they can do with
18 their financial aid money in the first week. A
19 scary percentage don't know how their courses
20 relate to their desired outcomes. So more and
21 more institutions are investing upfront in
22 intensifying and strengthening their orientations.

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1 On the employment side, some of them are
2 using O*NET data, often purchased through Burning
3 Glass and new commercial companies that package
4 it, to give students a rough sense of what the
5 labor market opportunities are four to six years
6 out. So getting students to make a commitment to
7 but not with blinders on to make an initial
8 commitment to a metamajor, rough program of study
9 connected to a cluster of careers, an industry
10 cluster.

11 The best work, however, is tracking
12 students once they start and enter into the
13 sophomore year. The Tennessee Board of Regents
14 has built beautiful software that gives students
15 as they do their course selection realtime
16 guidance so they can check how their courses
17 connect to their purposes, their career
18 opportunities, and even confidential information
19 on pass rates and courses and other things that
20 students can use to consider their program.
21 Tristan Denley, a mathematician, built it;
22 beautiful, beautiful stuff; Mark Milliron's work,

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1 some of the companies that are working now with
2 higher ed, have built such software. And they're
3 just at the stage of setting interoperable
4 standards for that work.

5 DR. HRABOWSKI: Gates is giving out
6 these grants to some of us
7 articulation STEM, and there are some remarkable
8 models involved in electronic portfolios for
9 students that will allow people at both the
10 twoyear and fouryear institutions to put the
11 emphasis on the student, at the center of the
12 process. It really is making a difference.

13 By the way, I want the staff, David and
14 Khalilah and others, if we can take what
15 Commissioner Lomax said about the demographics,
16 really lift it up everybody who talks about black
17 students in college will talk about the 17yearold.
18 And while we want to continue to give attention to
19 that student, we don't look at the large numbers
20 of students who are older, who return to college.

21 When I spoke at the commencement at
22 Coppin two years ago, 65 percent of the students

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1 were over 37 years old who graduated. There are
2 large numbers. They come in and out of college.
3 And we've got to rethink and help the public to
4 rethink who is in college and different types of
5 institutions, across institutions. So as we talk
6 about 3 million in college and different kinds of
7 institutions, we hadn't said it before today, but
8 it's so important.

9 So what are the characteristics of those
10 students? What percentage are the traditional
11 students? Traditional and the oldfashioned,
12 18yearolds you just heard him say, about a third
13 of them. What percent in community colleges, in
14 the other institutions, and what percent of 25 and
15 older we should talk about over 25, which are
16 coming back, those kinds of things. We need to do
17 that ourselves for this group, and then for the
18 larger public. It's very important.

19 DR. TRISEMAN: So one of the things
20 you'll find, and that we found, is that a very
21 large number, the 25 year and older African
22 American students are veterans. The military is

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1 an incredibly powerful pathway to

2 DR. HRABOWSKI: The veterans. And my
3 own experience at the inner city college, when you
4 find a parent who is there because she or he wants
5 to help their children, there's a level of
6 motivation that people haven't thought about
7 before. And they will do much better because they
8 are ready to learn not just for themselves, but
9 for their children. And the strategy you use for
10 that group will be different from what you're
11 using for the 17yearold uncle, that they're trying
12 to get serious about the work because his mama
13 told him he had to go.

14 You see what I'm saying? So there are
15 different strategies depending on the group we're
16 talking about.

17 MR. JOHNS: If it's not in the paper at
18 one point the data point around the fact that the
19 fastest growing population of individuals who
20 return to college and complete are mothers who are
21 held to do so because they have children. So if
22 it's not there, we'll make sure that it's written.

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1 DR. HRABOWSKI: And the problem with
2 four-year institutions of all types, one of the
3 problems is they're often not given the respect.
4 They're treated as if they were 18 or 19 year olds.

5 DR. TRISEMAN: That's right.

6 DR. HRABOWSKI: They're not treated as
7 responsible parents who are there with a different
8 agenda, who need to be treated as responsible
9 adults. Even the language that we use when they
10 come in as first year students, we're talking about
11 their parents when, quite frankly, they are the
12 parent.

13 So I'm saying there are ways we can
14 frame the language that will encourage even the
15 federal government to give incentives for
16 institutions, quite frankly, to change the culture
17 of the institution, because it's going to take
18 culture changes to rethink how we treat students,
19 how we respect students, how we do the different
20 characteristics, knowing the data, and then point
21 it back.

22 We can get into these question about

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1 this data, because the question you haven't
2 answered for me yet and I want to push you on
3 this what math does someone need? Because it's
4 not going on to the capitalists
5 mic] or any of that. For a person who's not
6 interested in STEM, a person in general who is not
7 even in social science, a student of the arts,
8 what is quantitative literacy? What would you
9 say? Because we have different answers.

10 DR. TRISEMAN: So on our website, David,
11 you will find maps of all the majors in the
12 institutions we work with and what their faculty
13 have decided is the consensus for beginning math.
14 And then we develop with the professional
15 societies outcome measures for those courses that
16 are now broadly sanctioned.

17 It used to be that quantitative literacy
18 could properly be called our friends the numbers.
19 These were our Mickey Mouse, easypass courses.
20 They're not anymore.

21 DR. HRABOWSKI: No.

22 DR. TRISEMAN: So there are standard

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1 outcomes for them, standards for them.

2 I do want to just on Michael's comment,
3 this business about predictive analytics, which is
4 a tricky issue for African Americans because often
5 Google's use, a lot of uses of big data and
6 predictive analytics have potential negative
7 effects for African American populations. But
8 what we've learned using picoeconomic modeling is
9 that for African American students in our
10 programs, with about 2,500 in our sample, there
11 are three questions that they ask that's
12 independent of age, that are extremely high
13 predictors of whether they will continue to invest
14 energy in their education. It's hyperbolic
15 discounting. We've actually done mathematical
16 modeling of this.

17 The first question is, can I really do
18 this stuff? Because there's all the ambience,
19 societal bullshit, that suggest that maybe people
20 think you can't, and that affects people no matter
21 how liberated and intellectually sophisticated
22 they are. The societal weight of it matters. And

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1 we know that if students don't defer judgment on
2 that or come up with a positive answer, they
3 withdraw their energy in the fifth or sixth week.
4 So advising systems need to be able to deal with
5 the mythology of intelligence, productive
6 persistence. And in fact, most of this is about
7 effort and right attributions of failure.

8 The second question is do I belong,
9 which is the biggest predictor. Are there other
10 people here like me or could I be like them? Who
11 am I in this context? And that's a big predictor.
12 If students don't really feel they fit, and they
13 have trouble articulating it initially, what that
14 feels like, they are less likely to succeed.

15 The third is purpose, and that's always
16 been well known in the African American community,
17 more so than other populations. The students are
18 asking questions, see themselves as somewhat
19 exceptional, and they understand that there are
20 stakes attached to their success, and they ask
21 questions about purpose.

22 But belonging is the biggest

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1 capabilities after that, and purpose is third in
2 predictive value. So the advising systems are
3 getting more sophisticated. And if you look at
4 New Mathways Project, we've built in group
5 exercises where those issues get surfaced so that
6 people can work through them without hitting them
7 over the head and stereotyping them.

8 So predictive analytics is going to make
9 a lot of this easier, but we have to really look
10 at the racial and ethnic issues that are involved
11 in big data use and the biasing of big data when
12 looking at particular populations.

13 DR. HRABOWSKI: Questions from the
14 group? Let's go around.

15 DR. MARKS: So just to follow up, that's
16 a great segue. I'm a professor at Morehouse and
17 also conduct focus groups with black males across
18 the country and we talk about math.

19 DR. TRISEMAN: So Duane Cooper,
20 [indiscernible].

21 DR. MARKS: Absolutely. He's a
22 fraternity brother of mine as well.

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1 So one question, two parts,
2 mathematician. The notion is math phobia. Is
3 that a real phenomenon in your opinion, sort of an
4 inherent reaction, or fear, or aversion to
5 mathematics, and how does that play out across
6 race? And then, what you just touched on, so
7 Carol Dweck does a lot of work around mindset.

8 DR. TRISEMAN: Yes.

9 DR. MARKS: Fixed versus growth mindset.
10 And do you find across racial groups that,
11 basically, performance inability is fixed versus
12 it can grow with effort? So the notion is for
13 African Americans, have you come across research
14 that says they have more of a fixed mindset
15 relative to other groups?

16 So you hear students and many of us
17 might have said or met people who have said "I'm
18 just not good at math," which if you do a
19 rootcause analysis, it's probably, to your earlier
20 point, when they were learning mathematics, there
21 was a gap, some concept they didn't pick up or
22 something like that. It was cumulative, and they

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1 never mastered it, so they always had sort of this
2 I'm just not good at. But when you rewind, there
3 was something there that was missing, because as
4 you said, one week of calculus, you miss it,
5 you're behind.

6 So if you could speak to the math phobia
7 piece and along fixed versus growth mindsets as a
8 function of racial differences.

9 DR. TRISEMAN: Yeah. So I'm doing
10 research in both of those areas, actually, so
11 thank you for the softball question.

12 DR. MARKS: You sound a little bit like
13 a psychologist, so I thought you might be going
14 down that way.

15 DR. TRISEMAN: I should have been a
16 psychologist. I realize only now. I have my
17 first doctoral students getting tenure now in
18 psychology departments, so I picked the wrong
19 direction I think for me.

20 The phobia work, there's a lot of work
21 that shows that across races, people have
22 mythologies and counterproductive ideas about

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1 mathematics that generate anxiety. The positive
2 news is we haven't seen a disproportion in African
3 American communities; Catherine Good did several
4 nice research studies in this. And we have found
5 relatively easy strategies to cope with the
6 anxiety. Sian Beilock, one of my colleagues at
7 the University of Chicago, published a summary of
8 that research in Science two years ago. And we
9 have woven in the routines that she suggests into
10 the course materials and course structures in
11 these programs.

12 Part of it has to do with the
13 attributions related to struggle. Some of my
14 students have videotaped classrooms in K12 and
15 higher ed, where a problem that looks like it's
16 doable is thrown out. And you can see that half
17 the class gives up before the other half gets an
18 idea. And then we debrief the students, how do
19 they interpret, what are the attributions
20 associated with struggle?

21 Some people say, "I just don't have the
22 math gene," so we know that's there. That's more

1 dominant than phobia. And taking that notion
2 apart is really critical to their progress because
3 if people don't believe they can succeed at
4 something, they're not going to invest a lot of
5 energy in it.

6 All good math teachers wrestle with
7 this, how do you essentially undermine that
8 particular strategy. And the answer is you have
9 to surface it and work on it, sort of like the
10 cognitive behavioral therapy idea. But Sienna
11 Beilock's article traces the different strategies
12 for doing that, and we found them very, very
13 effective; my post doc, David Yeager, who's sort
14 of the rock star in this area. I've had three
15 students who were post docs with Carol Dweck, my
16 PhD student.

17 So what we're finding is that, first of
18 all, there's a public misunderstanding of mindset.
19 The big research was Claude Steele's, which showed
20 that if you remind students of their ethnicity, it
21 changes them mindsets are not tres
22 [indiscernible] to dispositions. They're local

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1 orientations to a problem-solving experience.

2 If you remind people that they're black,
3 they tend to underperform. Margaret Shih showed
4 that if you remind AsianAmerican women that
5 they're women, they underperform. But if you
6 remind them that they're Asian and talk about
7 their parents, they overperform.

8 DR. MARKS: Right.

9 DR. TRISEMAN: And the way that works is
10 by misdirecting attention. If you remind someone
11 of a stereotype, they worry about it, and they
12 have less shortterm working memory.

13 DR. HRABOWSKI: Standardized testing
14 [inaudible - off mic].

15 DR. TRISEMAN: But we have shown it on
16 all kinds of other exams, not just standardized
17 tests.

18 DR. HRABOWSKI: Steele's work.

19 DR. TRISEMAN: Steele's work, right; of
20 course, Steele's work.

21 DR. WILLIAMS: Can I ask that question
22 again? How do you remind someone? How does that

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1 look in practice? How you remind someone of their
2 what's the strategy, and how do you remind
3 somebody that you do that?

4 DR. MARKS: Could I actually I wrote my
5 dissertation on this, that's why. Just real
6 quick, we did a study of African Americans and
7 HBCUs and PWIs of stereotype threat work when I
8 was a graduate student at Michigan, so my
9 dissertation was on this. And what we did is we
10 had freshmen and seniors. Basically, they came
11 into a lab. We said you're going to take a
12 standardized test, similar in format to the SAT or
13 the ACT. It's a very difficult test. Don't
14 expect to get too many questions correct, but do
15 the best you can. So for all students it was,
16 quote/unquote "nondiagnostic."

17 What we did for half of the students, on
18 their demographic, one-page survey, was sort of
19 your name, hometown, year in school. The last
20 question asked them to indicate their race. For
21 the control group, no race question. And the only
22 difference between the two conditions was that

1 race question.

2 To his point, freshmen at HBCUs and PWIs
3 underperformed. Seniors, African American
4 seniors, at HBCUs did not underperform. African
5 American seniors at PWIs slightly underperformed.
6 So we were able amongst African American seniors
7 at HBCUs, they did not experience a stereotype
8 threat effect in terms of detrimental performance
9 and are still using standardized tests as the
10 dependent variable.

11 DR. TRISEMAN: The story that Claude
12 Steele saw was in my calculus class that led to a
13 lot of this work. And it's worth just telling the
14 story because it's beautiful, and it answers some
15 of your questions.

16 I had a multiethnic group of students,
17 about a third of them African American, working in
18 calculus in my Emerging Scholars program. And
19 there was one Asian woman in there, Bonnie Jo.
20 And one day and the workshops were really hard,
21 and it was high demand, high support. Bonnie Jo
22 was in there, and her boyfriend and two of his

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1 Chinese friends are waiting for her for the class
2 to end. And I notice they're there, and I see an
3 opportunity; do more black students really believe
4 they can do as well as these Chinese students?

5 So I invite these three guys in and say,
6 "Why don't you work on these problems?" because I
7 know that they're not going to be able to solve
8 them, and that's going to be important for my
9 black students to see.

10 The first thing out of the boot, one of
11 the Chinese kids goes, "Six over pi squared for
12 that one." He nails it. And all the black
13 students are going, "Holy shit. It's true."

14 (Laughter.)

15 DR. HRABOWSKI: Academically speaking.

16 DR. TRISEMAN: Academically speaking.

17 That's right.

18 So it's like a terrifying moment. What
19 do you do as a teacher? So you've got to praise
20 the student to the hilt. I've never had a student
21 who got that so quickly, and all my black students
22 are going, "He doesn't love us anymore." And then

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1 I just prayed, and I directed them to a harder
2 problem. And this, about 110pound, thin, Chinese,
3 Cantonese speaking student, he laughs at the
4 answer, and he gets it wrong. And Frankie White,
5 who's a 160pound African American athlete, now an
6 MD PhD, gets up and says, "You fell into his
7 trap." And she walks over to the Chinese student.

8 The racism at that time in the Chinese
9 students was incredibly intense. And she puts her
10 hand on his shoulder, and he freezes. And he's
11 like writing, and she pulls the pencil out of his
12 frozen hand, turns it over, erases his mistake,
13 slowly turns the pencil back, corrects it, and
14 sticks the pencil back in his fingers. And then
15 she walks away, and she says, "You guys don't
16 believe we can do this." And he looks up and he
17 says, "Yeah, well, we're good at this, but you
18 guys always sit in the front row. And you always
19 get A's, too. How do you do it?" And she said,
20 "Well, we stay up all night, we work together in
21 our groups, and we get help whenever we need it.
22 And we go to see Uri if we can't find the problem,

1 but he makes us answer it ourselves anyway." "How
2 do you do it?" she said. "Well, we stay up all
3 night; we work in groups." And a couple of years
4 later when she finished her PhD, she wrote this
5 autobiographical to us saying that that was the
6 transformational moment in her life, when the veil
7 of craziness sort of opened up, and she was able
8 to dissipate all these selfdoubts that were in her
9 genes, almost, and was embedded in her
10 personality, and it was a revolutionary moment.

11 Claude Steele knew about this, and this
12 was one of the sources of the stereotype threat
13 idea. Then Josh Aronson became my post doc after
14 he finished the dissertation on stereotype threat.

15 DR. HRABOWSKI: Claude came to my campus
16 because he couldn't believe the level of
17 achievement among black students in the midst of
18 our worshipping Chinese students. And here was the
19 point. Five black kids, who were the best from
20 their groups, still didn't believe they were as
21 good on the tests, on the standardized tests.
22 Even when they all get A's in organic chemistry

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1 and in genetics, their MCAT scores tended still to
2 be and they are nationally lower.

3 You look at any standardized tests
4 since I wrote the questions in the SAT work and
5 all that the black scores Latino scores are low.
6 The blacks are the lowest. But the thought among
7 even the highest achieving black students would be
8 the scores would be lower.

9 So I started saying to these students,
10 "You can do anything." Just as you got an A in
11 the same way my other racial students, Chinese and
12 Russian got an A in organic, and you made an A,
13 you can get 90plus percentile on the MCAT as
14 you're going for the MD PhD. And they kept saying
15 no; black students, the best black students, get
16 the 75th percentile. The Asians and the whites
17 get whatever. I said, "Well, how do you know with
18 the prep that you cannot do it?" And amazingly,
19 over several years, I finally got the first
20 several students who got up to the 90th
21 percentile, and then we showed it to them. We
22 showed the grades these students had gotten, and

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1 the percentile, and the others looked at it.

2 DR. TRISEMAN: That's right.

3 DR. HRABOWSKI: And it's amazing. Once
4 they saw it could be done, then they started
5 thinking that way. Now I get black kids who get
6 the 99th percentile on the MCAT. And Claude came
7 to my campus. He said, "I want to see this for
8 myself," to see black kids at the top. We don't
9 think it can be done. It's a matter of that high
10 expectation. And it takes work, yeah, but you've
11 got to have that expectation, especially about
12 standardized tests because we tend do think, oh,
13 the test is bias, and we can't all that stuff.
14 And there is the issue.

15 DR. TRISEMAN: One of the most
16 disappointing things, in Emerging Scholars, these
17 honor programs that produced a lot of African
18 American PhDs in math, was people would look at
19 it. And they'd say, "Oh, you're providing such
20 good tutoring." And then you have to grab them
21 and say, "Look at the work they're doing."

22 DR. HRABOWSKI: Yes, yes.

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1 DR. TRISEMAN: The mythology is so deep.

2 DR. HRABOWSKI: Because America does not
3 think that African Americans have the gravitas to
4 be the best in STEM.

5 DR. TRISEMAN: That's right.

6 DR. HRABOWSKI: There is the challenge.
7 I'm going to just put it out there, that we have
8 to show because we do, and it just has to be
9 shown. There are people who have produced
10 students, and we just have to keep lifting. And
11 it takes that, though. It does take that. It
12 really does, because there are many people who
13 don't think we have the gravitas to do it in 2015.
14 And when you only have under 1 percent scientists

15 DR. TRISEMAN: It reinforces this.

16 DR. HRABOWSKI: -- people will reinforce
17 that idea, so there's no need. They don't push
18 because they're thinking, well, they don't exist.
19 That's the thought.

20 Other questions, please? Go ahead.

21 Let's go on around, please.

22 DR. NETTLES: I think you're coming

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1 around this way, and I'll wait my turn.

2 MS. PRINGLE: Okay. So first of all,
3 Uri, this is fascinating. Thank you for joining
4 us last night and today.

5 DR. TRISEMAN: My privilege.

6 MS. PRINGLE: Tomorrow, too. A couple
7 of questions. As you are taking on, rethinking,
8 and redesigning math courses, rethinking how you
9 think about those gateway courses that oftentimes
10 result in particularly our students not persisting
11 and not completing, two things that I want you to
12 talk a little bit about.

13 First of all, in the convening of folks
14 and having that conversation about redesigning,
15 reimagining, either the sequence, or the
16 structure, or whatever it is, the gateway math
17 courses, did you have conversations with K12
18 teachers as well, and involve them in that
19 discussion? And if not, what are your plans on
20 that?

21 Then as you were talking about it, the
22 intermediate and college algebra courses and

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1 thinking differently about them so that they're
2 designed in a way that they're relevant regardless
3 of what path you pursue let's say you don't
4 pursue a STEM path did you think about, or have
5 you talked about any unintended consequences?

6 I "worry" is not the right word. Have
7 you thought about any unintended consequences,
8 like tracking, where those students who could or
9 would, but didn't necessarily imagine themselves
10 aspiring to engineering or math, higher level
11 math, that kind of thing?

12 DR. TRISEMAN: So I'll take the second
13 one first. One of the happiest pieces of one of
14 the happiest occurrences in this work is that
15 about 20 percent of the students who start saying
16 they're not STEM, but they go into a stat or quan
17 lit pathway, when they get A's, they say, "You
18 know, I can do this," and it emboldens them to
19 change their aspirations.

20 Then you have a really tough problem
21 because you need to build bridges to courses that
22 allow people to develop the computational

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1 facility, an algebraic symbol facility, that
2 normally takes years to develop. And we have
3 several research projects on this now working with
4 Marilyn Carlson, who many consider the expert on
5 consolidation of algebraic skill knowledge.

6 So we're getting a lot of people who
7 really had no interest because they thought they
8 weren't any good in math, and all of sudden
9 discover they're not only good at it, but they
10 like it, and they want to do more, and then have
11 to deal with the reality that all through K12 and
12 through other parts of their life, they had no
13 experience playing with mathematical ideas or
14 concepts. So that's a real challenge for the
15 field.

16 For K12, just as higher ed has changed
17 via the completion, K12 is changing so that a
18 diploma means college readiness. So there's a lot
19 of tectonic plate shifts. So in our state task
20 force work Georgia first, Ohio second one of the
21 outcomes is redefining the freshman course rigor
22 in terms of the common core standards, practice

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1 standards, is building structural alignment with
2 the mathematical practice standards in K12 and the
3 design of freshman courses.

4 Most of my work is actually in K12 these
5 days, building course structures that align with
6 these bridges. But that's very tough work because
7 the common core is focusing people on K-10 in most
8 places, preK10, and 1112 has gotten virtually no
9 attention in the policy space. So that's a ripe
10 area for creative work, and we're trying to build
11 down from higher ed into that space.

12 DR. HRABOWSKI: If you look at the AP
13 exams everybody should know this, and, Mike,
14 you're in the room how low the proportion would
15 be or the probability of any African American
16 earning even a 3 on AB and BC calculus. The
17 probability is so small right now. I mean, I
18 don't think people know what it takes.

19 What I'm going to tell you is even with
20 a 5 on the AB and BC, there's no guarantee the
21 students going to make it in STEM in college
22 because of the culture of STEM right now. So

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1 you've got those challenges on the one hand. But
2 that's a different problem from helping students
3 get to the point where they can get past
4 developmental math, so they can get a degree of
5 some type. That's another kind of issue we have
6 to face.

7 DR. TRISEMAN: Yeah. So I'm teaching
8 freshman calc for math majors and engineers and
9 biology students at UT. I have 110 students.
10 Only four of them did not get a 3 or better on an
11 AP exam in high school. 106 of my students
12 already learned a fullyear of high school
13 calculus, and getting a 3 means you know
14 something.

15 DR. HRABOWSKI: Right, but it doesn't
16 guarantee anything. I mean, my 5's when you've
17 got

18 DR. TRISEMAN: So most of my black
19 students

20 DR. HRABOWSKI: -- when you're competing
21 against I mean, everybody gets a 5 if you're
22 going to really be in science and engineering.

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1 But you're competing against Chinese and Russian
2 kids who had that kind of background sometimes in
3 the 9th and 10th grade. So it doesn't mean
4 anything in terms of competition. I mean, you've
5 still got so much work to do. Most Americans
6 don't understand how hard it is to get we've got
7 to figure out how to help more, but it's a real
8 challenge.

9 DR. MARKS: Dr. Triseman, just real
10 quick, have you talked to the College Board about
11 your work? Have you consulted with them at all?

12 DR. TRISEMAN: For years, I did. But
13 then now with David Coleman in there, I'm sort of
14 reconnecting.

15 DR. HRABOWSKI: But Michael Nettles is
16 by far the leading expert, from ETS and College
17 Board, when thinking about these issues, not just
18 for diversity and minorities, but in testing and
19 assessment, and standardized tests.

20 Michael, say something. What's your
21 point of view?

22 DR. NETTLES: Well, thank you, Freeman.

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1 And I worry about this a lot. Beyond the
2 underrepresentation of AP students who are African
3 American in the country, we don't have much access
4 to the courses

5 DR. HRABOWSKI: Right.

6 DR. NETTLES: -- where we are. So
7 that's one thing that has to be solved. The
8 teaching force in the schools that African
9 Americans attend, where we're in the majority,
10 aren't as often teaching or studying AP curricula
11 or even the international baccalaureate curriculum
12 and so on. So that's a start.

13 The second place is Freeman's made the
14 point very well about our lower performance.
15 Now, the good news is that there are more people
16 taking them these days than there used to be, and
17 more students doing better. So something's
18 happening in some places. Not nearly enough. We
19 need to study what it is that they're bring to the
20 table now that we weren't before. And it could be
21 some exposure to a variety of things like you've
22 introduced here.

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1 If I can sort of go to my question
2 because it's not so unrelated.

3 DR. HRABOWSKI: Before you go to your
4 question, just so people know it, before they get
5 to the AP, though, here's the issue. I mean,
6 Baltimore I mean, a lot of places in Maryland are
7 offering a lot of AP for black kids. But when I
8 go and look and dive into the basic algebra
9 they're offering, for my math teachers in the
10 room, algebra 2 is not as rigorous as, quite
11 frankly, algebra 1 in some other schools. You
12 hear what I'm saying? That it may be called
13 algebra 2, but the level of rigor is less than
14 algebra 1, let alone getting to the AP stuff.

15 So when we are working with children in
16 the afterschool programs on algebra 2, we're
17 finding that we've got to go back and go to
18 algebra 1 because they didn't get that basic
19 foundation, let alone getting to the AP. You get
20 my point? I mean, I'm talking about still so you
21 can finish a course and have a B in it, in a lot
22 of school systems in Maryland, in America, and you

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1 don't know Dlevel work. There's no consistency in
2 the rigor of the work depending on the school
3 system and the school. And people don't want to
4 say it, but it is the reality of the situation
5 right now. But go ahead.

6 DR. NETTLES: That's exactly right, and
7 the same is true within AP courses.

8 DR. HRABOWSKI: Yeah, yeah, yeah.

9 DR. NETTLES: So the difference in the
10 quality of instruction varies. Now, I have on my
11 Washington hat and my commission hat today. There
12 are a variety of ways to engage you on this topic.
13 I'm assuming that David Johns and Freeman brought
14 us into this building of the Appropriations
15 Committee so that we could at least begin to smell
16 the money.

17 (Laughter.)

18 DR. HRABOWSKI: That's very good,
19 Michael.

20 DR. NETTLES: And I heard a sales pitch
21 in your presentation of sorts. I'm a researcher,
22 too, so I know when I'm being hit on for

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1 resources. You said something about scaling up
2 and all this kind of stuff.

3 DR. HRABOWSKI: Yep.

4 DR. NETTLES: And I'm going to take it
5 on faith. Nobody knows this stuff better than
6 Freeman on mathematics and what it takes to
7 succeed. So I'm going to take it on some level of
8 faith that you were brought here because you
9 represent what might be considered part of the
10 solution.

11 So how do we take advantage of what you
12 are talking about? I mean, we've got 40 million
13 African American people in the country. You saw
14 the data on how many are in K through 12. We've
15 got a lot in higher education. What should we do
16 with what you've brought here?

17 DR. HRABOWSKI: I think you raise an
18 excellent point. I think, going back to those
19 broad areas that we've talked about, from the
20 early learning to issues we've talked about in K
21 through 12, from the teacher issues to the
22 disciplinary, all those things, then at the higher

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1 ed area, the questions that we're talking about
2 right now, it is important for all of us to have
3 the same information, get on the same page, to
4 understand what is happening right now, what the
5 challenges are right now, and what some of the
6 strategies are.

7 Uri makes a point that I made and
8 several have made, that it's not about individual
9 programs that will make a difference. The
10 question is how do we transform systems and the
11 culture in some ways, and it will require both
12 federal, state, corporate, foundation worlds
13 collaboratively doing some things.

14 I think we have an opportunity to become
15 as informed, first of all, about the current state
16 of affairs, not just the problems, but what is
17 either working or on its way to working, whether
18 it's about getting us away from the traditional
19 development of courses or effective ways that
20 we're working with early learners and the
21 teaching, or what we're doing in teacher prep
22 that's working in different places, all those

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1 areas.

2 So that as we prepare these papers,
3 David, and as people give input into those, and as
4 we ask people with experience to give us advice
5 about this next administration, we can speak with
6 some authority about what we see as critical to
7 the future of our country and to the future of
8 African American children, all the way up the
9 ladder, even beyond the college years, quite
10 frankly, in terms of educational excellence.

11 It is significant that we're in this
12 facility, that we're right here. It really is. I
13 think that we're just getting to the point of
14 having met enough to get some sea legs to be able
15 to talk I think with some kind of authority. We
16 have looked at the landscape. We understand the
17 challenges that we are facing, whether it is about
18 the kids who are proficient in STEM, or about the
19 large numbers going into developmental, or
20 percentages in different kinds of institutions, we
21 see these kinds of problems across the
22 institutions, for example.

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1 These are the recommendations we make,
2 that we begin that we're in a position, as the
3 candidates I was talking with the Secretary about
4 this also. As the candidates come in, we should
5 be with some positions that we can present in
6 these different areas and that we've talked about,
7 for example, a paper, what parts of the paper are
8 important.

9 Spencer, you asked that question
10 yesterday, what parts of the paper are important
11 for what audience, to get them thinking about us,
12 to see us as a force that has the kind of
13 expertise that should be advising as appointments
14 are made, as people come into agencies, and as
15 they think about how they're going to operate
16 things, especially when thinking about one big
17 issues at the federal level.

18 This is what the National Academy study
19 said that I chaired several years ago. There
20 really is no coherent approach, with teeth, at the
21 federal level to the billions of dollars that are
22 called STEM education from these different

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1 agencies. Everybody can talk about these points
2 of light or whatever, and then you ask the
3 question, "So what difference has it made?"

4 DR. NETTLES: Yeah. So one idea so
5 that's sort of a general question, but I have two
6 specific questions. One is, in the short term,
7 for example, if Freeman was talking to the
8 Secretary and he'd say, okay, our commission is
9 excited about what Uri Triseman presented. Is
10 there a source of money that you know about for
11 Uri like the Math and Science Partnership stream?
12 Where would you get the money to scale this up?

13 Then the second part of the question is,
14 let's suppose that we set as a target to have you
15 in your presentations five years from now mention
16 the name of 10 black people who are working with
17 you. Everybody you mentioned, like Tony Bryk,
18 let's suppose we wanted 10 or a dozen black people
19 that you could give that talk and say, "Here's
20 what they're doing on this with us." How would we
21 do that? What would we need to make that happen?

22 DR. HRABOWSKI: Before he even answers

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1 that one, I think now there's the kind that we
2 might be able to make some big difference in on a
3 shortterm basis. That's the advantage we have in
4 terms of the training, in terms of whether it's
5 about doctoral students or partnering with
6 different groups.

7 That is the kind of recommendation
8 that's short term in terms of identifying people
9 who really can be experts and liaisons to the
10 initiative, which are very important. I think
11 it's an excellent question. Give your point of
12 view and what you want to say.

13 DR. TRISEMAN: I do think that the
14 President had the right idea and got thwarted by
15 Congress. I think the Department of Labor grants,
16 the right idea. And I think that any
17 administration will have to act to counter the
18 disproportionate influence of the elite
19 institutions in making public investments.

20 DR. HRABOWSKI: Those are big ideas.
21 Those are really big ideas. They really are. But
22 to his point, which is about are we producing the

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1 African American experts who can speak to the same
2 issues you're talking about for different types of
3 institutions, that is one that I think we can
4 speak to in the short term even, even as we talk
5 to Arne Duncan, quite frankly, and as we talk with
6 Wanda Ward, who has been working with NSF for a
7 long time in identifying people in the space, both
8 the preK through 12 space and the higher ed space.

9 Some people exist who need professional
10 development, others in the development of
11 something, to use some consultants who can be very
12 helpful. I know we're producing some right now
13 who are similar to the kinds of doctor students
14 you have, who are in STEM evaluation, who are
15 really quite good; African Americans, by the way.
16 But we need to look at those

17 DR. TRISEMAN: And to pinpoint support.

18 DR. HRABOWSKI: Yes. The fellowship
19 support and experiences. Michael, it's an
20 excellent point that you raise. That needs to be
21 in the record that we talk about the producing of
22 African Americans scholars in these areas to help

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1 us with these issues also. It's an excellent

2 DR. MARKS: Just a quick point of
3 clarification in terms of the Commission.

4 DR. HRABOWSKI: Yes?

5 DR. MARKS: Can we as an entity apply
6 for a federal grant, or would it have to be

7 DR. HRABOWSKI: I don't think we can
8 apply. Where is David? I don't think we can
9 apply for a grant, but we have the opportunity to
10 say to the Secretary, we're interested in NSF, for
11 example, looking at a way, working with some
12 institutions to do something It's that idea that
13 can be and we can encourage and support perhaps
14 commissioners in working with places, is a
15 possibility.

16 DR. MARKS: So if a subgroup wanted to
17 okay. I think I've

18 DR. HRABOWSKI: Here's David, too.

19 MS. HARRIS: So we can apply

20 DR. HRABOWSKI: Raise the question
21 again. I would say we cannot apply for grants in
22 this group

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1 MS. HARRIS: No, not internally from
2 Fed, but we can apply for that publicprivate
3 partnership that that was speaking of with
4 external entities to support the work of the
5 Commission to do some of the things that you're
6 talking about. But we cannot apply inside a
7 federal government for grants that are intended
8 for external entities.

9 DR. MARKS: But an unnamed subgroup of
10 us could.

11 DR. HRABOWSKI: No.

12 MS. HARRIS: No. Ethics, ethics,
13 ethics.

14 DR. HRABOWSKI: You are more limited
15 than you think you are.

16 MS. HARRIS: I will place my lawyer hat
17 back on and let you know that that is not
18 allowable, no one affiliated with this group.
19 Absolutely not.

20 MR. JOHNS: This is where I would look
21 to Karen. There are technical this might be an
22 offline conversation. There are technical

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1 classifications

2 DR. HRABOWSKI: We will come back to it.
3 Karen, we'll give you a chance so you can give an
4 official answer and show them how much they belong
5 to the federal government a little later on. All
6 right? They don't realize it. They may think
7 they're independent. I want to give Dr. Toldson a
8 chance to talk, and I'm told he has to leave in
9 the next 20 minutes or so.

10 MS. HARRIS: Oh.

11 DR. HRABOWSKI: Is that right? So
12 please, we need to I'm sorry. We'll get back to
13 the other questions. Okay? Let's give Dr.
14 Toldson a chance to talk. Please, come on up
15 here. Take my seat. I'm going to move over right
16 here to the side.

17 DR. TRISEMAN: And I need to go teach.

18 DR. HRABOWSKI: Oh, yeah. Let's give
19 Uri a hand. I'm sorry. Please.

20 (Applause.)

21 MR. JOHNS: Again, remember that Uri's
22 already agreed to he's really been helpful

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1 supporting the paper, and we'll talk about a site
2 visit. If you are especially interested in that,
3 please let me know before we depart today.

4 Presentation - Ivory Toldson

5 DR. TOLDSON: I'm mindful of the fact
6 that we're near the end of the day, and you all
7 have had a very meaty conversation today. So I'll
8 try to be brief, keep it to the point, and be as
9 energetic as I possibly can. I want to start off
10 by showing you all a brief video on our AllStar
11 program, and I'll talk a little bit about what the
12 AllStar program is and the context of the
13 presentation I have.

14 (Video played.)

15 MR. JOHNS: And it's not insignificant
16 that they established our program and secured
17 funding for it. So we should give them a round of
18 applause for supporting this initiative.

19 (Applause.)

20 DR. TOLDSON: Thank you. So the
21 students that you all just saw were in our first
22 class of HBCU AllStars. And what HBCU AllStars

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1 is, is it's a group of students that we have
2 designated as ambassadors to the White Initiative
3 on HBCUs at HBCUs all across the country. Last
4 year's class had 75; this year's class has 83.
5 They represent about 70 HBCUs across the nation.
6 They are at just about every HBCU you can imagine,
7 every HBCU type from public, landgrant, to small
8 private, and also some community colleges.

9 One of the reasons why we started the
10 AllStar program was because there are certain
11 opportunities that we have at the Initiative that
12 we thought would be best suited for students to be
13 advocates for on their campuses. Another reason
14 is because we wanted to contribute to the positive
15 press that HBCUs get.

16 So one of the things that you all might
17 say if you Googled HBCU AllStar, you'll see
18 articles coming out from local papers and HBCU
19 media all over the nation about the outstanding
20 work that their students are doing. Just
21 recently, last week we had an article in U.S. News
22 and World Report.

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1 In the higher education series, what
2 they did was they put out an article just on the
3 HBCU All-Stars, talking about how the HBCU All-
4 Stars are changing the narrative of HBCUs, that
5 they run counter to all the press that we have
6 seen about any HBCU that's closed, or any HBCU
7 that's having financial problems. U.S. News and
8 World Report talked about the fact that these All-
9 Stars are changing the narrative.

10 So that's one very positive thing that's
11 come out of the Initiative. I'm going to talk a
12 little bit about some of the other things we're
13 involved in, and as we look towards the end of
14 this administration, what are some of the
15 priorities going to be.

16 Chairman Hrabowski mentioned earlier
17 that we lost our executive director earlier this
18 summer, Dr. George Cooper, who came in at the same
19 time that I did, and I worked very closely with
20 him. He's someone who I really learned a lot from
21 and benefited from being under his guidance.
22 Since he passed away, we have pushed forward with

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1 a lot of the visions that he had and also working
2 very hard towards giving this conference together.

3 One of the main things that we want to
4 focus on going into the end of this administration
5 is on funding for HBCUs. One of the things that
6 we do with the White House Initiative on HBCUs is
7 we track the funding that goes from the federal
8 government to HBCUs annually. Right now, there's
9 about \$5 billion that goes from the federal
10 government to 100 HBCUs through a variety of
11 different sources, including Title III
12 allocations, Title IV support, and competitive
13 grants and contracts across 32 federal agencies.

14 We put out a report every year that
15 looks at funding levels. One of the things that
16 we have observed is that early in President
17 Obama's administration, those levels went up, and
18 a lot of that had to do with the Stimulus Act and
19 some of the positive changes that happened with
20 the Pell program. But in later years, it dipped a
21 little bit. So that's something that we've been
22 mindful of and cognizant of, and we want to do

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1 some very proactive things to try to get that
2 funding up, and I'll talk a little bit about some
3 of the things that we want to do.

4 One of the things that we're doing is
5 we're working more closely with our HBCU liaisons
6 to make sure that HBCUs have the type of
7 information and have the type of technical support
8 that they need to be as competitive as they
9 possibly can with the grants and contracting
10 opportunities.

11 We have an HBCU federal liaison in all
12 32 federal agencies, and under the executive
13 order, they are tasked with not only just giving
14 us information about HBCUs that have been funded,
15 but also to guide HBCUs to different opportunities
16 within their respective agencies.

17 The first part, them just giving us the
18 information, a lot of times, that's been the focus
19 of the Initiative. What we want to do now and
20 what we have started doing is having the liaisons
21 do more than just give us information. So I'll
22 give you an example of some of the specific things

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1 that we're doing in collaboration with them.

2 Starting earlier this year, I started
3 writing a series of blogs. Four of them have
4 already been published. We have published one on
5 the Department of Justice, one on the Department
6 of Education, another one on the Department of or
7 on NASA, and another one on HHS. All of them are
8 titled, How HBCUs Can Get Federal Sponsorship from
9 that specific agency.

10 We work closely with the federal
11 liaisons to create these blogs because one of the
12 things that we've observed is these agencies are
13 very large. They're very cumbersome. They have a
14 lot of different employees, and sometimes it's
15 difficult for HBCUs to know specifically where
16 they need to go to get the kinds of opportunities
17 that's going to benefit their campuses.

18 So what the blog does is demystifies
19 that. It has specific names of people, the
20 specific names of our titles of different
21 programs, and it also talks about some of the
22 funding priorities connected to the

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1 Administration, and it projects out to the next
2 budget cycle what are some of the things on the
3 budget, what are some of the things that you
4 should look out for. And those blogs are being
5 pumped out to about 3,000 people who have some
6 connection to HBCUs.

7 We started that earlier this year.
8 Recently, we also started doing webinars that's
9 associated with the blogs. So we have done two
10 webinars so far. One of them was at NASA. The
11 most recent one was at NSF. The first one we did
12 at NASA, we had 83 people I think it was 88
13 people who signed on to attend that webinar.

14 The most recent one we did at NASA, we
15 had 400 RSVPs and we had 600 people actually sign
16 on. These are 600 potential principal
17 investigators from HBCUs to that signed on, and we
18 delivered that webinar at NSF's headquarters, and
19 they talked about the HBCUUP program and other
20 types of opportunities that we have for HBCUs.

21 Another thing that we are doing is
22 trying to get more HBCU reviewers on to grants.

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1 That's something that has been effective for us
2 within the Department of Education and it's
3 something that we want to promote more throughout
4 the agencies.

5 At our conference next week, we will be
6 making some announcements that's going to make
7 some HBCUs very happy. There are some decisions
8 that have been made for some of the major grants.
9 And a lot of that is because of advocates like Dr.
10 Lomax and other advocacy groups that have really
11 pushed the Administration and pushed the agencies
12 to be more inclusive in the way that they review
13 grants.

14 Our advocates have been our strongest
15 asset in what we do. A lot of times when you work
16 the Administration, it's about what advocacy group
17 is on the outside making the most noise that
18 guides a lot of the priorities. So one of the
19 advantages that I feel like I have as an acting
20 director is that perhaps some other people in the
21 same positions as me don't have is I know that if
22 the Administration doesn't do right by HBCUs, our

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1 advocates are going to go out and make noise, and
2 we're going to have to deal with that.

3 So it's noise that I welcome, and I
4 think that as long as we are all on the same page
5 and that's getting the most funding to HBCUs
6 possible that noise will never be anything that
7 personally is a burden to me.

8 Another thing that I want to discuss is
9 the conference that's coming up next week. The
10 conference coming up next week is going to have a
11 lot of the things that are geared towards what I
12 talked about earlier, which is funding, but also
13 promoting private sector partnerships with HBCUs.

14 The producer of that video that you just
15 saw was ASPIRE, and the funder of that is the
16 Billion Dollar Roundtable. The Billion Dollar
17 Roundtable is and they're sponsoring our
18 conference this year also, one of our sponsors.
19 But the Billion Dollar Roundtable is a collective
20 of Fortune 500 companies that have all pledged to
21 do a billion dollars or more with minority and
22 womenowned businesses per year, so this is a large

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1 amount of money. And the definition that they
2 have used to define minority and womenowned
3 businesses is SBA's definition, which includes
4 HBCUs.

5 So when the members of the Billion
6 Dollar Roundtable and it's a group of 10 Fortune
7 500 companies that's growing. They inducted a few
8 more members at their conference in Dallas last
9 week not last week, last month. Working with
10 HBCUs helps them to meet their priorities. And
11 that's one of the things that I discussed when I
12 presented there. And when they talked about doing
13 business with minorityowned businesses, the topic
14 of HBCUs came up several times in a positive way,
15 in a way where people were saying that HBCUs is an
16 untapped resource.

17 So having more private sector
18 partnerships like that is going to be another
19 thing that we're focused on at the conference.
20 And we're also going to be focused on STEM
21 education.

22 Another one of our sponsors is Intel,

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1 and some of you all might know that Intel just
2 recently invested about or pledged to invest
3 about \$200 million in diversity initiatives. They
4 sponsored a portion of the conference. Dr. Lomax
5 is going to be on a panel with one of the people
6 that's in charge of that pot of money at one of
7 our plenary sessions at our conference. And
8 they're going to talk about some of the
9 investments are how HBCUs can fit into their plans
10 to have this major diversity initiative.

11 So in conclusion, there's a lot of good
12 things happening for HBCUs. There are a lot of
13 good things happening for the Initiative. But
14 there's a lot of work that needs to be done,
15 mindful of the fact that this particular
16 initiative, which I consider a brother or a sister
17 to my initiative, focuses on all African
18 Americans, all issues, not just HBCUs, but black
19 people in higher education in general, and not
20 just college students, but black people across the
21 entire educational spectrum. I see many, many
22 opportunities for us to partner together.

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1 The pipeline of students from high
2 school into HBCUs is something that's been a
3 concern of mine since I took this position. The
4 fact that where a lot of HBCUs are situated,
5 whether it be throughout the rural south or in
6 some of the larger southern cities, and some of
7 the cities on the East Coast and even the Midwest,
8 mindful of the fact that a lot of the high schools
9 that's closest to our institutions, our HBCUs,
10 that would be natural feeders to our HBCUs, don't
11 have the types of resources that it takes to
12 really prepare students for college.

13 We see a big boom in the community
14 college population, and we need to do as much as
15 we can to partner with community colleges, but we
16 also have to be mindful of the fact that a lot of
17 our students are going to community colleges
18 because high school isn't adequately preparing
19 them for fouryear institutions, and that's
20 something that we need to do something about.

21 The final thing I want to talk about is
22 the American College Promise Act. That is the

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1 proposal that President Obama put on the table to
2 start the process of creating universal higher
3 education by making two years of community college
4 free. Again, our advocacy groups made a lot of
5 noise on that. They talked about the need for
6 HBCUs to be a part of that. Our administration
7 listened. Our Secretary of Education listened.
8 And when it got to Congress, and we had
9 Congressman Bobby Scott and Senator Cory Booker to
10 draft the bill to put forth in order to try to
11 push the legislation through for it to be signed
12 eventually by President Obama, HBCUs were included
13 in that bill.

14 So if everything goes like we would want
15 it to go and this is a really steep hill to
16 climb, and it's going to take a lot of advocacy
17 and a lot of support but if the bill were to pass
18 as it's written right now, HBCUs would be included
19 in that proposal and two years of college would be
20 free for students who go to HBCUs.

21 So this is something that we're excited
22 about, something that we're working with all of

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1 our advocacy groups and everyone, and all of our
2 stakeholders to achieve. So thank you all for
3 giving me some time on the microphone, and we'll
4 open it up to any questions.

5 DR. HRABOWSKI: Let me start with
6 several areas

7 MR. JOHNS: Before you do that, I just
8 want to highlight for everyone, acknowledging
9 Ivory's point about the reality that there's so
10 much that we could do. The way that we have
11 chosen to leverage our limited capacity in energy
12 is to lean in, in the shared space around STEM,
13 access, completion, and success.

14 We have for a while talked about three
15 areas. One is a pipeline, one is workforce
16 merger, and we've also talked a lot about STEM.
17 But that's the shared space where we think it
18 makes sense for us to respond to the executive
19 order, which mandates that we supplement and not
20 supplant their efforts and find ways to work
21 together to support African Americans.

22 So we will continue to be as thoughtful

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1 as possible in how to weave that together, but
2 that's the thread that we'll follow through the
3 end of this term, at a minimum.

4 DR. HRABOWSKI: Let me reinforce what
5 David has just said and reinforce what
6 Commissioner Lomax said. Commissioner Lomax, I
7 want you to hear me saying this. I know you've
8 got to go, but I want you to hear this. It seems
9 to me that there were several things that you said
10 that fit well with what we were just hearing.

11 Number one, it is a fact that large
12 numbers of African Americans need support as they
13 leave high school for college, the large
14 percentages in developmental work. And whether
15 they're going to HBCUs, community colleges,
16 minorityserving institutions, or predominantly
17 white universities, they're in these developmental
18 courses that are not prestigious on anybody's
19 campus. And there are challenges with the culture
20 of those courses anyway. And we were hearing some
21 of the ways that some institutions have worked to
22 make a difference.

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1 At Catonsville Community College, for
2 example, Dallas is down there. He's the
3 superintendent of Baltimore County Schools.
4 Dallas, we've been working with your school
5 system. It's very interesting in looking at how
6 they have accelerated and gotten away from some of
7 the development work, the approach to help a lot
8 of black students move to other courses.

9 What I'm saying is if there were ways
10 that we could work across sectors, not just on
11 best practices, but ways of encouraging and
12 supporting institutions in grants from national
13 agencies, to give institutions the funds they
14 need, not just for conferences, but to help
15 faculty with the professional development and as
16 people work to figure out how do you do it
17 differently for the advising piece, for the
18 teaching piece, all of those things, we can learn
19 from each other and work, because we're trying
20 you said it well. We're trying to serve those
21 students. The emphasis is on those students.
22 That's number one.

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1 Number two, we know we're not producing
2 enough people in STEM, not helping enough people
3 in STEM, as you said, David, which is very
4 important. And the other piece, though, that I
5 think is something for the federal government that
6 we still are not seeing, and that is to understand
7 the demographics of the African American student
8 population. Of that 3 million people, to
9 understand You mentioned the high school piece.
10 We talk about that group. But if it is the case
11 that only about a million of the 3 are the high
12 school, well, who are these others? Are they
13 mainly between 25 and 35 years old? What
14 proportion are the veterans? What proportions
15 have children? What are we doing? How do we help
16 institutions to meet the needs of these different
17 groups? What are the places that are doing it?
18 What do we learn from different groups? And I'm
19 saying that I think we can support each other if
20 we help all kinds of institutions put the emphasis
21 on the student.

22 I'm going to say something. As a

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1 graduate of Hampton, working as the president of a
2 predominantly white university, I don't know any
3 institution that can't improve, that we can all
4 improve in putting the emphasis on what the
5 student needs. You get my point? And I want to
6 get us to think about that as we listen to what
7 returning mothers say or what the veterans tell
8 me. And the more we do, the more we realize we're
9 not doing.

10 Do you get my point? What I'm saying
11 is, if we can find ways to get that space of
12 intersectionality, for my fellow mathematician
13 here, it really could I think give us a chance to
14 bring in more of a bigger pie for everybody
15 because others can learn from what we're doing.

16 DR. TOLDSON: Yes, excellent point.

17 DR. HRABOWSKI: Other questions or
18 comments from anybody? Thank you. Go ahead.

19 DR. MARKS: Mine is real quick. In
20 terms of the free college, is there a cap on
21 tuition? So for example, if I'm at a private
22 HBCU, as this legislation gets presented up the

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1 chain and some private HBCU tuitions can be high
2 relative to public is there a cap?

3 DR. TOLDSON: I think so, but I don't
4 know that with certainty. It may be in the bill,
5 and the legislation you can find online. So look
6 up some key words to search would be American
7 College Promise, HBCU, Bobby Scott. I think that
8 will get you at least within the first three hits
9 on Google.

10 MR. JOHNS: If not, we can follow up
11 with the staff and get it.

12 DR. HRABOWSKI: Questions? Let's go
13 around. Let's go in the order. Let's go right
14 down the order. We're going to start with Kent
15 and go on down.

16 MR. MCGUIRE: My question's
17 off mic].

18 DR. HRABOWSKI: Okay. Go on down the
19 line. Is that Dallas?

20 DR. DANCE: Ivory, my question is very
21 simple. Do we know how many HBCUs existed just 5
22 or even 10 years ago, and how many exist today?

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1 DR. TOLDSON: Yeah. It doesn't
2 fluctuate that much. I mean, if we're only
3 looking

4 DR. DANCE: And I say that as a graduate
5 of

6 DR. TOLDSON: Yeah. If we're only
7 looking at 10 years back, I think we've only lost
8 two within that period.

9 DR. DANCE: Okay.

10 DR. TOLDSON: A good way to analyze that
11 would be to use IPEDS, a pretty simple query to
12 do. And even the ones when I say we've lost
13 them, in my terms, as not been closing is whether
14 or not they have lost their eligibility for
15 federal support. Morris Brown hasn't been lost
16 yet. It's still open, but they have lost their
17 eligibility for federal support.

18 JUDGE SMITH-RIBNER: One of the things
19 that we've been doing through our state and our
20 branch commission is trying to get the word out to
21 black students around the country about loan
22 forgiveness programs and how they can get their

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1 student loans forgiven if they go into certain
2 public jobs, public service work.

3 I wondered, are you focusing on that
4 issue with regard to the HBCUs? Because about
5 three years ago maybe two and a half years ago
6 we sent a letter to all the HBCUs, letting them
7 know about what we were doing in Pennsylvania and
8 about the federal law and various state laws that
9 are in effect with regard to loan forgiveness.

10 Is that something that's critical to
11 what you're doing?

12 DR. TOLDSON: Yes, it is because it's a
13 federal program. So any federal program is
14 something that is is what we do. We have sent
15 out information I guess similar to you, we've
16 sent out information to everyone in our network on
17 those opportunities. We've also had presentations
18 at our conference. We had a pretty large plenary
19 session on it at last year's conference.

20 Whether or not our strategies have been
21 the best to get the information out, I'm not sure,
22 but we can certainly talk about how to get that

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1 information out more aggressively, especially as
2 we talk about cohort default rates. And if the
3 federal government is take action on institutions
4 that have high levels of cohort default rates, we
5 should also take some positive action in helping
6 them to reduce that, not just with educating them
7 on the importance of giving or honoring their
8 commitment to pay it back, but also letting them
9 know the opportunities to get it forgiven.

10 JUDGE SMITH-RIBNER: Great.

11 MS. BOWMAN: What is the proportion of
12 African Americans to whites in traditional black
13 colleges?

14 DR. TOLDSON: The proportion

15 MS. BOWMAN: And particularly in the
16 professional schools.

17 MR. JOHNS: Whites at HBCUs?

18 MS. BOWMAN: Yes.

19 DR. TOLDSON: Okay. It varies quite a
20 bit. The graduate and professional programs at
21 HBCUs

22 MS. BOWMAN: Well, overall, what is the

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1 proportion?

2 DR. TOLDSON: -- tend to be a lot more
3 diverse than the undergraduate. But overall,
4 HBCUs are close to 90 percent black.

5 MS. BOWMAN: In the professional
6 schools?

7 DR. TOLDSON: Professional schools, I
8 don't know the exact number on that. But the
9 professional

10 MS. BOWMAN: I think we should know to
11 what extent, for instance, the medical schools --

12 DR. TOLDSON: -- schools tend to be

13 MS. BOWMAN: -- and law schools are no
14 longer really predominantly black.

15 DR. TOLDSON: Yeah. I can tell you,
16 with the law schools, Southern University in Baton
17 Rouge is 50 percent white now.

18 MS. BOWMAN: Well, Howard Medical School
19 is more than that, I think.

20 MR. JOHNS: [Inaudible - off mic].
21 We'll find the paper.

22 DR. BARTHWELL EVANS: I was just

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1 wondering, with those federal liaisons, as you've
2 been talking about, what is the trend you've been
3 seeing? Is there progress being made in the sense
4 that more funds are actually getting to the HBCUs?

5 DR. TOLDSON: A lot of that, we'll know
6 more as they give us the information back. The
7 efforts that I just described are pretty new. I
8 got into the position in September of 2013, so
9 this is my second year or the end of my second
10 year. The first year, we were collecting
11 information on what they had done last year, and
12 then last year, we were collecting information on
13 what they did in 2013. This year, we're
14 collecting information on what they did in 2014,
15 which is the information we're getting right now.

16 We'll know a little bit more about some
17 of our early efforts at that point. I think we'll
18 know a lot more next year when we look at 2015,
19 where I think we've had a lot more aggressive
20 efforts to get our federal liaisons more connected
21 than that. Now anecdotally, I can say that there
22 has been a lot more activity among HBCUs. I know

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1 with the First in the World competition, which was
2 in their first year disappointing to a lot of
3 people, we have our second announcement that's
4 coming up next week. And I can tell you that
5 people are going to be happy about that
6 announcement compared to what happened the first
7 year.

8 Across the federal agencies, I do see
9 positive stories like that. Hopefully, we could
10 get those numbers up.

11 DR. BARTHWELL EVANS: Just quickly, I
12 would just say that I worked with HBCUs and
13 partnered with that same office, starting in 2000,
14 at J.P. Morgan. And I think one of the things
15 we've been talking about as a commission is the
16 importance of accountability and having teeth
17 because those discussions have been going on for a
18 long time

19 DR. TOLDSON: Right.

20 DR. BARTHWELL EVANS: -- and I'm not
21 sure to what extent there are results.

22 DR. TOLDSON: Yeah.

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1 MR. JOHNS: Tiffany and Dr. Comer.

2 MS. LOFTIN: Thank you. Good to see you
3 again. It's been a while; I think CBC last year,
4 so it's good to see you. So I come from the
5 amazing state of California, and I went to UC
6 Santa Cruz. I'm one of the cofounders of this
7 thing called the African Black Coalition. It
8 represents 6.6 percent of the African American
9 students in the state of California that go to
10 University of California school systems, and they
11 have a conference every year. And I'd love to
12 share with them which I found out earlier I asked
13 the wrong person the right question. But I'd love
14 to share with them the HBCU transfer guarantee
15 project. And I know that you are a part of that
16 in some context, which I don't know completely.

17 But my question is two things. One,
18 what was the Department of Education's role in
19 that initiative, in that partnership? Were they
20 supportive? Why or why not? And then also, have
21 other states seen that model and then also got
22 excited about implementing that in their regions,

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1 too?

2 In 2011, over 500 black students in the
3 University of California school system were
4 admitted to HBCUs. So it's a really good program.
5 It wasn't there when I graduated four years ago.
6 But if it was, I would have taken advantage of
7 that. How can we share and disseminate that
8 information to current students that are there?

9 MR. JOHNS: Before you respond, really
10 quickly, we are endeavoring to end our meeting
11 formally at 3:00, to get everybody out here in
12 advance of our anticipated end time. We have two
13 public comments, so we need to reserve at least 10
14 minutes for that, and then official adjournment.
15 If anyone wants refreshments before they are
16 broken down, please grab coffee or a sandwich,
17 something to take on the plane. But we'll
18 continue this, and then move into that, just so
19 everybody knows what we're doing.

20 DR. TOLDSON: We will have a session at
21 the conference on that articulation agreement. We
22 were very, very excited when that agreement

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1 happened. We had no role in putting it together

2 MS. LOFTIN: Oh.

3 DR. TOLDSON: -- but we had a major role
4 in supporting it and cheerleading it. And we
5 think it's a model for other states. So it's
6 something that we're keeping a close hold and
7 seeing how we could promote other states doing the
8 same thing because and I go to California at
9 least I would say two or three times a year, and
10 the excitement around HBCUs in California is
11 something that intrigues me a lot. Everybody from
12 the entertainment industry, to the community
13 college there, the black members of Congress
14 there.

15 There's a lot of excitement about HBCUs.
16 And when I talk to the people who are doing this
17 articulation agreement, the hope and the optimism
18 that they have for HBCUs I think is something that
19 is missing in a lot of the places that have HBCUs
20 most.

21 MS. LOFTIN: Have HBCUs. Yeah.

22 DR. TOLDSON: So it's almost like an

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1 idealized view of HBCUs, which I'm not going to
2 complain about. But they see it as this chance
3 for their students and I can see why because the
4 state universities in California can be very
5 restrictive.

6 MS. LOFTIN: Yes.

7 DR. TOLDSON: And you have students
8 there's a teacher that I met in California who had
9 all of his students apply to HBCUs. And these are
10 students that were getting rejected to the
11 California state schools and could only go to a
12 community college. But they applied to several
13 HBCUs out there. They all got their acceptance
14 letters. They all came back excited.

15 So I think that New York and Minneapolis
16 and a lot of these places that have black
17 populations but no HBCUs present, it could be a
18 model for growing the enrollment at HBCUs, and at
19 the same time creating a new opportunity for black
20 students who don't have that opportunity in their
21 home states.

22 DR. HRABOWSKI: Last question. We're

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1 coming on back down the line, Dr. Comer. I
2 promise. We'll get Dr. Comer, too. We're going
3 to get you, too. I promise we will. Three last
4 questions.

5 MS. PRINGLE: Ivory, real quickly, what
6 is the current percentage of teachers that HBCUs
7 are preparing?

8 DR. TOLDSON: Twentyfive percent.

9 MS. PRINGLE: Twentyfive percent.

10 DR. TOLDSON: Of black teachers.

11 MS. PRINGLE: Black teachers; that's
12 what I meant.

13 MR. MCGUIRE: Three percent of the
14 nation's teachers are black [inaudible - off mic],
15 but a quarter

16 MS. PRINGLE: Are being prepared.

17 MR. MCGUIRE: -- are being prepared.

18 MS. PRINGLE: This is a long question,
19 but I'll just put it on the table for you to be
20 thinking about with us, since you're part of us.
21 We've talked a lot about teacher preparation, and
22 a little bit today about the professional

1 development of faculty at colleges and
2 universities, including HBCUs.

3 So I'd really be interested in hearing
4 what you think we as a commission need to be
5 talking about or focusing on as we think
6 differently about what teacher preparation needs
7 to be, given that difference in the statistics,
8 the number of our African American teachers who
9 are prepared in HBCUs; how HBCUs are looking
10 differently at teacher preparation. And not just
11 that, I mean, not just in terms of preparing
12 teachers, but actually preparing them, providing
13 them with the skills and the opportunities to help
14 lead us in reimagining teacher preparation.

15 DR. HRABOWSKI: And we will have other
16 conversations about it. It's time to go to Dr.
17 Comer and Dr. Bowman, and that will be it.

18 DR. COMER: Thanks for that very
19 informative presentation. All of the
20 presentations today have made me think about the
21 great potential of HBCUs. And at the same time,
22 there's always been, or been for me, a sense of

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1 threat to the HBCUs. My first question is, how
2 real do you think that threat really is, and what
3 are the factors involved? And secondly, how can
4 this initiative really be intentionally structured
5 to strengthen HBCUs?

6 DR. HRABOWSKI: Would you talk first
7 about what the HBCU Commission is designed to do?
8 But there's a very strong commission I'm going to
9 say that a very strong commission, headed by the
10 president of my alma mater, Bill Harvey, who is
11 the strongest of the black college presidents in
12 the country. He's got exactly that role. Let me
13 make that very clear to the whole commission.

14 DR. TOLDSON: And the Commission
15 supports what I describe, what we're doing, as far
16 as getting more support, more funding, more
17 federal funding to HBCUs. As far as the threat,
18 one of the things I think is very important to
19 underscore is that HBCUs are very diverse
20 institutions. There are 100 that qualify for
21 federal support. Among them, the largest have
22 about 10,000 students, which is about three of

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1 them. The small ones have less than a thousand
2 students. Probably the smallest has less than 500
3 students. Some of them are state. Some of them
4 are private. Some of them are twoyear.

5 So I give that background to say that
6 every group and every individual institution have
7 their own set of issues. There are some
8 institutions that are a lot stronger than others.
9 For every threat that we see, we see lots and lots
10 of successes. The problem is that Morgan State
11 could get a \$23 million grant from the federal
12 government, and we don't see that in the news.
13 But if a HBCU that few people have heard of files
14 for bankruptcy, then that gets spread out there.

15 A lot of times, some of the HBCUs that
16 go bankrupt or lose accreditation, a lot of times,
17 they've had problems for quite some time. And
18 when you really dig into the weeds of that
19 individual institution, you kind of understand
20 what happened. But the problem is that those
21 problems get projected on HBCUs as doing
22 everything that they're supposed to be doing.

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1 So as far as what this commission could
2 do or what anyone who cares about HBCUs could do,
3 one, we need to try our best to highlight the
4 successes at HBCUs to offset some of this negative
5 press because some of the negative press and the
6 negative perceptions is the problem of HBCUs,
7 because we have too many parents and too many
8 students that are saying I don't want to go to
9 HBCUs because of all these things that I heard,
10 when the HBCU that's closest to them may be their
11 best option, or may be the strongest institution.

12 At the same time, we give a false sense
13 of some continuity between white institutions.
14 When we talk about white institutions, we're
15 typically talking about these big brand
16 institutions. We're not talking about Towson
17 State or anything like that. But then with HBCUs,
18 when we talk about HBCUs, we're talking about an
19 HBCU that's having problems. So that narrative
20 has to be shifted some kind of way where we can
21 talk about HBCUs in the most positive way to
22 offset some of those other things.

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1 Another thing that I think is important
2 is that we concentrate on specific HBCUs that we
3 want to help and not necessarily say I want to
4 help the entire group. Because of the diversity
5 there are some specific things happening with
6 state HBCUs right now, with state funding cuts and
7 performancebased funding metrics, and things like
8 that.

9 So we need people to laser in on that
10 issue. And then there are other things that's
11 happening with smaller, religiousbased HBCUs that
12 have nothing to do with what's going in at state
13 HBCUs. But they have their own set of problems
14 with modernizing what they do and changing their
15 infrastructure and things like that, that needs to
16 be focused on. So being very specific and very
17 targeted about how we help HBCUs is something
18 that's very important.

19 DR. HRABOWSKI: Dr. Bowman?

20 DR. COMER: Just real quick.

21 DR. HRABOWSKI: Dr. Bowman has been
22 trying for a long time

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1 MS. BOWMAN: No, no. Well, I guess I
2 will. A number of year ago, I was in a Head Start
3 program, and the teacher was bragging that she was
4 having a third generation of lowincome kids in her
5 program. And I pointed out to her that our goal
6 is not to have three generations of lowincome
7 kids. Our goal is to improve what we're doing.
8 And I guess I'm concerned with your comment that
9 the kids, that many of them are not doing very
10 well. They're not providing an upward mobility
11 road for a lot of black kids. What can we do to
12 ensure that I think is my question more than how
13 do we support them in general.

14 DR. TOLDSON: You're talking about K
15 through 12?

16 MS. BOWMAN: How do we improve what
17 they're doing, taking the thing up, not just
18 maintaining the bottom?

19 DR. TOLDSON: How do we improve what
20 HBCUs are doing?

21 MS. BOWMAN: Yes. How do we help them
22 get better? You say change the vision of them.

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1 But we don't want to change the vision. We want
2 to change the reality of them.

3 DR. TOLDSON: Well, I mean, I think that
4 assumes that they're not doing something right,
5 and we can't say that as a collective of
6 institutions. So I'll go back to that specific
7 focus because if we say that HBCUs like Chairman
8 Hrabowski said, all institutions need to be
9 better. But HBCUs are very, very diverse, so we
10 need to highlight the HBCUs that are doing very
11 good work, and we need to work with HBCUs that
12 need to improve. And the best way to do that is
13 to either focus on a sector of institutions or
14 focus on a specific institution and find out what
15 it is specifically they're not doing right.

16 When we talk about HBCUs in
17 generalities, I've never really seen that
18 conversation be very productive, except with
19 people who have made it their entire business to
20 work with HBCUs. So I can talk about HBCU in
21 generalities because that's what I do every day.
22 But the average person out there that just wants

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1 to help black people, it's hard for them to talk
2 about HBCUs in generalities because there are so
3 many specific issues that HBCUs have, and specific
4 successes.

5 DR. HRABOWSKI: Let me explain

6 MS. BOWMAN: Policy, because I'm not
7 quite willing to let it go. We're trying to
8 develop policy, and we're saying that the HBCUs
9 are going to be supported as a group. And yet we
10 say, but they shouldn't be supported as a group.

11 DR. TOLDSON: Well, if you write a
12 policy, write it to specify which HBCUs that
13 policy represents. So if it's

14 MS. BOWMAN: So we don't treat it as
15 individual

16 DR. TOLDSON: -- so there are specific
17 policies for state HBCUs that I think are going to
18 be important. There are specific policies for
19 small, private, religiousbased HBCUs. There are
20 specific policies for public landgrant HBCUs. So
21 that's how we need to shape our policies.

22 DR. HRABOWSKI: And the fact is that we

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1 will find a wide range in quality in the 4,000
2 colleges and universities in America for two and
3 fouryear institutions, both the predominantly
4 black institutions and the traditionally white
5 institutions. So Dr. Toldson is absolutely
6 correct. Some of the strongest HBCUs have shown
7 they are continuing to be the leaders in producing
8 the largest numbers of African Americans who go on
9 to get PhDs in STEM.

10 You heard the president of Alabama State
11 saying that she could produce 15 PhDs last year in
12 a certain discipline, and they get good jobs in
13 Alabama. And there are whites who are coming to
14 her college to get those PhDs. She wants to get
15 some black kids to make it, too. So there are
16 some strengths there that we can find in these
17 institutions. Her challenge is to help some
18 African Americans, but she's got the strength of
19 faculty there to produce the PhDs, who get jobs
20 with military institutions.

21 I think the point of our policy, to go
22 to Dr. Bowman's point, is that first of all, it's

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1 very important just in terms of our mission, Dr.
2 Comer. There is a HBCU commission that is focused
3 primarily on that one. It is appropriate for Dr.
4 Toldson to be here, though, because we're looking
5 at all types of institutions, including HBCUs.
6 And as Dr. Lomax said, there are places where we
7 do have points of intersection.

8 So as we talk about helping institutions
9 help African Americans to get through
10 developmental courses, to produce more in STEM
11 areas, to work on early learning areas and teacher
12 preparation, we want to talk about teacher
13 preparation at all types of institutions, for
14 example. We do need to do that, whether it's
15 HBCUs or predominantly white institutions.

16 I want as a president of a predominantly
17 white university to get us to focus on the fact
18 that many of those institutions, including some of
19 the big name brands David, share that for me,
20 please, on the record I'm sorry, because I want
21 him to hear me saying this. Let us not assume
22 that because a predominantly white institution has

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1 a prestigious name, that it is necessarily
2 effective with African American students, because
3 I've seen too many that have taken in black
4 students where they have not been successful.

5 So we need to be looking at ways of
6 encouraging and supporting all types of
7 institutions in being more effective in helping
8 African American students to succeed in particular
9 disciplines. It is particularly the case in STEM
10 areas. And this is where my research falls, that
11 at the most prestigious institutions, African
12 Americans and others tend not to do well at the
13 undergraduate level. That's a place where some of
14 the HBCUs can be helpful in helping to look at
15 some of the practices that have help.

16 So what I'm saying is in terms of
17 policies, we really do need to look at ways that
18 we can work together with the understanding that
19 the HBCU Commission is primarily focused there.

20 Dr. Comer, the other point is this. It
21 is the case that some of the private institutions
22 that may have enrollment issues are going to have

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1 a different kind of challenge from public
2 institutions that get a certain level of funding;
3 big difference in the types of institutions that
4 they have. If you're smaller and you don't have
5 the tuition because you don't have the students,
6 that's one thing, compared to a public institution
7 that has more guaranteed funding. There are all
8 kinds of issues, level of prestige, how well
9 you're known, those kinds of things.

10 Questions. Michael Nettles, I cut you
11 off.

12 DR. NETTLES: No, that's no problem.
13 Thank you, Mr. Chairman.

14 DR. HRABOWSKI: Thank you.

15 DR. NETTLES: To Rebecca's point about
16 ideas, I'd like to hear those ideas that you might
17 have about overlap. One that occurred to me when
18 she raised the question was, though, that it would
19 seem that anything we did, Ivory, with regard to
20 trying to increase the production of people who
21 are prepared to be college and university faculty,
22 that might be in your best interest. Because I

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1 think one proportion of representation that you
2 did not talk about was the representation of black
3 faculty on the HBCU campuses. And if I'm not
4 correct I think it's about 50/50 now, isn't it?

5 DR. TOLDSON: Yeah.

6 DR. NETTLES: Yeah. So when Freeman
7 made the point earlier about and a lot of the
8 other 50 percent are international faculty as well
9 as nonAfrican American faculty. And many there
10 are several HBCUs that don't have a majority of
11 the faculty who are black, right?

12 So when we talk about production of the
13 faculty workforce, it could be really in our
14 mutual interest your commission and this one to
15 think about a recommendation that might be
16 beneficial to the country as a whole, but also in
17 the best interest of producing people for your
18 institutions. It's not just production of the
19 supply; it's the faculty work.

20 When President Boyd talked last night
21 about her faculty doing several different roles as
22 she expands the connection she's making in

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1 institutions, I started thinking about what
2 happens to those faculty when they go to
3 professional conferences and they're facing
4 faculty from the University of Michigan who teach
5 two courses in a term and can buy themselves out
6 most of the time of one of them. And they have
7 time to conduct the research, to produce the
8 papers, to produce the research. It's not
9 uncommon for a faculty on her campus to have five
10 courses in a semester to teach, and that's very
11 different. So I think that's something we have to
12 really think about together.

13 Public Comment

14 DR. HRABOWSKI: Great. We have one
15 public comment from Dr. Talithia Williams. Some
16 of you met her last night, professor at Harvey
17 Mudd, serving as a ACE Fellow this year. Dr.
18 Williams, you wanted to say something?

19 DR. WILLIAMS: Sure. Thank you for the
20 opportunity to be here. It's been amazing. I
21 wanted to comment about what speaks to young
22 people to make them go into STEM, and sort of what

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1 spoke to me. And at 18 years old, it wasn't the
2 fact that the country needed more mathematicians
3 and scientists. It was money. And when NASA said
4 we'll give you money to major in math, I said, "I
5 will take your money, and I will major in math if
6 that's what you need." And when math got hard and
7 I wanted to switch to English because I had taken
8 these AP courses I took AP calculus, but I took
9 AP English and AP U.S. history, and I was equally
10 good in any of them. I could have majored in any
11 of them.

12 But NASA said, we will give you money if
13 you major in one of these areas, and I said okay.
14 And when it got hard my mama didn't raise a fool.
15 I said, "Well, I can't switch because I will lose
16 money." I won't have money. So I'm going to suck
17 it up, and I'm going to get the help I need to be
18 successful. And I think that's the part that we
19 miss. And there are so many talented black kids
20 who came up with me who could have been math
21 majors who didn't have money, and so they picked
22 what area was easiest, and they're great lawyers

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1 today.

2 So I think we're missing that segment
3 who we could easily say, if you want to major in
4 one of these areas, we will give you the funding
5 to do so, as long as you stick with it. And I
6 think we could dramatically change the landscape
7 by doing that.

8 DR. HRABOWSKI: Thanks for your honesty.
9 I appreciate that. It's something for us to think
10 about, financial support for students, very
11 important.

12 Any final questions from anybody? Yes,
13 sir?

14 MR. RICE: I do not have a question. I
15 wanted to yield in order for the public comment to
16 occur. But I did just want to offer for the
17 record, very, very quickly, two points just trying
18 to connect this morning's conversation to this
19 afternoon's conversation.

20 It seems to me there are a set of issues
21 in terms of how we think about our own reports.
22 Some of them face Washington and federal action.

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1 These are things like they're boring things but
2 potentially really important ones, like our point
3 of view about data and data collection,
4 longitudinal data. If the data aren't there, we
5 can't even talk about it; research priorities as
6 well as incentives that sort of get at this
7 question of how academic African Americans
8 participate in that whole system. And really
9 important is what I thought we heard from both
10 people from the Department having to do with
11 shifting accountability constructs and the
12 associated regulatory changes that either inhibit
13 or encourage the kind of policy and behavior we
14 really like to see.

15 Then there are a set of issues that sort
16 of face the field, and/or institutions, where the
17 question of what we do or what we say isn't as
18 straightforward. I'd put first on that list this
19 whole question of narrative and messaging and
20 expectations. More than once or twice, it came
21 up, especially in the afternoon, that we're not
22 even signaling to our people what it is they can

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1 and should do. So they don't seize opportunities
2 that they should. The Commission the Initiative
3 should have a lot to say about that.

4 DR. HRABOWSKI: By the way, and you need
5 to know that we haven't even scratched the surface
6 in looking at what the federal government does
7 because as important as NASA and the Department of
8 Energy are, NSF is the fundamental STEM education
9 arm. And we're going to need to have a major
10 from them, and then from NIH because they do a lot
11 with STEM and health.

12 MR. RICE: Agree. We agree, absolutely

13 DR. HRABOWSKI: But your point is well
14 taken.

15 MR. RICE: -- agree. And that will be
16 important because I can assure you there are folks
17 right down the hall trying to figure out how to go
18 grab NSF money

19 DR. HRABOWSKI: That's exactly right.

20 MR. RICE: -- and use it in I would say
21 less productive ways.

22 Finally and this was behind my question

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1 about ESEA. I think you could attach the same
2 question to the reauthorizing of the Department's
3 research function or to the Higher Education Act.
4 In point of fact, we're at a moment of devolution,
5 where, increasingly, responsibility for almost all
6 the things we've been talking about are going to
7 rest increasingly outside Washington. So that
8 reality I think we have to confront, at the very
9 least, in terms of what we want to say to the
10 federal government about their role in holding
11 states and localities accountable for the kind of
12 things we care about, much less trying to
13 stimulate the kind of leadership in the field to
14 own the issues and concern that the Initiative
15 advances.

16 I just think we don't want to lose sight
17 at any of these meetings about what the takeaways
18 are for the signals and messages we send.

19 DR. HRABOWSKI: And you add the factor
20 of the candidates and the approach of whoever
21 becomes the president to that, in terms of the
22 level when you talk about devolving and the

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1 federal versus state, will be very important as
2 we're thinking. And we need to be observing as we
3 look at our own situation as African Americans in
4 looking at what different agencies have done, what
5 they might be able to do, and the timing will be
6 critical as we keep talking about these things.

7 Thank you all very much. I want you to
8 hold, please, because we'll continue the
9 conversation on the 19th by phone. That's the
10 next opportunity for a conversation. You can
11 always call David if you've got particular points,
12 or write us notes. But there will be a phone call
13 at 5:00 Eastern Standard time on the 19th. And
14 the bus is out there.

15 Adjournment

16 MR. JOHNS: While we're still on the
17 record, I just want to say thank you. I know last
18 night, we mentioned some specific instances in
19 which each of you have given your time, offered up
20 your institutions, all your brilliance to help
21 support the work. So I just want to thank each of
22 you and a special acknowledgement to Chairman

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1 Hrabowski, who spends an inordinate amount of time
2 helping me [off the record comment] that's off
3 the record.

4 So I just want to say thank you. I also
5 want to say thank you to the staff that allows us
6 to do this, our interns, our fellows

7 (Applause.)

8 MR. JOHNS: Thank you all.

9 (Whereupon, at 3:09 p.m., the meeting
10 was adjourned.)

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1 CERTIFICATE OF REPORTER

2 I, Janet Evans-Watkins, the officer
3 before whom the foregoing proceedings were taken,
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10 were taken; and, further, that I am not a relative
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21 My commission expires: October 31, 2016

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