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.

ATTENDEES

Chairman Freeman Hrabowski

Barbara Bowman

Gwendolyn Boyd

Peggy Brookins

Dallas Dance

James Comer

Albert Dotson

Akosua Barthwell Evans

James Freeman

Evelynn Hammonds

Khalilah Harris

Sharon Letterman-Hicks

David Johns

Tiffany Loftin

Michael Lomax

Bryant Marks

Cyril McGuire

Michael Nettles

Spencer Overton

Rebecca Pringle

Doris Smith-Ribner

ATTENDEES (continued)

Emmett Rice

Talithia Williams

Tykiah Wright

C O N T E N T S

P R O C E E D I N G S

(8:42 a.m.)

Presentation - James Minor

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

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

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

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

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

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

(Pause.)

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

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

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

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

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

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

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

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

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

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

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

Let me just turn to a couple of other

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

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

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

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

Yes?

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

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

The idea is that there are regulations

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

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

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

correctional education, the return is about five dollars.

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

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

competency in a particular subject matter or course matter, can they test out and receive credit or are there ways to demonstrate competency over and above sitting in a class for 16 weeks. So we've got a sector of post-secondary institutions who are participating in that experiment.

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

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

excited about that.

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

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

faring quite well in the competitive grant competitions.

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

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

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

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

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

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

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

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

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

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

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

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

DR. MINOR: It's nearly 50 percent.

DR. HRABOWSKI: That's what I

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

DR. HRABOWSKI: Start at community colleges.

DR. MINOR: Correct.

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

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

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

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

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

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

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

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

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

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

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

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

their educational expenses.

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

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

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

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

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

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

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

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

DR. NETTLES: Mr. Chairman?

DR. HRABOWSKI: Yes?

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

DR. HRABOWSKI: Oh, is that right?

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

(Laughter.)

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

(Laughter.)

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

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

going and those kind of things, would be useful.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

(Laughter.)

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

MS. LOFTIN: Hello. Good morning.

DR. MINOR: Hello.

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

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

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

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

efforts on that initiative?

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

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

MS. LOFTIN: Sure.

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

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

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

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

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

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

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

DR. MINOR: Yes.

MS. LOFTIN: Okay.

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

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

DR. HRABOWSKI: Next question.

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

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

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

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

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

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

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

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

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

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

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

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

MS. WRIGHT: Right.

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

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

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

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

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

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

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

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

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

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

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

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

and collecting and analyzing that data.

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

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

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

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

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

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

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

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

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

data, comprehensively.

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

DR. MINOR: Yes, absolutely that.

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

DR. MINOR: Yes.

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

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

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

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

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

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

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

DR. HRABOWSKI: You don't even know.

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

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

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

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

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

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

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

MR. DOTSON: You may have heard the chairman when we began talk about a report that we received from Dr. Comer and Dr. Bowman. They were talking about early childhood education. And embedded in that report was a reference to the new four role models, even at that early age. You mentioned a NearPeer Mentoring program, and I'm just curious how you're going to roll that out. Is this just about developing a relationship between young people in college and young people in the community, or are you focused on tutoring, some type of substantive educational support?

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

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

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

It was interesting. Lots of campuses

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

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

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

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

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

Everybody thinks that their mentoring

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

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

MR. DOTSON: Got it.

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

Barthwell Evans.

DR. BARTHWELL EVANS: I pass.

DR. HRABOWSKI: Okay. And then Commissioner Marks. Last question, and then we've got to take a 5minute break, and then we go to the next speaker.

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

DR. MINOR: I'm fine.

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

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

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

DR. MINOR: That's right.

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

I'm a Morehouse. I love Spelman. They

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

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

DR. MINOR: Thank you.

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

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

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

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

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

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

DR. MINOR: I have to run.

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

(Laughter.)

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

DR. HRABOWSKI: We are so impressed by you

DR. MINOR: Thank you.

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

DR. MINOR: Sure.

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

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

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

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

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

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

this sort of calculus.

I think we even talked about two things. One is sort of, for these large data systems, there's always a code book, if you will, for statisticians, for people who are really interested in how the formulas were calculated. There's a place for statisticians to go who are really big into that. But the qualifiers, I think, is a subject of a lot of conversation and something we hope that will be included in the scorecard.

DR. HRABOWSKI: Great. Let me suggest that David will work and get you to be on a phone call with us to answer several questions, because I do think the Commission needs to know more about where we are today with African Americans and graduation. You did mention that what numbers are graduating right now?

DR. MINOR: From high school?

DR. HRABOWSKI: No, no, college and post-secondary.

DR. MINOR: A percentage

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

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

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

DR. MINOR: So I will make a personal

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

DR. MINOR: Okay.

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

DR. MINOR: Mr. Chair, I will commit

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

DR. HRABOWSKI: I appreciate that.

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

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

DR. MINOR: Thank you.

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

appreciative.

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

(Laughter.)

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

DR. MINOR: Thank you.

(Applause.)

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

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

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

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

David, can you give a quick introduction, please?

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

Presentation - Ann Whalen

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

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

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

DR. HRABOWSKI: Good.

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

JUDGE SMITH-RIBNER: What's the overall

rate?

MS. WHALEN: Pardon?

JUDGE SMITH-RIBNER: The overall rate.

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

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

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

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

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

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

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

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

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

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

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

MS. WHALEN: So I would

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

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

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

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

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

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

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

MS. WHALEN: Yes.

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

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

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

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

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

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

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

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

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

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

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

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

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

MS. WHALEN: So just

DR. HRABOWSKI: Go ahead.

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

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

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

MS. WHALEN: Sure.

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

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

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

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

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

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

DR. BARTHWELL EVANS: And African Americans?

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

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

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

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

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

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

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

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

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

than the allschool group.

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

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

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

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

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

(Laughter.)

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

JUDGE SMITH-RIBNER: And consistent.

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

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

follow up with you.

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

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

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

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

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

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

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

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

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

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

DR. COMER: Okay.

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

longitudinal data systems?

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

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

MS. WHALEN: I think 2012 numbers just

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

DR. DANCE: Thank you.

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

(Laughter.)

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

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

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

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

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

their students.

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

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

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

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

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

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

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

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

eventually withholding of state and district funds.

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

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

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

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

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

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

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

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

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

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

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

MS. WHALEN: Just the technical assistance.

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

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

DR. HRABOWSKI: Enforce.

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

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

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

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

Massachusetts expanded their AP

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

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

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

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

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

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

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

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

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

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

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

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

I know that I am now 15 minutes over, so

MR. JOHNS: Why don't we pause. I thank you, Ann, and we'll invite you again to our November 16th conversation.

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

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

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

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

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

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

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

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

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

DR. HRABOWSKI: Ann, thank you so much.

MS. WHALEN: Thank you. Appreciate it.

DR. McGUIRE: [Inaudible - off mic].

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

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

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

MS. WHALEN: Wonderful. Thank you very much.

DR. HRABOWSKI: We'll invite you back.

MS. WHALEN: I appreciate that.

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

(Applause.)

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

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

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

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

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

DR. LOMAX: Thank you.

DR. HRABOWSKI: We can feel your presence already.

(Laughter.)

DR. HRABOWSKI: Intellectually.

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

Presentation - Ladoris Harris

MS. HARRIS: Good morning, everyone.

(Chorus of good mornings.)

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

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

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

If you look at I've been listening to

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

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

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

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

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

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

So what I want to do is share with you

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

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

So I ask you as a commission, are you

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

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

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

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

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

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

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

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

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

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

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

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

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

funding may be. Let me give you an example.

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

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

African Americans.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

business. So she's also one of our ambassadors. She has about a $2.4 billion business.

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

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

Many of the HBCUs came in to our complex, working with our scientists, helping them identify research and grants that were very particular for the energy sector. They've been working with us very closely. So the department overall has contributed probably $72 billion, in 2014 specifically, for minorityserving institutions.

One of the other things that we've had,

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

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

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

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

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

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

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

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

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

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

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

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

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

MS. HARRIS: Yes.

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

MS. HARRIS: Well, we're probably very

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

DR. HRABOWSKI: African American.

MS. HARRIS: African American, yes.

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

MS. HARRIS: Right.

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

MS. HARRIS: Yes.

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

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

MS. HARRIS: Right.

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

MS. HARRIS: Right.

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

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

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

DR. HRABOWSKI: Yeah.

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

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

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

DR. HRABOWSKI: And you didn't see any

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

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

MS. HARRIS: Right.

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

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

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

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

MS. HARRIS: Right.

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

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

MS. HARRIS: Right.

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

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

DR. HRABOWSKI: Yeah.

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

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

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

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

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

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

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

MS. HARRIS: Yes.

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

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

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

But I think everybody in the room would

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

But anyway, go ahead, please.

Presentation - Donald James

MR. JAMES: Well, thank you very much. And thanks, Dr. Hrabowski and others, for this privilege for me to be here. I first want to acknowledge my colleague from the Department of Energy. I too went to USC, but I went to a different USC

(Laughter.)

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

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

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

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

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

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

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

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

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

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

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

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

him how did you get interested in NASA.

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

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

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

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

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

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

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

challenges.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

to make commonsense judgments about the time away.

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

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

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

DR. HRABOWSKI: Commissioner Overton?

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

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

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

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

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

imagine and design.

DR. HRABOWSKI: Commissioner?

MR. OVERTON: Yes. Thank you very much.

DR. DANCE: Hit your mic.

MR. OVERTON: Thank you very much, Dallas.

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

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

Education and the Department of Energy?

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

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

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

MR. OVERTON: Sounds good. Thank you.

DR. HRABOWSKI: Commissioner Nettles?

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

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

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

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

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

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

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

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

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

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

I tested this idea out. Recently, I was

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

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

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

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

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

DR. BARTHWELL EVANS: Oregon, 17 of us.

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

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

the question.

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

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

UNIDENTIFIED MALE SPEAKER: 362 days.

(Laughter.)

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

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

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

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

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

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

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

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

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

DR. HRABOWSKI: Yes.

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

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

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

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

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

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

MS. HARRIS: K through 12? Yeah. I

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

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

DR. HRABOWSKI: That's right.

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

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

MS. HARRIS: Yes.

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

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

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

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

DR. NETTLES: Michael and I don't want

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

DR. LOMAX: In science.

DR. NETTLES: In science.

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

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

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

MR. JAMES: That's the point.

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

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

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

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

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

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

DR. HRABOWSKI: Yes.

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

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

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

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

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

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

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

DR. HRABOWSKI: That's right.

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

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

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

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

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

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

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

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

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

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

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

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

MS. WRIGHT: Yeah.

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

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

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

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

MR. OVERTON: Are those contracts online or not?

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

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

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

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

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

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

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

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

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

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

DR. BARTHWELL EVANS: Right.

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

DR. BARTHWELL EVANS: So that kind of collaboration.

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

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

MS. HARRIS: Yes.

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

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

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

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

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

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

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

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

it any less true.

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

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

DR. HRABOWSKI: Has it come out?

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

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

(Laughter.)

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

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

MR. JOHNS: Dr. Comer?

DR. HRABOWSKI: Commissioner Comer?

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

(Applause.)

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

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

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

DR. HRABOWSKI: We'll be beginning with

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

(Moment of silence.)

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

(Moment of silence.)

DR. HRABOWSKI: Thank you very much.

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

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

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

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

Presentation - Uri Triseman

DR. TRISEMAN: Thank you.

DR. HRABOWSKI: And please, as you have

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

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

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

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

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

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

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

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

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

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

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

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

So the effective route into a math

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

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

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

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

(Laughter.)

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

(Laughter.)

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

DR. HRABOWSKI: Why did we invite him?

(Laughter.)

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

requirements of their job.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

(Laughter.)

DR. TRISEMAN: If I only had that

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

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

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

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

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

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

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

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

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

DR. WILLIAMS: Preach, Uri, preach.

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

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

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

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

(Laughter.)

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

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

DR. TRISEMAN: That's right.

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

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

DR. HRABOWSKI: And there are a lot of

black students in those institutions

DR. TRISEMAN: That's right.

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

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

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

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

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

DR. TRISEMAN: That's a universal.

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

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

infants."

(Laughter.)

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

(Laughter.)

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

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

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

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

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

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

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

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

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

business models.

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

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

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

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

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

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

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

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

Maryland is sort of halfway in there as

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

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

(Laughter.)

DR. TRISEMAN: Sound familiar, my friend?

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

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

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

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

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

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

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

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

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

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

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

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

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

But before you go to questions, I just wanted to raise three things.

mic].

(Mr. Johns turns on mic.)

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

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

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

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

students.

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

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

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

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

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

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

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

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

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

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

I think two things that we need to be focusing on. That's one group of older, nontraditional students, but the nontraditional students are becoming the traditional students.

The older students, I think what is it? It's a third of all students pursuing postsecondary degrees, or some number like that, are actually just graduating from high school and going off to college. The vast majority are older, and they're having episodic relationships in the postsecondary in and out, in and out, in and out of employment or unemployment, and back into education and training.

So I think we need to be the way we're writing our report needs to really, I think the nontraditional as kind of an addon. I mean, that's huge. And we're all, if we live long enough, are going to wind up being nontraditional students getting additional training to be competitive in the workforce. So I think that's important.

I just would like you to speak on a little bit more about how we can do the advising in a way which focuses both on the career outcomes that the students have, the academic supports that they need to make the right choices and have the

right accelerated opportunities to pursue them, and also the social and the financial issues that they're facing.

I mean, I don't think the students the learners we're dealing with, this is coming at them in four or five different ways. Where are you seeing the best practice? Where are you seeing this being done really, really well that we could look at and say this is a scalable, replicable model that we don't have to invent?

DR. TRISEMAN: I think that one of the two or three areas of greatest innovation, promising innovation, in the twoyear space, is around intake processes, mandatory what's called intrusive advising in the current jargon, is that too many students are 12 percent of community college students do not know what they can do with their financial aid money in the first week. A scary percentage don't know how their courses relate to their desired outcomes. So more and more institutions are investing upfront in intensifying and strengthening their orientations.

On the employment side, some of them are using O*NET data, often purchased through Burning Glass and new commercial companies that package it, to give students a rough sense of what the labor market opportunities are four to six years out. So getting students to make a commitment to but not with blinders on to make an initial commitment to a metamajor, rough program of study connected to a cluster of careers, an industry cluster.

The best work, however, is tracking students once they start and enter into the sophomore year. The Tennessee Board of Regents has built beautiful software that gives students as they do their course selection realtime guidance so they can check how their courses connect to their purposes, their career opportunities, and even confidential information on pass rates and courses and other things that students can use to consider their program. Tristan Denley, a mathematician, built it; beautiful, beautiful stuff; Mark Milliron's work,

some of the companies that are working now with higher ed, have built such software. And they're just at the stage of setting interoperable standards for that work.

DR. HRABOWSKI: Gates is giving out these grants to some of us articulation STEM, and there are some remarkable models involved in electronic portfolios for students that will allow people at both the twoyear and fouryear institutions to put the emphasis on the student, at the center of the process. It really is making a difference.

By the way, I want the staff, David and Khalilah and others, if we can take what Commissioner Lomax said about the demographics, really lift it up everybody who talks about black students in college will talk about the 17yearold. And while we want to continue to give attention to that student, we don't look at the large numbers of students who are older, who return to college.

When I spoke at the commencement at Coppin two years ago, 65 percent of the students

were over 37 years old who graduated. There are large numbers. They come in and out of college. And we've got to rethink and help the public to rethink who is in college and different types of institutions, across institutions. So as we talk about 3 million in college and different kinds of institutions, we hadn't said it before today, but it's so important.

So what are the characteristics of those students? What percentage are the traditional students? Traditional and the oldfashioned, 18yearolds you just heard him say, about a third of them. What percent in community colleges, in the other institutions, and what percent of 25 and older we should talk about over 25, which are coming back, those kinds of things. We need to do that ourselves for this group, and then for the larger public. It's very important.

DR. TRISEMAN: So one of the things you'll find, and that we found, is that a very large number, the 25 year and older African American students are veterans. The military is

an incredibly powerful pathway to

DR. HRABOWSKI: The veterans. And my own experience at the inner city college, when you find a parent who is there because she or he wants to help their children, there's a level of motivation that people haven't thought about before. And they will do much better because they are ready to learn not just for themselves, but for their children. And the strategy you use for that group will be different from what you're using for the 17yearold uncle, that they're trying to get serious about the work because his mama told him he had to go.

You see what I'm saying? So there are different strategies depending on the group we're talking about.

MR. JOHNS: If it's not in the paper at one point the data point around the fact that the fastest growing population of individuals who return to college and complete are mothers who are held to do so because they have children. So if it's not there, we'll make sure that it's written.

DR. HRABOWSKI: And the problem with four-year institutions of all types, one of the problems is they're often not given the respect. They're treated as if they were 18 or 19yearolds.

DR. TRISEMAN: That's right.

DR. HRABOWSKI: They're not treated as responsible parents who are there with a different agenda, who need to be treated as responsible adults. Even the language that we use when they come in as firstyear students, we're talking about their parents when, quite frankly, they are the parent.

So I'm saying there are ways we can frame the language that will encourage even the federal government to give incentives for institutions, quite frankly, to change the culture of the institution, because it's going to take culture changes to rethink how we treat students, how we respect students, how we do the different characteristics, knowing the data, and then point it back.

We can get into these question about

this data, because the question you haven't answered for me yet and I want to push you on this what math does someone need? Because it's not going on to the capitalists mic] or any of that. For a person who's not interested in STEM, a person in general who is not even in social science, a student of the arts, what is quantitative literacy? What would you say? Because we have different answers.

DR. TRISEMAN: So on our website, David, you will find maps of all the majors in the institutions we work with and what their faculty have decided is the consensus for beginning math. And then we develop with the professional societies outcome measures for those courses that are now broadly sanctioned.

It used to be that quantitative literacy could properly be called our friends the numbers. These were our Mickey Mouse, easypass courses. They're not anymore.

DR. HRABOWSKI: No.

DR. TRISEMAN: So there are standard

outcomes for them, standards for them.

I do want to just on Michael's comment, this business about predictive analytics, which is a tricky issue for African Americans because often Google's use, a lot of uses of big data and predictive analytics have potential negative effects for African American populations. But what we've learned using picoeconomic modeling is that for African American students in our programs, with about 2,500 in our sample, there are three questions that they ask that's independent of age, that are extremely high predictors of whether they will continue to invest energy in their education. It's hyperbolic discounting. We've actually done mathematical modeling of this.

The first question is, can I really do this stuff? Because there's all the ambience, societal bullshit, that suggest that maybe people think you can't, and that affects people no matter how liberated and intellectually sophisticated they are. The societal weight of it matters. And

we know that if students don't defer judgment on that or come up with a positive answer, they withdraw their energy in the fifth of sixth week. So advising systems need to be able to deal with the mythology of intelligence, productive persistence. And in fact, most of this is about effort and right attributions of failure.

The second question is do I belong, which is the biggest predictor. Are there other people here like me or could I be like them? Who am I in this context? And that's a big predictor. If students don't really feel they fit, and they have trouble articulating it initially, what that feels like, they are less likely to succeed.

The third is purpose, and that's always been well known in the African American community, more so than other populations. The students are asking questions, see themselves as somewhat exceptional, and they understand that there are stakes attached to their success, and they ask questions about purpose.

But belonging is the biggest

capabilities after that, and purpose is third in predictive value. So the advising systems are getting more sophisticated. And if you look at New Mathways Project, we've built in group exercises where those issues get surfaced so that people can work through them without hitting them over the head and stereotyping them.

So predictive analytics is going to make a lot of this easier, but we have to really look at the racial and ethnic issues that are involved in big data use and the biasing of big data when looking at particular populations.

DR. HRABOWSKI: Questions from the group? Let's go around.

DR. MARKS: So just to follow up, that's a great segue. I'm a professor at Morehouse and also conduct focus groups with black males across the country and we talk about math.

DR. TRISEMAN: So Duane Cooper, [indiscernible].

DR. MARKS: Absolutely. He's a fraternity brother of mine as well.

So one question, two parts, mathematician. The notion is math phobia. Is that a real phenomenon in your opinion, sort of an inherent reaction, or fear, or aversion to mathematics, and how does that play out across race? And then, what you just touched on, so Carol Dweck does a lot of work around mindset.

DR. TRISEMAN: Yes.

DR. MARKS: Fixed versus growth mindset. And do you find across racial groups that, basically, performance inability is fixed versus it can grow with effort? So the notion is for African Americans, have you come across research that says they have more of a fixed mindset relative to other groups?

So you hear students and many of us might have said or met people who have said "I'm just not good at math," which if you do a rootcause analysis, it's probably, to your earlier point, when they were learning mathematics, there was a gap, some concept they didn't pick up or something like that. It was cumulative, and they

never mastered it, so they always had sort of this I'm just not good at. But when you rewind, there was something there that was missing, because as you said, one week of calculus, you miss it, you're behind.

So if you could speak to the math phobia piece and along fixed versus growth mindsets as a function of racial differences.

DR. TRISEMAN: Yeah. So I'm doing research in both of those areas, actually, so thank you for the softball question.

DR. MARKS: You sound a little bit like a psychologist, so I thought you might be going down that way.

DR. TRISEMAN: I should have been a psychologist. I realize only now. I have my first doctoral students getting tenure now in psychology departments, so I picked the wrong direction I think for me.

The phobia work, there's a lot of work that shows that across races, people have mythologies and counterproductive ideas about

mathematics that generate anxiety. The positive news is we haven't seen a disproportion in African American communities; Catherine Good did several nice research studies in this. And we have found relatively easy strategies to cope with the anxiety. Sian Beilock, one of my colleagues at the University of Chicago, published a summary of that research in Science two years ago. And we have woven in the routines that she suggests into the course materials and course structures in these programs.

Part of it has to do with the attributions related to struggle. Some of my students have videotaped classrooms in K12 and higher ed, where a problem that looks like it's doable is thrown out. And you can see that half the class gives up before the other half gets an idea. And then we debrief the students, how do they interpret, what are the attributions associated with struggle?

Some people say, "I just don't have the math gene," so we know that's there. That's more

dominant than phobia. And taking that notion apart is really critical to their progress because if people don't believe they can succeed at something, they're not going to invest a lot of energy in it.

All good math teachers wrestle with this, how do you essentially undermine that particular strategy. And the answer is you have to surface it and work on it, sort of like the cognitive behavioral therapy idea. But Sienne Beilock's article traces the different strategies for doing that, and we found them very, very effective; my post doc, David Yeager, who's sort of the rock star in this area. I've had three students who were post docs with Carol Dweck, my PhD student.

So what we're finding is that, first of all, there's a public misunderstanding of mindset. The big research was Claude Steele's, which showed that if you remind students of their ethnicity, it changes them mindsets are not tres [indiscernible] to dispositions. They're local

orientations to a problem-solving experience.

If you remind people that they're black, they tend to underperform. Margaret Shih showed that if you remind AsianAmerican women that they're women, they underperform. But if you remind them that they're Asian and talk about their parents, they overperform.

DR. MARKS: Right.

DR. TRISEMAN: And the way that works is by misdirecting attention. If you remind someone of a stereotype, they worry about it, and they have less shortterm working memory.

DR. HRABOWSKI: Standardized testing [inaudible - off mic].

DR. TRISEMAN: But we have shown it on all kinds of other exams, not just standardized tests.

DR. HRABOWSKI: Steele's work.

DR. TRISEMAN: Steele's work, right; of course, Steele's work.

DR. WILLIAMS: Can I ask that question again? How do you remind someone? How does that

look in practice? How you remind someone of their what's the strategy, and how do you remind somebody that you do that?

DR. MARKS: Could I actually I wrote my dissertation on this, that's why. Just real quick, we did a study of African Americans and HBCUs and PWIs of stereotype threat work when I was a graduate student at Michigan, so my dissertation was on this. And what we did is we had freshmen and seniors. Basically, they came into a lab. We said you're going to take a standardized test, similar in format to the SAT or the ACT. It's a very difficult test. Don't expect to get too many questions correct, but do the best you can. So for all students it was, quote/unquote "nondiagnostic."

What we did for half of the students, on their demographic, one-page survey, was sort of your name, hometown, year in school. The last question asked them to indicate their race. For the control group, no race question. And the only difference between the two conditions was that

race question.

To his point, freshmen at HBCUs and PWIs underperformed. Seniors, African American seniors, at HBCUs did not underperform. African American seniors at PWIs slightly underperformed. So we were able amongst African American seniors at HBCUs, they did not experience a stereotype threat effect in terms of detrimental performance and are still using standardized tests as the dependent variable.

DR. TRISEMAN: The story that Claude Steele saw was in my calculus class that led to a lot of this work. And it's worth just telling the story because it's beautiful, and it answers some of your questions.

I had a multiethnic group of students, about a third of them African American, working in calculus in my Emerging Scholars program. And there was one Asian woman in there, Bonnie Jo. And one day and the workshops were really hard, and it was high demand, high support. Bonnie Jo was in there, and her boyfriend and two of his

Chinese friends are waiting for her for the class to end. And I notice they're there, and I see an opportunity; do more black students really believe they can do as well as these Chinese students?

So I invite these three guys in and say, "Why don't you work on these problems?" because I know that they're not going to be able to solve them, and that's going to be important for my black students to see.

The first thing out of the boot, one of the Chinese kids goes, "Six over pi squared for that one." He nails it. And all the black students are going, "Holy shit. It's true."

(Laughter.)

DR. HRABOWSKI: Academically speaking.

DR. TRISEMAN: Academically speaking. That's right.

So it's like a terrifying moment. What do you do as a teacher? So you've got to praise the student to the hilt. I've never had a student who got that so quickly, and all my black students are going, "He doesn't love us anymore." And then

I just prayed, and I directed them to a harder problem. And this, about 110pound, thin, Chinese, Cantonese speaking student, he laughs at the answer, and he gets it wrong. And Frankie White, who's a 160pound African American athlete, now an MD PhD, gets up and says, "You fell into his trap." And she walks over to the Chinese student.

The racism at that time in the Chinese students was incredibly intense. And she puts her hand on his shoulder, and he freezes. And he's like writing, and she pulls the pencil out of his frozen hand, turns it over, erases his mistake, slowly turns the pencil back, corrects it, and sticks the pencil back in his fingers. And then she walks away, and she says, "You guys don't believe we can do this." And he looks up and he says, "Yeah, well, we're good at this, but you guys always sit in the front row. And you always get A's, too. How do you do it?" And she said, "Well, we stay up all night, we work together in our groups, and we get help whenever we need it. And we go to see Uri if we can't find the problem,

but he makes us answer it ourselves anyway." "How do you do it?" she said. "Well, we stay up all night; we work in groups." And a couple of years later when she finished her PhD, she wrote this autobiographical to us saying that that was the transformational moment in her life, when the veil of craziness sort of opened up, and she was able to dissipate all these selfdoubts that were in her genes, almost, and was embedded in her personality, and it was a revolutionary moment.

Claude Steele knew about this, and this was one of the sources of the stereotype threat idea. Then Josh Aronson became my post doc after he finished the dissertation on stereotype threat.

DR. HRABOWSKI: Claude came to my campus because he couldn't believe the level of achievement among black students in the midst of our worshiping Chinese students. And here was the point. Five black kids, who were the best from their groups, still didn't believe they were as good on the tests, on the standardized tests. Even when they all get A's in organic chemistry

and in genetics, their MCAT scores tended still to be and they are nationally lower.

You look at any standardized tests since I wrote the questions in the SAT work and all that the black scores Latino scores are low. The blacks are the lowest. But the thought among even the highest achieving black students would be the scores would be lower.

So I started saying to these students, "You can do anything." Just as you got an A in the same way my other racial students, Chinese and Russian got an A in organic, and you made an A, you can get 90plus percentile on the MCAT as you're going for the MD PhD. And they kept saying no; black students, the best black students, get the 75th percentile. The Asians and the whites get whatever. I said, "Well, how do you know with the prep that you cannot do it?" And amazingly, over several years, I finally got the first several students who got up to the 90th percentile, and then we showed it to them. We showed the grades these students had gotten, and

the percentile, and the others looked at it.

DR. TRISEMAN: That's right.

DR. HRABOWSKI: And it's amazing. Once they saw it could be done, then they started thinking that way. Now I get black kids who get the 99th percentile on the MCAT. And Claude came to my campus. He said, "I want to see this for myself," to see black kids at the top. We don't think it can be done. It's a matter of that high expectation. And it takes work, yeah, but you've got to have that expectation, especially about standardized tests because we tend do think, oh, the test is bias, and we can't all that stuff. And there is the issue.

DR. TRISEMAN: One of the most disappointing things, in Emerging Scholars, these honor programs that produced a lot of African American PhDs in math, was people would look at it. And they'd say, "Oh, you're providing such good tutoring." And then you have to grab them and say, "Look at the work they're doing."

DR. HRABOWSKI: Yes, yes.

DR. TRISEMAN: The mythology is so deep.

DR. HRABOWSKI: Because America does not think that African Americans have the gravitas to be the best in STEM.

DR. TRISEMAN: That's right.

DR. HRABOWSKI: There is the challenge. I'm going to just put it out there, that we have to show because we do, and it just has to be shown. There are people who have produced students, and we just have to keep lifting. And it takes that, though. It does take that. It really does, because there are many people who don't think we have the gravitas to do it in 2015. And when you only have under 1 percent scientists

DR. TRISEMAN: It reinforces this.

DR. HRABOWSKI: -- people will reinforce that idea, so there's no need. They don't push because they're thinking, well, they don't exist. That's the thought.

Other questions, please? Go ahead. Let's go on around, please.

DR. NETTLES: I think you're coming

around this way, and I'll wait my turn.

MS. PRINGLE: Okay. So first of all, Uri, this is fascinating. Thank you for joining us last night and today.

DR. TRISEMAN: My privilege.

MS. PRINGLE: Tomorrow, too. A couple of questions. As you are taking on, rethinking, and redesigning math courses, rethinking how you think about those gateway courses that oftentimes result in particularly our students not persisting and not completing, two things that I want you to talk a little bit about.

First of all, in the convening of folks and having that conversation about redesigning, reimagining, either the sequence, or the structure, or whatever it is, the gateway math courses, did you have conversations with K12 teachers as well, and involve them in that discussion? And if not, what are your plans on that?

Then as you were talking about it, the intermediate and college algebra courses and

thinking differently about them so that they're designed in a way that they're relevant regardless of what path you pursue let's say you don't pursue a STEM path did you think about, or have you talked about any unintended consequences?

I "worry" is not the right word. Have you thought about any unintended consequences, like tracking, where those students who could or would, but didn't necessarily imagine themselves aspiring to engineering or math, higher level math, that kind of thing?

DR. TRISEMAN: So I'll take the second one first. One of the happiest pieces of one of the happiest occurrences in this work is that about 20 percent of the students who start saying they're not STEM, but they go into a stat or quan lit pathway, when they get A's, they say, "You know, I can do this," and it emboldens them to change their aspirations.

Then you have a really tough problem because you need to build bridges to courses that allow people to develop the computational

facility, an algebraic symbol facility, that normally takes years to develop. And we have several research projects on this now working with Marilyn Carlson, who many consider the expert on consolidation of algebraic skill knowledge.

So we're getting a lot of people who really had no interest because they thought they weren't any good in math, and all of sudden discover they're not only good at it, but they like it, and they want to do more, and then have to deal with the reality that all through K12 and through other parts of their life, they had no experience playing with mathematical ideas or concepts. So that's a real challenge for the field.

For K12, just as higher ed has changed via the completion, K12 is changing so that a diploma means college readiness. So there's a lot of tectonic plate shifts. So in our state task force work Georgia first, Ohio second one of the outcomes is redefining the freshman course rigor in terms of the common core standards, practice

standards, is building structural alignment with the mathematical practice standards in K12 and the design of freshman courses.

Most of my work is actually in K12 these days, building course structures that align with these bridges. But that's very tough work because the common core is focusing people on K-10 in most places, preK10, and 1112 has gotten virtually no attention in the policy space. So that's a ripe area for creative work, and we're trying to build down from higher ed into that space.

DR. HRABOWSKI: If you look at the AP exams everybody should know this, and, Mike, you're in the room how low the proportion would be or the probability of any African American earning even a 3 on AB and BC calculus. The probability is so small right now. I mean, I don't think people know what it takes.

What I'm going to tell you is even with a 5 on the AB and BC, there's no guarantee the students going to make it in STEM in college because of the culture of STEM right now. So

you've got those challenges on the one hand. But that's a different problem from helping students get to the point where they can get past developmental math, so they can get a degree of some type. That's another kind of issue we have to face.

DR. TRISEMAN: Yeah. So I'm teaching freshman calc for math majors and engineers and biology students at UT. I have 110 students. Only four of them did not get a 3 or better on an AP exam in high school. 106 of my students already learned a fullyear of high school calculus, and getting a 3 means you know something.

DR. HRABOWSKI: Right, but it doesn't guarantee anything. I mean, my 5's when you've got

DR. TRISEMAN: So most of my black students

DR. HRABOWSKI: -- when you're competing against I mean, everybody gets a 5 if you're going to really be in science and engineering.

But you're competing against Chinese and Russian kids who had that kind of background sometimes in the 9th and 10th grade. So it doesn't mean anything in terms of competition. I mean, you've still got so much work to do. Most Americans don't understand how hard it is to get we've got to figure out how to help more, but it's a real challenge.

DR. MARKS: Dr. Triseman, just real quick, have you talked to the College Board about your work? Have you consulted with them at all?

DR. TRISEMAN: For years, I did. But then now with David Coleman in there, I'm sort of reconnecting.

DR. HRABOWSKI: But Michael Nettles is by far the leading expert, from ETS and College Board, when thinking about these issues, not just for diversity and minorities, but in testing and assessment, and standardized tests.

Michael, say something. What's your point of view?

DR. NETTLES: Well, thank you, Freeman.

And I worry about this a lot. Beyond the underrepresentation of AP students who are African American in the country, we don't have much access to the courses

DR. HRABOWSKI: Right.

DR. NETTLES: -- where we are. So that's one thing that has to be solved. The teaching force in the schools that African Americans attend, where we're in the majority, aren't as often teaching or studying AP curricula or even the international baccalaureate curriculum and so on. So that's a start.

The second place is Freeman's made the point very well about our lower performance. Now, the good news is that there are more people taking them these days than there used to be, and more students doing better. So something's happening in some places. Not nearly enough. We need to study what it is that they're bring to the table now that we weren't before. And it could be some exposure to a variety of things like you've introduced here.

If I can sort of go to my question because it's not so unrelated.

DR. HRABOWSKI: Before you go to your question, just so people know it, before they get to the AP, though, here's the issue. I mean, Baltimore I mean, a lot of places in Maryland are offering a lot of AP for black kids. But when I go and look and dive into the basic algebra they're offering, for my math teachers in the room, algebra 2 is not as rigorous as, quite frankly, algebra 1 in some other schools. You hear what I'm saying? That it may be called algebra 2, but the level of rigor is less than algebra 1, let alone getting to the AP stuff.

So when we are working with children in the afterschool programs on algebra 2, we're finding that we've got to go back and go to algebra 1 because they didn't get that basic foundation, let alone getting to the AP. You get my point? I mean, I'm talking about still so you can finish a course and have a B in it, in a lot of school systems in Maryland, in America, and you

don't know Dlevel work. There's no consistency in the rigor of the work depending on the school system and the school. And people don't want to say it, but it is the reality of the situation right now. But go ahead.

DR. NETTLES: That's exactly right, and the same is true within AP courses.

DR. HRABOWSKI: Yeah, yeah, yeah.

DR. NETTLES: So the difference in the quality of instruction varies. Now, I have on my Washington hat and my commission hat today. There are a variety of ways to engage you on this topic. I'm assuming that David Johns and Freeman brought us into this building of the Appropriations Committee so that we could at least begin to smell the money.

(Laughter.)

DR. HRABOWSKI: That's very good, Michael.

DR. NETTLES: And I heard a sales pitch in your presentation of sorts. I'm a researcher, too, so I know when I'm being hit on for

resources. You said something about scaling up and all this kind of stuff.

DR. HRABOWSKI: Yep.

DR. NETTLES: And I'm going to take it on faith. Nobody knows this stuff better than Freeman on mathematics and what it takes to succeed. So I'm going to take it on some level of faith that you were brought here because you represent what might be considered part of the solution.

So how do we take advantage of what you are talking about? I mean, we've got 40 million African American people in the country. You saw the data on how many are in K through 12. We've got a lot in higher education. What should we do with what you've brought here?

DR. HRABOWSKI: I think you raise an excellent point. I think, going back to those broad areas that we've talked about, from the early learning to issues we've talked about in K through 12, from the teacher issues to the disciplinary, all those things, then at the higher

ed area, the questions that we're talking about right now, it is important for all of us to have the same information, get on the same page, to understand what is happening right now, what the challenges are right now, and what some of the strategies are.

Uri makes a point that I made and several have made, that it's not about individual programs that will make a difference. The question is how do we transform systems and the culture in some ways, and it will require both federal, state, corporate, foundation worlds collaboratively doing some things.

I think we have an opportunity to become as informed, first of all, about the current state of affairs, not just the problems, but what is either working or on its way to working, whether it's about getting us away from the traditional development of courses or effective ways that we're working with early learners and the teaching, or what we're doing in teacher prep that's working in different places, all those

areas.

So that as we prepare these papers, David, and as people give input into those, and as we ask people with experience to give us advice about this next administration, we can speak with some authority about what we see as critical to the future of our country and to the future of African American children, all the way up the ladder, even beyond the college years, quite frankly, in terms of educational excellence.

It is significant that we're in this facility, that we're right here. It really is. I think that we're just getting to the point of having met enough to get some sea legs to be able to talk I think with some kind of authority. We have looked at the landscape. We understand the challenges that we are facing, whether it is about the kids who are proficient in STEM, or about the large numbers going into developmental, or percentages in different kinds of institutions, we see these kinds of problems across the institutions, for example.

These are the recommendations we make, that we begin that we're in a position, as the candidates I was talking with the Secretary about this also. As the candidates come in, we should be with some positions that we can present in these different areas and that we've talked about, for example, a paper, what parts of the paper are important.

Spencer, you asked that question yesterday, what parts of the paper are important for what audience, to get them thinking about us, to see us as a force that has the kind of expertise that should be advising as appointments are made, as people come into agencies, and as they think about how they're going to operate things, especially when thinking about one big issues at the federal level.

This is what the National Academy study said that I chaired several years ago. There really is no coherent approach, with teeth, at the federal level to the billions of dollars that are called STEM education from these different

agencies. Everybody can talk about these points of light or whatever, and then you ask the question, "So what difference has it made?"

DR. NETTLES: Yeah. So one idea so that's sort of a general question, but I have two specific questions. One is, in the short term, for example, if Freeman was talking to the Secretary and he'd say, okay, our commission is excited about what Uri Triseman presented. Is there a source of money that you know about for Uri like the Math and Science Partnership stream? Where would you get the money to scale this up?

Then the second part of the question is, let's suppose that we set as a target to have you in your presentations five years from now mention the name of 10 black people who are working with you. Everybody you mentioned, like Tony Bryk, let's suppose we wanted 10 or a dozen black people that you could give that talk and say, "Here's what they're doing on this with us." How would we do that? What would we need to make that happen?

DR. HRABOWSKI: Before he even answers

that one, I think now there's the kind that we might be able to make some big difference in on a shortterm basis. That's the advantage we have in terms of the training, in terms of whether it's about doctoral students or partnering with different groups.

That is the kind of recommendation that's short term in terms of identifying people who really can be experts and liaisons to the initiative, which are very important. I think it's an excellent question. Give your point of view and what you want to say.

DR. TRISEMAN: I do think that the President had the right idea and got thwarted by Congress. I think the Department of Labor grants, the right idea. And I think that any administration will have to act to counter the disproportionate influence of the elite institutions in making public investments.

DR. HRABOWSKI: Those are big ideas. Those are really big ideas. They really are. But to his point, which is about are we producing the

African American experts who can speak to the same issues you're talking about for different types of institutions, that is one that I think we can speak to in the short term even, even as we talk to Arne Duncan, quite frankly, and as we talk with Wanda Ward, who has been working with NSF for a long time in identifying people in the space, both the preK through 12 space and the higher ed space.

Some people exist who need professional development, others in the development of something, to use some consultants who can be very helpful. I know we're producing some right now who are similar to the kinds of doctor students you have, who are in STEM evaluation, who are really quite good; African Americans, by the way. But we need to look at those

DR. TRISEMAN: And to pinpoint support.

DR. HRABOWSKI: Yes. The fellowship support and experiences. Michael, it's an excellent point that you raise. That needs to be in the record that we talk about the producing of African Americans scholars in these areas to help

us with these issues also. It's an excellent

DR. MARKS: Just a quick point of clarification in terms of the Commission.

DR. HRABOWSKI: Yes?

DR. MARKS: Can we as an entity apply for a federal grant, or would it have to be

DR. HRABOWSKI: I don't think we can apply. Where is David? I don't think we can apply for a grant, but we have the opportunity to say to the Secretary, we're interested in NSF, for example, looking at a way, working with some institutions to do something It's that idea that can be and we can encourage and support perhaps commissioners in working with places, is a possibility.

DR. MARKS: So if a subgroup wanted to okay. I think I've

DR. HRABOWSKI: Here's David, too.

MS. HARRIS: So we can apply

DR. HRABOWSKI: Raise the question again. I would say we cannot apply for grants in this group

MS. HARRIS: No, not internally from Fed, but we can apply for that publicprivate partnership that that was speaking of with external entities to support the work of the Commission to do some of the things that you're talking about. But we cannot apply inside a federal government for grants that are intended for external entities.

DR. MARKS: But an unnamed subgroup of us could.

DR. HRABOWSKI: No.

MS. HARRIS: No. Ethics, ethics, ethics.

DR. HRABOWSKI: You are more limited than you think you are.

MS. HARRIS: I will place my lawyer hat back on and let you know that that is not allowable, no one affiliated with this group. Absolutely not.

MR. JOHNS: This is where I would look to Karen. There are technical this might be an offline conversation. There are technical

classifications

DR. HRABOWSKI: We will come back to it. Karen, we'll give you a chance so you can give an official answer and show them how much they belong to the federal government a little later on. All right? They don't realize it. They may think they're independent. I want to give Dr. Toldson a chance to talk, and I'm told he has to leave in the next 20 minutes or so.

MS. HARRIS: Oh.

DR. HRABOWSKI: Is that right? So please, we need to I'm sorry. We'll get back to the other questions. Okay? Let's give Dr. Toldson a chance to talk. Please, come on up here. Take my seat. I'm going to move over right here to the side.

DR. TRISEMAN: And I need to go teach.

DR. HRABOWSKI: Oh, yeah. Let's give Uri a hand. I'm sorry. Please.

(Applause.)

MR. JOHNS: Again, remember that Uri's already agreed to he's really been helpful

supporting the paper, and we'll talk about a site visit. If you are especially interested in that, please let me know before we depart today.

Presentation - Ivory Toldson

DR. TOLDSON: I'm mindful of the fact that we're near the end of the day, and you all have had a very meaty conversation today. So I'll try to be brief, keep it to the point, and be as energetic as I possibly can. I want to start off by showing you all a brief video on our AllStar program, and I'll talk a little bit about what the AllStar program is and the context of the presentation I have.

(Video played.)

MR. JOHNS: And it's not insignificant that they established our program and secured funding for it. So we should give them a round of applause for supporting this initiative.

(Applause.)

DR. TOLDSON: Thank you. So the students that you all just saw were in our first class of HBCU AllStars. And what HBCU AllStars

is, is it's a group of students that we have designated as ambassadors to the White Initiative on HBCUs at HBCUs all across the country. Last year's class had 75; this year's class has 83. They represent about 70 HBCUs across the nation. They are at just about every HBCU you can imagine, every HBCU type from public, landgrant, to small private, and also some community colleges.

One of the reasons why we started the AllStar program was because there are certain opportunities that we have at the Initiative that we thought would be best suited for students to be advocates for on their campuses. Another reason is because we wanted to contribute to the positive press that HBCUs get.

So one of the things that you all might say if you Googled HBCU AllStar, you'll see articles coming out from local papers and HBCU media all over the nation about the outstanding work that their students are doing. Just recently, last week we had an article in U.S. News and World Report.

In the higher education series, what they did was they put out an article just on the HBCU All-Stars, talking about how the HBCU All-Stars are changing the narrative of HBCUs, that they run counter to all the press that we have seen about any HBCU that's closed, or any HBCU that's having financial problems. U.S. News and World Report talked about the fact that these All-Stars are changing the narrative.

So that's one very positive thing that's come out of the Initiative. I'm going to talk a little bit about some of the other things we're involved in, and as we look towards the end of this administration, what are some of the priorities going to be.

Chairman Hrabowski mentioned earlier that we lost our executive director earlier this summer, Dr. George Cooper, who came in at the same time that I did, and I worked very closely with him. He's someone who I really learned a lot from and benefited from being under his guidance. Since he passed away, we have pushed forward with

a lot of the visions that he had and also working very hard towards giving this conference together.

One of the main things that we want to focus on going into the end of this administration is on funding for HBCUs. One of the things that we do with the White House Initiative on HBCUs is we track the funding that goes from the federal government to HBCUs annually. Right now, there's about $5 billion that goes from the federal government to 100 HBCUs through a variety of different sources, including Title III allocations, Title IV support, and competitive grants and contracts across 32 federal agencies.

We put out a report every year that looks at funding levels. One of the things that we have observed is that early in President Obama's administration, those levels went up, and a lot of that had to do with the Stimulus Act and some of the positive changes that happened with the Pell program. But in later years, it dipped a little bit. So that's something that we've been mindful of and cognizant of, and we want to do

some very proactive things to try to get that funding up, and I'll talk a little bit about some of the things that we want to do.

One of the things that we're doing is we're working more closely with our HBCU liaisons to make sure that HBCUs have the type of information and have the type of technical support that they need to be as competitive as they possibly can with the grants and contracting opportunities.

We have an HBCU federal liaison in all 32 federal agencies, and under the executive order, they are tasked with not only just giving us information about HBCUs that have been funded, but also to guide HBCUs to different opportunities within their respective agencies.

The first part, them just giving us the information, a lot of times, that's been the focus of the Initiative. What we want to do now and what we have started doing is having the liaisons do more than just give us information. So I'll give you an example of some of the specific things

that we're doing in collaboration with them.

Starting earlier this year, I started writing a series of blogs. Four of them have already been published. We have published one on the Department of Justice, one on the Department of Education, another one on the Department of or on NASA, and another one on HHS. All of them are titled, How HBCUs Can Get Federal Sponsorship from that specific agency.

We work closely with the federal liaisons to create these blogs because one of the things that we've observed is these agencies are very large. They're very cumbersome. They have a lot of different employees, and sometimes it's difficult for HBCUs to know specifically where they need to go to get the kinds of opportunities that's going to benefit their campuses.

So what the blog does is demystifies that. It has specific names of people, the specific names of our titles of different programs, and it also talks about some of the funding priorities connected to the

Administration, and it projects out to the next budget cycle what are some of the things on the budget, what are some of the things that you should look out for. And those blogs are being pumped out to about 3,000 people who have some connection to HBCUs.

We started that earlier this year. Recently, we also started doing webinars that's associated with the blogs. So we have done two webinars so far. One of them was at NASA. The most recent one was at NSF. The first one we did at NASA, we had 83 people I think it was 88 people who signed on to attend that webinar.

The most recent one we did at NASA, we had 400 RSVPs and we had 600 people actually sign on. These are 600 potential principal investigators from HBCUs to that signed on, and we delivered that webinar at NSF's headquarters, and they talked about the HBCUUP program and other types of opportunities that we have for HBCUs.

Another thing that we are doing is trying to get more HBCU reviewers on to grants.

That's something that has been effective for us within the Department of Education and it's something that we want to promote more throughout the agencies.

At our conference next week, we will be making some announcements that's going to make some HBCUs very happy. There are some decisions that have been made for some of the major grants. And a lot of that is because of advocates like Dr. Lomax and other advocacy groups that have really pushed the Administration and pushed the agencies to be more inclusive in the way that they review grants.

Our advocates have been our strongest asset in what we do. A lot of times when you work the Administration, it's about what advocacy group is on the outside making the most noise that guides a lot of the priorities. So one of the advantages that I feel like I have as an acting director is that perhaps some other people in the same positions as me don't have is I know that if the Administration doesn't do right by HBCUs, our

advocates are going to go out and make noise, and we're going to have to deal with that.

So it's noise that I welcome, and I think that as long as we are all on the same page and that's getting the most funding to HBCUs possible that noise will never be anything that personally is a burden to me.

Another thing that I want to discuss is the conference that's coming up next week. The conference coming up next week is going to have a lot of the things that are geared towards what I talked about earlier, which is funding, but also promoting private sector partnerships with HBCUs.

The producer of that video that you just saw was ASPiRE, and the funder of that is the Billion Dollar Roundtable. The Billion Dollar Roundtable is and they're sponsoring our conference this year also, one of our sponsors. But the Billion Dollar Roundtable is a collective of Fortune 500 companies that have all pledged to do a billion dollars or more with minority and womenowned businesses per year, so this is a large

amount of money. And the definition that they have used to define minority and womenowned businesses is SBA's definition, which includes HBCUs.

So when the members of the Billion Dollar Roundtable and it's a group of 10 Fortune 500 companies that's growing. They inducted a few more members at their conference in Dallas last week not last week, last month. Working with HBCUs helps them to meet their priorities. And that's one of the things that I discussed when I presented there. And when they talked about doing business with minorityowned businesses, the topic of HBCUs came up several times in a positive way, in a way where people were saying that HBCUs is an untapped resource.

So having more private sector partnerships like that is going to be another thing that we're focused on at the conference. And we're also going to be focused on STEM education.

Another one of our sponsors is Intel,

and some of you all might know that Intel just recently invested about or pledged to invest about $200 million in diversity initiatives. They sponsored a portion of the conference. Dr. Lomax is going to be on a panel with one of the people that's in charge of that pot of money at one of our plenary sessions at our conference. And they're going to talk about some of the investments are how HBCUs can fit into their plans to have this major diversity initiative.

So in conclusion, there's a lot of good things happening for HBCUs. There are a lot of good things happening for the Initiative. But there's a lot of work that needs to be done, mindful of the fact that this particular initiative, which I consider a brother or a sister to my initiative, focuses on all African Americans, all issues, not just HBCUs, but black people in higher education in general, and not just college students, but black people across the entire educational spectrum. I see many, many opportunities for us to partner together.

The pipeline of students from high school into HBCUs is something that's been a concern of mine since I took this position. The fact that where a lot of HBCUs are situated, whether it be throughout the rural south or in some of the larger southern cities, and some of the cities on the East Coast and even the Midwest, mindful of the fact that a lot of the high schools that's closest to our institutions, our HBCUs, that would be natural feeders to our HBCUs, don't have the types of resources that it takes to really prepare students for college.

We see a big boom in the community college population, and we need to do as much as we can to partner with community colleges, but we also have to be mindful of the fact that a lot of our students are going to community colleges because high school isn't adequately preparing them for fouryear institutions, and that's something that we need to do something about.

The final thing I want to talk about is the American College Promise Act. That is the

proposal that President Obama put on the table to start the process of creating universal higher education by making two years of community college free. Again, our advocacy groups made a lot of noise on that. They talked about the need for HBCUs to be a part of that. Our administration listened. Our Secretary of Education listened. And when it got to Congress, and we had Congressman Bobby Scott and Senator Cory Booker to draft the bill to put forth in order to try to push the legislation through for it to be signed eventually by President Obama, HBCUs were included in that bill.

So if everything goes like we would want it to go and this is a really steep hill to climb, and it's going to take a lot of advocacy and a lot of support but if the bill were to pass as it's written right now, HBCUs would be included in that proposal and two years of college would be free for students who go to HBCUs.

So this is something that we're excited about, something that we're working with all of

our advocacy groups and everyone, and all of our stakeholders to achieve. So thank you all for giving me some time on the microphone, and we'll open it up to any questions.

DR. HRABOWSKI: Let me start with several areas

MR. JOHNS: Before you do that, I just want to highlight for everyone, acknowledging Ivory's point about the reality that there's so much that we could do. The way that we have chosen to leverage our limited capacity in energy is to lean in, in the shared space around STEM, access, completion, and success.

We have for a while talked about three areas. One is a pipeline, one is workforce merger, and we've also talked a lot about STEM. But that's the shared space where we think it makes sense for us to respond to the executive order, which mandates that we supplement and not supplant their efforts and find ways to work together to support African Americans.

So we will continue to be as thoughtful

as possible in how to weave that together, but that's the thread that we'll follow through the end of this term, at a minimum.

DR. HRABOWSKI: Let me reinforce what David has just said and reinforce what Commissioner Lomax said. Commissioner Lomax, I want you to hear me saying this. I know you've got to go, but I want you to hear this. It seems to me that there were several things that you said that fit well with what we were just hearing.

Number one, it is a fact that large numbers of African Americans need support as they leave high school for college, the large percentages in developmental work. And whether they're going to HBCUs, community colleges, minorityserving institutions, or predominantly white universities, they're in these developmental courses that are not prestigious on anybody's campus. And there are challenges with the culture of those courses anyway. And we were hearing some of the ways that some institutions have worked to make a difference.

At Catonsville Community College, for example, Dallas is down there. He's the superintendent of Baltimore County Schools. Dallas, we've been working with your school system. It's very interesting in looking at how they have accelerated and gotten away from some of the development work, the approach to help a lot of black students move to other courses.

What I'm saying is if there were ways that we could work across sectors, not just on best practices, but ways of encouraging and supporting institutions in grants from national agencies, to give institutions the funds they need, not just for conferences, but to help faculty with the professional development and as people work to figure out how do you do it differently for the advising piece, for the teaching piece, all of those things, we can learn from each other and work, because we're trying you said it well. We're trying to serve those students. The emphasis is on those students. That's number one.

Number two, we know we're not producing enough people in STEM, not helping enough people in STEM, as you said, David, which is very important. And the other piece, though, that I think is something for the federal government that we still are not seeing, and that is to understand the demographics of the African American student population. Of that 3 million people, to understand You mentioned the high school piece. We talk about that group. But if it is the case that only about a million of the 3 are the high school, well, who are these others? Are they mainly between 25 and 35 years old? What proportion are the veterans? What proportions have children? What are we doing? How do we help institutions to meet the needs of these different groups? What are the places that are doing it? What do we learn from different groups? And I'm saying that I think we can support each other if we help all kinds of institutions put the emphasis on the student.

I'm going to say something. As a

graduate of Hampton, working as the president of a predominantly white university, I don't know any institution that can't improve, that we can all improve in putting the emphasis on what the student needs. You get my point? And I want to get us to think about that as we listen to what returning mothers say or what the veterans tell me. And the more we do, the more we realize we're not doing.

Do you get my point? What I'm saying is, if we can find ways to get that space of intersectionality, for my fellow mathematician here, it really could I think give us a chance to bring in more of a bigger pie for everybody because others can learn from what we're doing.

DR. TOLDSON: Yes, excellent point.

DR. HRABOWSKI: Other questions or comments from anybody? Thank you. Go ahead.

DR. MARKS: Mine is real quick. In terms of the free college, is there a cap on tuition? So for example, if I'm at a private HBCU, as this legislation gets presented up the

chain and some private HBCU tuitions can be high relative to public is there a cap?

DR. TOLDSON: I think so, but I don't know that with certainty. It may be in the bill, and the legislation you can find online. So look up some key words to search would be American College Promise, HBCU, Bobby Scott. I think that will get you at least within the first three hits on Google.

MR. JOHNS: If not, we can follow up with the staff and get it.

DR. HRABOWSKI: Questions? Let's go around. Let's go in the order. Let's go right down the order. We're going to start with Kent and go on down.

MR. McGUIRE: My question's off mic].

DR. HRABOWSKI: Okay. Go on down the line. Is that Dallas?

DR. DANCE: Ivory, my question is very simple. Do we know how many HBCUs existed just 5 or even 10 years ago, and how many exist today?

DR. TOLDSON: Yeah. It doesn't fluctuate that much. I mean, if we're only looking

DR. DANCE: And I say that as a graduate of

DR. TOLDSON: Yeah. If we're only looking at 10 years back, I think we've only lost two within that period.

DR. DANCE: Okay.

DR. TOLDSON: A good way to analyze that would be to use IPEDS, a pretty simple query to do. And even the ones when I say we've lost them, in my terms, as not been closing is whether or not they have lost their eligibility for federal support. Morris Brown hasn't been lost yet. It's still open, but they have lost their eligibility for federal support.

JUDGE SMITH-RIBNER: One of the things that we've been doing through our state and our branch commission is trying to get the word out to black students around the country about loan forgiveness programs and how they can get their

student loans forgiven if they go into certain public jobs, public service work.

I wondered, are you focusing on that issue with regard to the HBCUs? Because about three years ago maybe two and a half years ago we sent a letter to all the HBCUs, letting them know about what we were doing in Pennsylvania and about the federal law and various state laws that are in effect with regard to loan forgiveness.

Is that something that's critical to what you're doing?

DR. TOLDSON: Yes, it is because it's a federal program. So any federal program is something that is is what we do. We have sent out information I guess similar to you, we've sent out information to everyone in our network on those opportunities. We've also had presentations at our conference. We had a pretty large plenary session on it at last year's conference.

Whether or not our strategies have been the best to get the information out, I'm not sure, but we can certainly talk about how to get that

information out more aggressively, especially as we talk about cohort default rates. And if the federal government is take action on institutions that have high levels of cohort default rates, we should also take some positive action in helping them to reduce that, not just with educating them on the importance of giving or honoring their commitment to pay it back, but also letting them know the opportunities to get it forgiven.

JUDGE SMITH-RIBNER: Great.

MS. BOWMAN: What is the proportion of African Americans to whites in traditional black colleges?

DR. TOLDSON: The proportion

MS. BOWMAN: And particularly in the professional schools.

MR. JOHNS: Whites at HBCUs?

MS. BOWMAN: Yes.

DR. TOLDSON: Okay. It varies quite a bit. The graduate and professional programs at HBCUs

MS. BOWMAN: Well, overall, what is the

proportion?

DR. TOLDSON: -- tend to be a lot more diverse than the undergraduate. But overall, HBCUs are close to 90 percent black.

MS. BOWMAN: In the professional schools?

DR. TOLDSON: Professional schools, I don't know the exact number on that. But the professional

MS. BOWMAN: I think we should know to what extent, for instance, the medical schools --

DR. TOLDSON: -- schools tend to be

MS. BOWMAN: -- and law schools are no longer really predominantly black.

DR. TOLDSON: Yeah. I can tell you, with the law schools, Southern University in Baton Rouge is 50 percent white now.

MS. BOWMAN: Well, Howard Medical School is more than that, I think.

MR. JOHNS: [Inaudible - off mic]. We'll find the paper.

DR. BARTHWELL EVANS: I was just

wondering, with those federal liaisons, as you've been talking about, what is the trend you've been seeing? Is there progress being made in the sense that more funds are actually getting to the HBCUs?

DR. TOLDSON: A lot of that, we'll know more as they give us the information back. The efforts that I just described are pretty new. I got into the position in September of 2013, so this is my second year or the end of my second year. The first year, we were collecting information on what they had done last year, and then last year, we were collecting information on what they did in 2013. This year, we're collecting information on what they did in 2014, which is the information we're getting right now.

We'll know a little bit more about some of our early efforts at that point. I think we'll know a lot more next year when we look at 2015, where I think we've had a lot more aggressive efforts to get our federal liaisons more connected than that. Now anecdotally, I can say that there has been a lot more activity among HBCUs. I know

with the First in the World competition, which was in their first year disappointing to a lot of people, we have our second announcement that's coming up next week. And I can tell you that people are going to be happy about that announcement compared to what happened the first year.

Across the federal agencies, I do see positive stories like that. Hopefully, we could get those numbers up.

DR. BARTHWELL EVANS: Just quickly, I would just say that I worked with HBCUs and partnered with that same office, starting in 2000, at J.P. Morgan. And I think one of the things we've been talking about as a commission is the importance of accountability and having teeth because those discussions have been going on for a long time

DR. TOLDSON: Right.

DR. BARTHWELL EVANS: -- and I'm not sure to what extent there are results.

DR. TOLDSON: Yeah.

MR. JOHNS: Tiffany and Dr. Comer.

MS. LOFTIN: Thank you. Good to see you again. It's been a while; I think CBC last year, so it's good to see you. So I come from the amazing state of California, and I went to UC Santa Cruz. I'm one of the cofounders of this thing called the African Black Coalition. It represents 6.6 percent of the African American students in the state of California that go to University of California school systems, and they have a conference every year. And I'd love to share with them which I found out earlier I asked the wrong person the right question. But I'd love to share with them the HBCU transfer guarantee project. And I know that you are a part of that in some context, which I don't know completely.

But my question is two things. One, what was the Department of Education's role in that initiative, in that partnership? Were they supportive? Why or why not? And then also, have other states seen that model and then also got excited about implementing that in their regions,

too?

In 2011, over 500 black students in the University of California school system were admitted to HBCUs. So it's a really good program. It wasn't there when I graduated four years ago. But if it was, I would have taken advantage of that. How can we share and disseminate that information to current students that are there?

MR. JOHNS: Before you respond, really quickly, we are endeavoring to end our meeting formally at 3:00, to get everybody out here in advance of our anticipated end time. We have two public comments, so we need to reserve at least 10 minutes for that, and then official adjournment. If anyone wants refreshments before they are broken down, please grab coffee or a sandwich, something to take on the plane. But we'll continue this, and then move into that, just so everybody knows what we're doing.

DR. TOLDSON: We will have a session at the conference on that articulation agreement. We were very, very excited when that agreement

happened. We had no role in putting it together

MS. LOFTIN: Oh.

DR. TOLDSON: -- but we had a major role in supporting it and cheerleading it. And we think it's a model for other states. So it's something that we're keeping a close hold and seeing how we could promote other states doing the same thing because and I go to California at least I would say two or three times a year, and the excitement around HBCUs in California is something that intrigues me a lot. Everybody form the entertainment industry, to the community college there, the black members of Congress there.

There's a lot of excitement about HBCUs. And when I talk to the people who are doing this articulation agreement, the hope and the optimism that they have for HBCUs I think is something that is missing in a lot of the places that have HBCUs most.

MS. LOFTIN: Have HBCUs. Yeah.

DR. TOLDSON: So it's almost like an

idealized view of HBCUs, which I'm not going to complain about. But they see it as this chance for their students and I can see why because the state universities in California can be very restrictive.

MS. LOFTIN: Yes.

DR. TOLDSON: And you have students there's a teacher that I met in California who had all of his students apply to HBCUs. And these are students that were getting rejected to the California state schools and could only go to a community college. But they applied to several HBCUs out there. They all got their acceptance letters. They all came back excited.

So I think that New York and Minneapolis and a lot of these places that have black populations but no HBCUs present, it could be a model for growing the enrollment at HBCUs, and at the same time creating a new opportunity for black students who don't have that opportunity in their home states.

DR. HRABOWSKI: Last question. We're

coming on back down the line, Dr. Comer. I promise. We'll get Dr. Comer, too. We're going to get you, too. I promise we will. Three last questions.

MS. PRINGLE: Ivory, real quickly, what is the current percentage of teachers that HBCUs are preparing?

DR. TOLDSON: Twentyfive percent.

MS. PRINGLE: Twentyfive percent.

DR. TOLDSON: Of black teachers.

MS. PRINGLE: Black teachers; that's what I meant.

MR. McGUIRE: Three percent of the nation's teachers are black [inaudible - off mic], but a quarter

MS. PRINGLE: Are being prepared.

MR. McGUIRE: -- are being prepared.

MS. PRINGLE: This is a long question, but I'll just put it on the table for you to be thinking about with us, since you're part of us. We've talked a lot about teacher preparation, and a little bit today about the professional

development of faculty at colleges and universities, including HBCUs.

So I'd really be interested in hearing what you think we as a commission need to be talking about or focusing on as we think differently about what teacher preparation needs to be, given that difference in the statistics, the number of our African American teachers who are prepared in HBCUs; how HBCUs are looking differently at teacher preparation. And not just that, I mean, not just in terms of preparing teachers, but actually preparing them, providing them with the skills and the opportunities to help lead us in reimagining teacher preparation.

DR. HRABOWSKI: And we will have other conversations about it. It's time to go to Dr. Comer and Dr. Bowman, and that will be it.

DR. COMER: Thanks for that very informative presentation. All of the presentations today have made me think about the great potential of HBCUs. And at the same time, there's always been, or been for me, a sense of

threat to the HBCUs. My first question is, how real do you think that threat really is, and what are the factors involved? And secondly, how can this initiative really be intentionally structured to strengthen HBCUs?

DR. HRABOWSKI: Would you talk first about what the HBCU Commission is designed to do? But there's a very strong commission I'm going to say that a very strong commission, headed by the president of my alma mater, Bill Harvey, who is the strongest of the black college presidents in the country. He's got exactly that role. Let me make that very clear to the whole commission.

DR. TOLDSON: And the Commission supports what I describe, what we're doing, as far as getting more support, more funding, more federal funding to HBCUs. As far as the threat, one of the things I think is very important to underscore is that HBCUs are very diverse institutions. There are 100 that qualify for federal support. Among them, the largest have about 10,000 students, which is about three of

them. The small ones have less than a thousand students. Probably the smallest has less than 500 students. Some of them are state. Some of them are private. Some of them are twoyear.

So I give that background to say that every group and every individual institution have their own set of issues. There are some institutions that are a lot stronger than others. For every threat that we see, we see lots and lots of successes. The problem is that Morgan State could get a $23 million grant from the federal government, and we don't see that in the news. But if a HBCU that few people have heard of files for bankruptcy, then that gets spread out there.

A lot of times, some of the HBCUs that go bankrupt or lose accreditation, a lot of times, they've had problems for quite some time. And when you really dig into the weeds of that individual institution, you kind of understand what happened. But the problem is that those problems get projected on HBCUs as doing everything that they're supposed to be doing.

So as far as what this commission could do or what anyone who cares about HBCUs could do, one, we need to try our best to highlight the successes at HBCUs to offset some of this negative press because some of the negative press and the negative perceptions is the problem of HBCUs, because we have too many parents and too many students that are saying I don't want to go to HBCUs because of all these things that I heard, when the HBCU that's closest to them may be their best option, or may be the strongest institution.

At the same time, we give a false sense of some continuity between white institutions. When we talk about white institutions, we're typically talking about these big brand institutions. We're not talking about Towson State or anything like that. But then with HBCUs, when we talk about HBCUs, we're talking about an HBCU that's having problems. So that narrative has to be shifted some kind of way where we can talk about HBCUs in the most positive way to offset some of those other things.

Another thing that I think is important is that we concentrate on specific HBCUs that we want to help and not necessarily say I want to help the entire group. Because of the diversity there are some specific things happening with state HBCUs right now, with state funding cuts and performancebased funding metrics, and things like that.

So we need people to laser in on that issue. And then there are other things that's happening with smaller, religiousbased HBCUs that have nothing to do with what's going in at state HBCUs. But they have their own set of problems with modernizing what they do and changing their infrastructure and things like that, that needs to be focused on. So being very specific and very targeted about how we help HBCUs is something that's very important.

DR. HRABOWSKI: Dr. Bowman?

DR. COMER: Just real quick.

DR. HRABOWSKI: Dr. Bowman has been trying for a long time

MS. BOWMAN: No, no. Well, I guess I will. A number of year ago, I was in a Head Start program, and the teacher was bragging that she was having a third generation of lowincome kids in her program. And I pointed out to her that our goal is not to have three generations of lowincome kids. Our goal is to improve what we're doing. And I guess I'm concerned with your comment that the kids, that many of them are not doing very well. They're not providing an upward mobility road for a lot of black kids. What can we do to ensure that I think is my question more than how do we support them in general.

DR. TOLDSON: You're talking about K through 12?

MS. BOWMAN: How do we improve what they're doing, taking the thing up, not just maintaining the bottom?

DR. TOLDSON: How do we improve what HBCUs are doing?

MS. BOWMAN: Yes. How do we help them get better? You say change the vision of them.

But we don't want to change the vision. We want to change the reality of them.

DR. TOLDSON: Well, I mean, I think that assumes that they're not doing something right, and we can't say that as a collective of institutions. So I'll go back to that specific focus because if we say that HBCUs like Chairman Hrabowski said, all institutions need to be better. But HBCUs are very, very diverse, so we need to highlight the HBCUs that are doing very good work, and we need to work with HBCUs that need to improve. And the best way to do that is to either focus on a sector of institutions or focus on a specific institution and find out what it is specifically they're not doing right.

When we talk about HBCUs in generalities, I've never really seen that conversation be very productive, except with people who have made it their entire business to work with HBCUs. So I can talk about HBCU in generalities because that's what I do every day. But the average person out there that just wants

to help black people, it's hard for them to talk about HBCUs in generalities because there are so many specific issues that HBCUs have, and specific successes.

DR. HRABOWSKI: Let me explain

MS. BOWMAN: Policy, because I'm not quite willing to let it go. We're trying to develop policy, and we're saying that the HBCUs are going to be supported as a group. And yet we say, but they shouldn't be supported as a group.

DR. TOLDSON: Well, if you write a policy, write it to specify which HBCUs that policy represents. So if it's

MS. BOWMAN: So we don't treat it as individual

DR. TOLDSON: -- so there are specific policies for state HBCUs that I think are going to be important. There are specific policies for small, private, religiousbased HBCUs. There are specific policies for public landgrant HBCUs. So that's how we need to shape our policies.

DR. HRABOWSKI: And the fact is that we

will find a wide range in quality in the 4,000 colleges and universities in America for two and fouryear institutions, both the predominantly black institutions and the traditionally white institutions. So Dr. Toldson is absolutely correct. Some of the strongest HBCUs have shown they are continuing to be the leaders in producing the largest numbers of African Americans who go on to get PhDs in STEM.

You heard the president of Alabama State saying that she could produce 15 PhDs last year in a certain discipline, and they get good jobs in Alabama. And there are whites who are coming to her college to get those PhDs. She wants to get some black kids to make it, too. So there are some strengths there that we can find in these institutions. Her challenge is to help some African Americans, but she's got the strength of faculty there to produce the PhDs, who get jobs with military institutions.

I think the point of our policy, to go to Dr. Bowman's point, is that first of all, it's

very important just in terms of our mission, Dr. Comer. There is a HBCU commission that is focused primarily on that one. It is appropriate for Dr. Toldson to be here, though, because we're looking at all types of institutions, including HBCUs. And as Dr. Lomax said, there are places where we do have points of intersection.

So as we talk about helping institutions help African Americans to get through developmental courses, to produce more in STEM areas, to work on early learning areas and teacher preparation, we want to talk about teacher preparation at all types of institutions, for example. We do need to do that, whether it's HBCUs or predominantly white institutions.

I want as a president of a predominantly white university to get us to focus on the fact that many of those institutions, including some of the big name brands David, share that for me, please, on the record I'm sorry, because I want him to hear me saying this. Let us not assume that because a predominantly white institution has

a prestigious name, that it is necessarily effective with African American students, because I've seen too many that have taken in black students where they have not been successful.

So we need to be looking at ways of encouraging and supporting all types of institutions in being more effective in helping African American students to succeed in particular disciplines. It is particularly the case in STEM areas. And this is where my research falls, that at the most prestigious institutions, African Americans and others tend not to do well at the undergraduate level. That's a place where some of the HBCUs can be helpful in helping to look at some of the practices that have help.

So what I'm saying is in terms of policies, we really do need to look at ways that we can work together with the understanding that the HBCU Commission is primarily focused there.

Dr. Comer, the other point is this. It is the case that some of the private institutions that may have enrollment issues are going to have

a different kind of challenge from public institutions that get a certain level of funding; big difference in the types of institutions that they have. If you're smaller and you don't have the tuition because you don't have the students, that's one thing, compared to a public institution that has more guaranteed funding. There are all kinds of issues, level of prestige, how well you're known, those kinds of things.

Questions. Michael Nettles, I cut you off.

DR. NETTLES: No, that's no problem. Thank you, Mr. Chairman.

DR. HRABOWSKI: Thank you.

DR. NETTLES: To Rebecca's point about ideas, I'd like to hear those ideas that you might have about overlap. One that occurred to me when she raised the question was, though, that it would seem that anything we did, Ivory, with regard to trying to increase the production of people who are prepared to be college and university faculty, that might be in your best interest. Because I

think one proportion of representation that you did not talk about was the representation of black faculty on the HBCU campuses. And if I'm not correct I think it's about 50/50 now, isn't it?

DR. TOLDSON: Yeah.

DR. NETTLES: Yeah. So when Freeman made the point earlier about and a lot of the other 50 percent are international faculty as well as nonAfrican American faculty. And many there are several HBCUs that don't have a majority of the faculty who are black, right?

So when we talk about production of the faculty workforce, it could be really in our mutual interest your commission and this one to think about a recommendation that might be beneficial to the country as a whole, but also in the best interest of producing people for your institutions. It's not just production of the supply; it's the faculty work.

When President Boyd talked last night about her faculty doing several different roles as she expands the connection she's making in

institutions, I started thinking about what happens to those faculty when they go to professional conferences and they're facing faculty from the University of Michigan who teach two courses in a term and can buy themselves out most of the time of one of them. And they have time to conduct the research, to produce the papers, to produce the research. It's not uncommon for a faculty on her campus to have five courses in a semester to teach, and that's very different. So I think that's something we have to really think about together.

Public Comment

DR. HRABOWSKI: Great. We have one public comment from Dr. Talithia Williams. Some of you met her last night, professor at Harvey Mudd, serving as a ACE Fellow this year. Dr. Williams, you wanted to say something?

DR. WILLIAMS: Sure. Thank you for the opportunity to be here. It's been amazing. I wanted to comment about what speaks to young people to make them go into STEM, and sort of what

spoke to me. And at 18 years old, it wasn't the fact that the country needed more mathematicians and scientists. It was money. And when NASA said we'll give you money to major in math, I said, "I will take your money, and I will major in math if that's what you need." And when math got hard and I wanted to switch to English because I had taken these AP courses I took AP calculus, but I took AP English and AP U.S. history, and I was equally good in any of them. I could have majored in any of them.

But NASA said, we will give you money if you major in one of these areas, and I said okay. And when it got hard my mama didn't raise a fool. I said, "Well, I can't switch because I will lose money." I won't have money. So I'm going to suck it up, and I'm going to get the help I need to be successful. And I think that's the part that we miss. And there are so many talented black kids who came up with me who could have been math majors who didn't have money, and so they picked what area was easiest, and they're great lawyers

today.

So I think we're missing that segment who we could easily say, if you want to major in one of these areas, we will give you the funding to do so, as long as you stick with it. And I think we could dramatically change the landscape by doing that.

DR. HRABOWSKI: Thanks for your honesty. I appreciate that. It's something for us to think about, financial support for students, very important.

Any final questions from anybody? Yes, sir?

MR. RICE: I do not have a question. I wanted to yield in order for the public comment to occur. But I did just want to offer for the record, very, very quickly, two points just trying to connect this morning's conversation to this afternoon's conversation.

It seems to me there are a set of issues in terms of how we think about our own reports. Some of them face Washington and federal action.

These are things like they're boring things but potentially really important ones, like our point of view about data and data collection, longitudinal data. If the data aren't there, we can't even talk about it; research priorities as well as incentives that sort of get at this question of how academic African Americans participate in that whole system. And really important is what I thought we heard from both people from the Department having to do with shifting accountability constructs and the associated regulatory changes that either inhibit or encourage the kind of policy and behavior we really like to see.

Then there are a set of issues that sort of face the field, and/or institutions, where the question of what we do or what we say isn't as straightforward. I'd put first on that list this whole question of narrative and messaging and expectations. More than once or twice, it came up, especially in the afternoon, that we're not even signaling to our people what it is they can

and should do. So they don't seize opportunities that they should. The Commission the Initiative should have a lot to say about that.

DR. HRABOWSKI: By the way, and you need to know that we haven't even scratched the surface in looking at what the federal government does because as important as NASA and the Department of Energy are, NSF is the fundamental STEM education arm. And we're going to need to have a major from them, and then from NIH because they do a lot with STEM and health.

MR. RICE: Agree. We agree, absolutely

DR. HRABOWSKI: But your point is well taken.

MR. RICE: -- agree. And that will be important because I can assure you there are folks right down the hall trying to figure out how to go grab NSF money

DR. HRABOWSKI: That's exactly right.

MR. RICE: -- and use it in I would say less productive ways.

Finally and this was behind my question

about ESEA. I think you could attach the same question to the reauthorizing of the Department's research function or to the Higher Education Act. In point of fact, we're at a moment of devolution, where, increasingly, responsibility for almost all the things we've been talking about are going to rest increasingly outside Washington. So that reality I think we have to confront, at the very least, in terms of what we want to say to the federal government about their role in holding states and localities accountable for the kind of things we care about, much less trying to stimulate the kind of leadership in the field to own the issues and concern that the Initiative advances.

I just think we don't want to lose sight at any of these meetings about what the takeaways are for the signals and messages we send.

DR. HRABOWSKI: And you add the factor of the candidates and the approach of whoever becomes the president to that, in terms of the level when you talk about devolving and the

federal versus state, will be very important as we're thinking. And we need to be observing as we look at our own situation as African Americans in looking at what different agencies have done, what they might be able to do, and the timing will be critical as we keep talking about these things.

Thank you all very much. I want you to hold, please, because we'll continue the conversation on the 19th by phone. That's the next opportunity for a conversation. You can always call David if you've got particular points, or write us notes. But there will be a phone call at 5:00 Eastern Standard time on the 19th. And the bus is out there.

Adjournment

MR. JOHNS: While we're still on the record, I just want to say thank you. I know last night, we mentioned some specific instances in which each of you have given your time, offered up your institutions, all your brilliance to help support the work. So I just want to thank each of you and a special acknowledgement to Chairman

Hrabowski, who spends an inordinate amount of time helping me [off the record comment] that's off the record.

So I just want to say thank you. I also want to say thank you to the staff that allows us to do this, our interns, our fellows

(Applause.)

MR. JOHNS: Thank you all.

(Whereupon, at 3:09 p.m., the meeting was adjourned.)

CERTIFICATE OF REPORTER

I, Janet Evans-Watkins, the officer before whom the foregoing proceedings were taken, do hereby certify that the proceedings were taken by me in stenotype and thereafter reduced to typewriting under my direction; that said proceedings are a true record; that I am neither counsel for, related to, nor employed by any of the parties to the action in these proceedings were taken; and, further, that I am not a relative or employee of any counsel or attorney employed by the parties hereto, nor financially or otherwise interested in the outcome of this action.

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JANET EVANS-WATKINS
Notary Public in and for the
District of Columbia

My commission expires: October 31, 2016

