SPRING 2005

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

Tuesday, April 14, 2015
9:00 a.m. - 3:30 p.m.

John Jay College of Criminal Justice
860 11th Avenue
1st Floor Shiva Gallery
New York, New York
A P P E A R A N C E S

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PROCEDINGS

CHAIRMAN PADRON: Good morning, everyone.

If you would kindly take your seats, we're ready to start.

Again, good morning, and I'd like to officially open the meeting of the President's Advisory Commission on Educational Excellence for Hispanics.

I'd like to extend a warm welcome to all of you in the audience. We very much appreciate your participation, and especially also to the Commissioners. We have great attendance today. You all look very prosperous, so that's a very good sign, and we should have a very good meeting today.

We have a compacted agenda, so I'm moving on along as per the agenda and with the help of our very efficient Executive Director, Alejandra Ceja.

First of all, let me say how pleased we are to be here at this great institution and to have the honor and the privilege of having here the
President of this great public -- not public --

MR. TRAVIS: No, it is public. It is public now.

CHAIRMAN PADRON: Okay. Public institution, and I would like to ask him to extend a welcome to the Commission.

MR. TRAVIS: Thank you very much, Dr. Padron, and good morning, everybody.

PARTICIPANTS: Good morning.

MR. TRAVIS: Let me extend a warm welcome to John Jay College of Criminal Justice. I'll take just a few moments to tell you where you are physically and where you are sort of organizationally.

John Jay is part of the City University of New York, so we are firmly committed to the CUNY values of access and excellence. We are celebrating our twenty -- no, you are celebrating your 25th year. We're celebrating our 50th year. We were founded in the mid-'60s at a time when there was a lot of turmoil -- it may sound familiar to people -- about policing and race;
right? And the idea at that time and the idea still today is that an education in matters of justice, which we define very broadly, is important for our democracy.

And so we now have 15,000 students who come to John Jay. We have three doctoral programs, nine masters' programs, and 13,000 of those 15,000 are undergraduates. And consistent with the CUNY ethos, they're mostly working-class immigrants, first in their family to go to college. So they come here motivated, ambitious, diamonds in the rough, and we love each and every of them and you'll meet some of them at lunch today. But we're very proud of our students.

The second thing you should know, in addition to this broad justice mission, is that we are a Hispanic-serving institution. And this is something that is not just accidental. It's not just a matter of demographics; it is a matter of intent. Forty-two percent of our students are Latino. That is a reflection of the demographics of our city; it's a reflection of our justice
mission; and it's a reflection of our efforts to
attract those students, particularly immigrant
students, to our campus. That makes us the
fourth largest Hispanic-serving four-year
educational institution in the country, the
largest in the Northeast. Who would have thought
it, right? But that's where you are.

And more specifically, you are in the Shiva
Art Gallery, and you're here between art
exhibits. So if you were here at another time,
we wouldn't be able to host you here. I don't
know, the timing, Lisette, worked out perfectly.

MS. NIEVES: Perfect.

MR. TRAVIS: So usually there is art
everywhere and we're very concerned with people
rubbing up against paintings and things like
that. But this is the Shiva Art Gallery. But
you're in what we call the new building.

[Broadcast announcement of Fire Alarm
testing.]

CHAIRMAN PADRON: Mr. President, that
happens in the best of families.
MR. TRAVIS: You were saying your timing was good?

So you're in the new building, and you'll get to see parts of it today when you go up to the ninth floor conference room for lunch. But we love this building, if you have a moment just to wander around. And when I came in here, there were like two and three-year-old kids wandering around in the lobby -- did you see that? They're not our students. They're the children of our students, because the child care center is right across the hall. So you'll get a sense of the ways in which we are committed to our students and their educational opportunities, because we provide at the low cost of child care for them.

Let me just say a couple things about the importance of your being here to us, not only because we're a Hispanic-serving institution and that's intentional, but also because we are -- we're not quite there; Dr. Padron knows how this works. We haven't quite had the consensus within
the educational community that is John Jay, but we're almost at the point where we have embraced our five year strategic plan for the next five years. And one of those elements of the six elements in our plan will be to build on our Hispanic-serving institution identity. So that has for us not just enrollment implications, it has curricular implications.

So we have now, under the leadership of Lisandro Perez, who you probably know from your Florida days, who is now Chair of our Department of Latin American Latino Studies, embraced a major in Latin American Latino Studies intentionally to look at the wider, broader diaspora of people who trace their lineage to Spain. So that's a very significant educational initiative here that is now underway.

Before disappearing, which I have to do for another event, I just want to thank not only the Commissioners for coming here, but a special thanks to Lisette for being our intermediary. We count her as one of CUNY's greatest graduates.
Brooklyn College is proud of you, both Truman and 
Rhodes, right? Is that right? Not many people 
can say that. And now the Belle Zeller Visiting 
Distinguished something teaching our students. 
So Lisette is somebody we treasure. 

But also I just want to note that in the 
audience is a member of our faculty, a member of 
my Board of Trustees, one of my best friends in 
this work, Rossana Rosado, is here. 

(Appplause) 

Greetings from our faculty, our Board. She 
said to me, "I hope you understand I have to 
leave, because I have to teach." I said, 
"There's no better excuse not to come to a 
meeting with me than that you have to teach." 
And I know that the Chancellor is coming to greet 
you, as well. So this is a big day in the life 
of John Jay. Chancellor Farina is here; this 
Commission is here celebrating your 25th 
anniversary of the White House Initiative; and we 
feel elevated by your presence and inspired by 
the work that you're doing. So I wish you a very
good time today.

And to be led, as you know, by Dr. Padron --

I mean, this man is legendary in my line of work.

I needn't tell you that. But to have you sitting

at the head of the table here just means that

good work is guaranteed. An inspirational time

is underway here. So we really are appreciative.

And I hope you and I get to spend some time at

lunch.

CHAIRMAN PADRON: Thank you.

MR. TRAVIS: So thank you all for coming.

CHAIRMAN PADRON: Thank you. We'll join you

at lunch.

MR. TRAVIS: All right. Okay.

(Applause)

CHAIRMAN PADRON: Well, before proceeding,

I'd like to second the President's appreciation

for Lisette and the work that she did in bringing

us here today, and also Amala(ph) Santiago, who I

know has worked very, very diligently with the

staff in making sure that every detail was taken

care of. So thank you to both of you.
Also, I think the record should reflect that many of us were at the reception last night at Pizza Conde over at NBC. That was a wonderful reception. If you were not there, you missed something important. Not only the fact that many good people were there, but the food was great, and the view of New York City on both sides of the building doesn't compare to anything else I have experienced. So that was very nice, and it was very generous of Cesar to be there. He also made sure that many of the leaders of the organization were there, so we're all very grateful for that.

Before we go on with the formal agenda, I'd like to also recognize the staff and the work that they continue to do day in and day out. It's not just preparing for the Commission meetings, but doing a lot of work. Each and every one of you, Alejandra and your staff, you are all incredible. The way that you respond to our requests, the work that you do, it's just a real commitment to what we stand for. So we
thank you. I know the members of the Commission feel exactly the same way. So I think as a good way to start, we should give them a big round of applause.

(Applause)

To start with the agenda, we have some remarks from Carmen Farina, the Chancellor of the New York City Schools. Is she here yet?

MS. CEJA: I think she's on her way.

CHAIRMAN PADRON: Okay, so we can move that one.

MS. CEJA: She's on her way. She'll be here in two minutes.

CHAIRMAN PADRON: Okay. So why don't we ask, then, you to go through your message, and I think it will be good to start with going through the agenda so we'll know what to expect today.

MS. CEJA: Great. Thank you, Commissioners, for joining us. We're really excited about this historic opportunity we have before us this year to commemorate the 25-year anniversary.

So today's agenda will be an opportunity for
us to discuss and share with you all the vision for commemorating and culminating the 25-year anniversary later this fall. You'll hear from Jacqueline Cortez-Wang, who is on detail to our office. She is joining us this morning. You'll hear an overview of the national call for commitment, and how you all can get involved and how you can help us amplify this important call to action.

We'll also have an opportunity to hear from you all about the Subcommittee reports and the work that you all are helping us champion for the Latino community.

So we're really excited to also have the opportunity to hear from a friend and colleague, Roberto Rodriquez, who's on the agenda, who will provide an update on the Administration's education agenda and a lot of the exciting initiatives and policy development that is taking place out of the domestic policy shop.

We will have a break for the Subcommittees to do the break-out discussions, and this will be
an opportunity for members from the public to join the different break-out sessions: Early Learning, K through 12, and our Postsecondary Education Subcommittees. And it's an opportunity during these breakout sessions to talk about the Initiative and activities we want to get underway, start planning for 2016. Which I know for a lot of folks it seems like it's far away, but it really isn't, so we need to start planning now. So that will be an opportunity for members from the public to participate in those.

We'll have our Report Out and Next Steps later this afternoon, and we're excited for the public comments. It's an opportunity to hear from the public. Members of the public that are joining us, if you're interested in providing public comments, there's a sign-in sheet near the registration tables that we can make sure that you are on the record.

And so we'll end and we'll have our closing remarks by Dr. Padron. But just really excited about the opportunity to work with you all on
what is going to be a historic opportunity for
our country, for our community. The 25-year
anniversary is an opportunity for us to reflect
on the past 25 years when this Initiative was
created in 1990. It was at the urging of the
civil rights organizations that wanted to make
sure that we had more national attention to the
state of education for the Latino community. And
at the time, the narrative was very deficit-
based, where now we have an opportunity to make
sure that we can highlight the active-based
narrative that exists and all the work that you
are championing. We want to make sure that we
can work closely with the community over the next
25 years -- work closely with policy officials,
stakeholders across the country, on shaping the
agenda for our community for the next 25 years.

So this is really an opportunity for us to
have a dialogue on how we achieve that. How do
we talk about the progress in a meaningful way,
but how do we also make sure that we pay
attention to those persistent gaps, and that we
target those initiatives where we know that the resources would be so critical and would help us scale up critical initiatives across the country. So we're really excited about today's agenda.

So I will walk through -- we have some highlights, so I'll go through my portion. We have some highlights. Since we last met, September of 2014, we've been able to launch some really exciting initiatives. You'll see from the slide we've been very busy, and a lot of this is reflective of the opportunity to link outreach and policy. So all of the work through your Subcommittees is reflected in a lot of the outreach activities that we are currently participating in.

We participated with Secretary Arne Duncan in the annual Back to School Bus Tour in Springdale, Arkansas and Georgia, and it was an opportunity for us to be able to bring attention to the emerging Latino community in those areas. We've been able to launch a very successful Latino Teach Initiative, where we're able to
highlight those positive narratives of the leaders in the classroom. So we're really excited about making sure that that continues throughout the year.

We were able to sign an exciting Memorandum of Understanding with the Congressional Hispanic Caucus Institute. This was done last September with Secretary of Education Arne Duncan. And it was really the opportunity for us to launch our Anniversary Year of Action. We knew we could not come into this year and just have a one-day event, that we really needed to ramp up and lead and have some very successful activities that would help us culminate this historic opportunity.

And I'll just mention a few other highlights. With the Anniversary Year of Action, we've been able to connect with some exciting partners. Funde Puente la Vista is one of the partners where we signed an MOU in Astoria, New York. And so it was an opportunity for us to be able to highlight the importance of bringing
active to Latina (inaudible). So that partnership is something that's going to be underway throughout the year and over the next couple years with them. So we're really excited about the opportunity to work with them.

And I'll just mention the opportunity to house at the Department of Education and work closely with some of the policy offices. We've launched fact sheets, and so you'll see more of that work come out of our office. We launched one on career training and adult education, and we'll be working closely with some of our other colleagues at the Department of Ed to make sure that we are able to pull out some of the key policy priorities and how it impacts the Latino community.

So I'll pause there, and then we'll walk through some of the other outreach events and activities that we'll be conducting this year, and a lot of it has to do with the opportunity to work with you all. So thank you.

CHAIRMAN PADRON: Good. Thank you. Thank
you, Alejandra.

So now it's my pleasure to welcome Carmen Farina, the Chancellor of New York City Schools.

Welcome.

MS. FARINA: Thank you.

CHAIRMAN PADRON: I know you have probably one of the most challenging assignments in the world, and we're proud to follow every action that you take. And we appreciate your taking the time to be here with us, and please share a few remarks with us.

MS. FARINA: Well, first of all it's a pleasure to be here, and thank you, Dr. Padron.

First of all, I'm actually for the first time ever also equally saying this in Spain, just so you know. My family, who kind of, you know, likes me, now respects me. I get my picture taken in all the Spanish newspapers, so what I'm going to talk about today is not just about what I believe in professionally, but who I am personally. I'm the first person in my family to go to college. My parents were immigrants from
Spain, and it was not a possibility when I came here. So this is something I really want for all Hispanics. I want it for all kids in New York City, but I particularly want it for Hispanic kids, and I think it's something that is a -- it's a life-changer.

This will be my 50th reunion at my college, and if they said to me, "What was the most important thing that you're bringing to the reunion?," I'd say it's the fact that I never thought I'd be here. And I think for a lot of our kids, they're dreaming the dream that they don't think they can have. And I'm here to tell you that in New York City, we want them to have their dreams come true.

So we have 40 percent Latinos in New York City schools, which is a big number, and it is really imperative that as much as we do everything to make sure our kids are all acculturated together, that we also share what's particularly unique about our Latino kids. And there are several things we've done this year in
particular that I think are going to make a major
difference.

First of all, I put a Deputy Chancellor in
charge of English language learners, the first
time ever that in New York City we have put
someone at such a high level in charge of English
language learners. And Milady Baez was one of
the first principals in New York City to create a
dual-language program, and that is one of the
reasons. And I brought her back from retirement,
too. There are a whole bunch of us who were
retired, but for whom education is a mission.
It's not a job, it's a mission, and this is
really one of the reasons that I think she also
came back. She wanted to make life different for
the kids that she served when she was a
principal.

So not only do we have a Deputy Chancellor
that's serving English language learners, we
started this year coming September 40 new dual-
language programs. Because one of the things
that is very crucial to us is not that Latino
kids and kids who come from other immigrant countries be seen as deficit models that we have to Americanize and we have to teach English to, but what's the culture and the language they are bringing with them that we all want to be part of? And the one thing I'm learning certainly economically is that in the global economy, speaking two, three languages is really crucial. It's not almost an option any more. And for the first time ever, at least in New York City, many of our parents are asking for a second language. And it's not about Hispanic parents wanting English; it's about people who, as I say, the poor people who only speak English now wanting to learn another language. And the largest growth in private schools in New York City is schools that start a second language in kindergarten.

So we are starting 40 schools with the 50/50 percentage of English only -- like I said, the poor people who only speak one language -- and parents are reacting. And not only are we doing it in Spanish, but we're also doing it in
Japanese, Arabic, we have one Hebrew, we have some Russian. Depending on what the second language is in the community, that's the dual language.

Because of the emphasis and because of the success of it, we also now have dual language programs in middle school, and we're starting our first high school dual language program in Queens also in September. And we're finding that parents are clamoring for that, because what better way to be part of the global economy than be able to speak and write? I can certainly speak Spanish fluently, but I had to go to school after school to learn to read and write it, because it wasn't done in the schools. And also, you didn't even speak Spanish when I was growing up in the streets publicly, because it was considered a bad thing to do. You didn't want to be American. Now hopefully to be urban and cosmopolitan is to speak two languages.

I think the other big thing about dual language is that it's also bicultural. We need
to understand other people's cultures, and even as much as you assimilate, there are some things that make you uniquely Hispanic. I know I need to have wine with my meals. I love having lunch rather than dinner, especially when I go to Europe. There are certain things I think about as holidays. Those are the kinds of things that make you unique and different. Not strange, just unique and different. So that if you have the biculturalism in our schools when you're celebrating the holidays of other cultures, when you're celebrating the things that are uniquely theirs, and even their history. I remember having a big argument when I was in elementary school because my father taught me his version of American history, and his version is there was no such thing as the Spanish-American War, because Spain did not go to war. And I would go and argue with my teachers. I got suspended once or twice.

But the idea of being able to discuss cultural issues in a safe environment and being
able to have a real conversation is also part of Common Core. Common Core is a comparison track to bring other—many opinions to the table, and that’s what we’re trying to do. This year in New York City we put out a very explicit social studies curriculum and social studies from two points of view, and I’d like to see that as part of our dual language.

Dual language is also to me a very important place to make parent engagement crucial in our schools. For too long, many of our Hispanic parents and other cultures as well have felt marginalized. The teachers didn’t speak their language; they felt that they were being asked to change, that their customs and families might have not have been the norm. And the reality is, we have to change that.

So we have been asking parents what do they want more of in the schools. And this year in New York City through the UFT contract negotiations, we increased parent engagement by 40 minutes per week. Every week of the year,
there is 40 additional minutes for parents. And that also comes with translators, but if necessary, with parents who can read and write in their own language. We're encouraging book clubs for parents. We're encouraging workshops, and we find many more of our Hispanic parents actually want workshops on skills for themselves. So, you know, how to write a resume, how to do interview skills. And we're putting that into our schedule going into next year.

We also know that whereas our graduation rate is growing and our dropout rate is going less, there's a lot more we could do. So we're putting in a lot of programs to encourage our middle school kids, in particular, to come to school after school and to get test prep for our special ed schools. We need to see a growth in our specialized schools of our underrepresented minorities, and that's a big push in many of our schools. Every middle school in New York City starting this year now has after school programs, a portion of which is academically focused. Some
of it is art, and a lot more family counseling. We're going very heavily into health issues in our middle schools and our high schools, and that is part of the Community School Initiative.

So here in New York City, we are very committed. I think it's also important when I go out in public -- and it just happened recently at an open meeting -- you know, it's one thing to have translations that are literal. But there's something when you're speaking your own language. Your body moves differently. (Inaudible, speaking Spanish). And I get crazy when a translation is done literally, so I've been speaking a lot more and doing my own translations when I think the passion requires it. And I think that that's part of the message we're trying to give, and a lot of people will now stop me, and I can't tell you how often people want their picture taken with me, which is like my least favorite activity to do. But it's all about a pride in that someone who speaks their language, understands them, is in the position
that I'm in.

So I am here to promise you that I take this very, very seriously. This is not about something I've done lightly, not at this stage in my life. But I am committed to helping all students, but obviously I have a particular passion for those students who started school in particular not speaking English and may not have found it so easy. When I started school, my teacher refused to acknowledge me for the first six weeks of school because I wasn't American enough and I didn't answer in English. I didn't know English. How could I answer in English? But taking deep pride in who I am and what I bring to the table and what I hope to do.

So I'm hoping that all of you look at New York City as a model, and certainly next year when all our dual language programs are on full course, that you come and visit, and that also understand that in New York, we are really trying to make it clear that this is not about a different system for different people. It's one
system for everybody, and we expect everyone to excel.

So thank you.

CHAIRMAN PADRON: That is very, very wonderful. And I personally want to thank you for promoting the dual language programs, especially now going to the high school level.

But I have a request from you. And at Miami Dade College in Miami for the last 20 years they have had a campus that is totally dual language programming. So I would like to encourage some of your graduates in the high school dual language program to come to Miami and enroll at the college.

(Laughter)

MS. FARINA: Just so you know, remember I was retired. So in my retirement, I do love the ambiance. I actually have a condo in Miami Beach.

(Laughter)

I may enroll in your college, and I have nothing else -- so I can get proficient in that.
But I'm just saying, like I said, totally, that I think for the first time in this country, certainly in New York, there has been a total shift. And I think we need to take advantage of that shift. This is no longer something people do because they have to do it by law. They do it because economically it just makes a lot of sense. And when you go to Europe now, everyone speaks two or three languages. My biggest problem when I take my grandchildren to Spain every year is that all their cousins want to practice their English, and I want them to practice their Spanish.

So together we can get this done, but it's important to say that the United States will also become an entire dual language country, and that should be our goal.

CHAIRMAN PADRON: Do you have time for one or two questions?

(Applause)

CHAIRMAN PADRON: Okay. She's going to allow one or two questions. Anyone?
Yes, Patricia? Dr. Patricia Gandara.

DR. GANDARA: Yes. This has been my passion, as well, which I have written. We're thinking a lot about dual language. We're looking forward in California to overturning a very bad law that we have in this next year. But I'm curious if you -- Wednesday I direct the Civil Rights Project at UCLA. And one of the things we worry about greatly is increasing segregation of our kids. You're probably aware of the report --

MS. FARINA: Right.

DR. GANDARA: -- that we released recently about New York.

Do you see any limitations of the dual language program bring more -- a better mix into the schools?

MS. FARINA: Absolutely. One of the most interesting -- I'll give you an example in my own neighborhood. It's a school that was -- I mean, there was nothing multilingual in the past. They started a dual language. In this particular
case, it was French. And a lot of people started moving in, actually from Quebec, because they had to live in a zoned neighborhood. And all of a sudden that school went from being just one ethnicity to being mixture, because people who want to learn that second language are coming in. We're seeing it a lot more also in our gentrifying neighborhoods. And it's bringing people in, and we were very careful in where we are encouraging dual language. We're actually putting dual language in schools where we think that's going to be part of what happens.

I mean, the one thing, and I don't know who in the room can be helpful with this, but the one thing that I do worry about, we really need a lot more literature that is written in the native language that's appropriate for certain ages. I have two publishers who actually sent me books from Spain, but if any of you know of any publishers, because I don't want -- you know, in the past in the dual language program we've had translated versions of American books. We need
books that are going to reflect the culture as
well as the language, and also even the rhythm of
the language. And that hasn't always been easy
for us. Like I said, right now there's one
publisher that I know of. But if any of you know
more, I'm really happy to look at that.

CHAIRMAN PADRON: I think I can help you.

MS. FARINA: Okay, great. Thank you.

CHAIRMAN PADRON: Anyone else? Millie?

MS. GARCIA: Thank you so much for being
here (inaudible). Everybody here believes in
that. I've been thinking about -- I'm from New
York City. I lived here (inaudible). I'm very
cconcerned about how our children are sometimes
labeled as special ed or emotional issues because
they're different in the culture. (Inaudible)
there, and I know you're trying to combat that
emotional thing.

MS. FARINA: Well, I think, obviously, when
students couldn't express themselves, or parents
either, teachers made decisions based on actions,
which sometimes were actions of frustration, not
acts of disability. So we're being a lot more
careful in terms of designating students for
that, but also understanding that sometimes
students have needs of both services. They need
the ESL, the bilingual service, as well as the
special needs. The Deputy Chancellor for that is
working very closely with Milady. Actually Carin
and Milady work hand in hand to see how we can
unite it when necessary, but separate it when
it's also necessary. I think a lot more
information about parents' rights -- what parents
have a right to ask for, what they don't have a
right to ask for in terms of what happens in the
school.

But it is a concern. It's certainly been a
concern all the years I've been doing it, and
also sometimes parents request these services
when they shouldn't be requesting it. You know,
there's sometimes something out there that a
parent hears from another parent, and it would be
great if they were in a class that was smaller.
Smaller doesn't always mean better.
We're also trying to be very discreet in how we provide services that are either ESL, bilingual or dual language, and making sure that people understand that they're three separate kinds of services. They're not the same.

And one of the other -- you know, besides literature, the other big ax that we have in the city, which hasn't been an easy lift, is getting universities to recognize that as they train teachers, that these are three different types of skills. I have met with the deans of education, and I am knocking my head against the wall. And I've said it publicly, because I'm hoping that that will wake some of them up.

CHAIRMAN PADRON: Good for you.

MS. FARINA: But we do have a few in New York that have gone above and beyond, and I really want to give credit to St. John's University, which is doing a particularly good job of getting . . . .

So we're now making contracts with universities that can do the training that we
feel is specific to the needs we have. Because we have teachers graduating, but then they don't have jobs. They don't have jobs because they're not being trained. Dual language is not the same as bilingual. And dual language, especially in middle school, you need to have the academic language, not just the language. So how do we get people to understand that there's a real difference with training? And -- yeah.

UNIDENTIFIED SPEAKER: Hi, Chancellor.

Thank you for taking the helm and leaving retirement to take on the challenge. And to give people a perspective, when you (inaudible) the (inaudible) have close to 600,000 Latino students in the New York City system, larger than many cities themselves.

MS. FARINA: Absolutely.

UNIDENTIFIED SPEAKER: A lot has come out about particularly African American and Latino boys not continuing ed. Can you tell us about the strategies and the work that you're doing in that area?
MS. FARINA: Yeah. When I was here, I guess ten years ago, as Deputy Chancellor, that was one of my top (inaudible), was the gender difference and working specifically on what gets boys to school. I keep them there, but getting them there, their parents drag them, but how do they (inaudible)?

So we're actually experimenting with several things. One of the things that we're looking is actually boy-only clubs in schools. How do boys have a safe place and girls, too, to talk to each other? We're increasing our CTE programs, the career and technology and engineering programs, because we know that for many of our boys, learning a career is just as important. Because it's also a pathway to college, but if they can have a career . . . .

I just went to visit a high school, Thomas Edison, where I'd say the vast majority of students there are actually minority students. But they're learning things like plumbing and engineering, and they're also learning how to fix
computers, but up to date. And that principal has a really -- an eye for working with Latino kids, because he came through that system. He's particularly good.

So we're looking for many different ways to say that there's a way to get to college, but it doesn't have to be the same path for everyone. It's called multiple pathways. I'm encouraging when I visit middle schools -- and actually I'm on my way now to talk to all the superintendents in New York City, and one of the things I'm asking them to do in schools with a graduation rate, particularly middle school and high school, that is not as high, to start thinking of more boy-only classes.

And by the way, the boys-only classes within a school don't have to be for everything. But where we've found it particularly helpful is in ELA. Because the kind of books boys like to read, sometimes they're (inaudible) for more girls. And we don't want to create more of a schism there, but the reality is that some of the
things they like are -- they like more non-fiction. Common Core is perfect for that. But they also sometimes need someone to lead their discussion who is of themselves. So we've been experimenting with everything that it takes, but also just saying that there is life that's better for you, if you continue going to school.

UNIDENTIFIED SPEAKER: Thank you. Okay.

MS. FARINA: Well, (inaudible) for one more, and then I have --

MR. CARDINALI: Okay. My name's Dan Cardinali. Community events (inaudible). I'd love to hear a little bit about your vision for (inaudible) have launched a city-wide effort which is really groundbreaking.

MS. FARINA: Right.

I believe that the community schools about 128 schools. The city (inaudible). And I would say one of the major differences between these schools and (inaudible) totally embedded school day. I do not want to see this to have the (inaudible)).
So the first thing that we did --

CHAIRMAN PADRON: I need you to put it on mute.

MS. FARINA: -- was that we said that the principals had to make the CBLs. The CBLs didn't have to be chosen by an outside source. We also asked that the (inaudible) of New York City, the parent ruling body in a school, be part of the decision making. We want people to think and to know that the community school is an integral part of the building. So that if we're offering mental health services, which is one of the things we ask many of the community schools to do, the parents feel comfortable with it.

They're only going to feel comfortable with that if they've been part of the decision making.

So that was a big shift, because in the past, principals got these programs, they saw them as an adjunct to their regular day, but in many cases didn't (tape noise). Okay. So this was really, really (tape noise). We also asked that all community schools have certain things in
common. We asked that they all have an academic component, which was -- many of these schools are schools that are struggling students, so they had to have some form of academics.

We asked them to have some form of health. It could be mental health, physical health, but some form of wellness tied into it. And they all had to have a component that had arts programs, because for too long, a lot of community schools were seen as babysitting or homework help. We're trying to get away from that. It's costing us too much money for homework help; that can't be it. But if kids come -- and also remember, in our community schools, or in our renewal schools, as we're calling our struggling schools, the common factor in all schools is lack of attention. So if you have a great arts program and you know you have to be there during the day, you'll stay for the extended day. So having an arts program to me was crucial in all of the community schools.

We vetted all of the community schools.
There wasn't anybody who wanted extra money and had something in the community happen. They had to really pass the test. And we will keep assessing them as we go forward. We have a Director of Community Schools who used to work on the other end. That is Caruso, who's phenomenal, and that has been the message. And also that we will be evaluating in the same way that we will evaluate school and school principals.

So it's really a different take on the same work, but very different. And also to some degree, they are not independent. They have to sit on the principal's cabinet and make decisions with the principal. And that, to me, is crucial. I use the model that I saw in the Bronx that worked particularly well, where the community school actually has an office in the building all day long. So . . . .

CHAIRMAN PADRON: Chancellor Farina, mucho gracias.

UNIDENTIFIED FEMALE: Mucho gracias.

(Applause)
CHAIRMAN PADRON: So let's continue with our Executive Director report.

MS. CEJA: Great, thank you.

Commissioners, one of the highlights I wanted to mention is the work that we're currently doing with the Office of Civil Rights. We have been working closely with them to better leverage data and support our outreach efforts. And if you haven't seen, the Office of Civil Rights puts out a civil rights data collection every two years. That has been an opportunity for us to flag and pull out the -- to fabricate the data for the Latino community on school discipline, on English learners, and on (inaudible). There's a lot of interest and work on (inaudible) initiatives. It's an opportunity for us to use the data to better target those resources where we know that Hispanic students are not getting offered the full range of STEM courses. So I wanted to make sure just that we flag that for you all. It's an opportunity for us to work closely with our colleagues at the
Department of Education to ensure that we can leverage these data points to better invest in resources where we know are more critically needed.

And I want to just highlight some of the outreach activities that we've been able to do and some of the reach we've had across communities across the country. We are looking over the next couple of months to really target our focus on emerging communities, so you'll see more of a presence in those areas. We're looking to have a presence in Alabama. We've done some exciting work in Arkansas in partnership with the (inaudible) Center. Kentucky and Tennessee are areas where we will be linking policy and outreach. There's some exciting stakeholders that are doing really innovative work in support of our cradle to career agenda. So we want to use our office to make sure we can shine a national spotlight on those efforts.

And I want to thank you all, because obviously we could not achieve this aggressive
agenda without your help. The Commissioner engagement is instrumental to our success, so I want to thank you all for the opportunity. When we call and ask you to represent our office, there was the White House Opportunity Summit. It was really an opportunity for the Postsecondary Committee to work together and come up with a commitment to action in support of the White House's efforts there. And we really can't do this work without you, so I really want to extend my sincere thanks for all of the help that you give us throughout the year.

We're going to lean on you a lot more over the next couple months. We can't get this anniversary done without your help. And I want to thank Patricia Gardana. She's been working with us closely on a report that will be released soon focusing on Latinas. And so that's really the opportunity to make sure that you all are also engaged and are part of making sure that we continue to achieve our executive order to increase the educational opportunities and
outcomes for Hispanic students.

So I wanted to thank you and just highlight the fact that our Anniversary Year of Action has the support of our Cabinet members. Last December we convened a meeting with the Secretary of Education, Arne Duncan, and the representatives from the Department of Labor, Department of Housing, FPA. So this is just an example of the commitment that we are receiving from our Cabinet Members to make sure that this anniversary is successful. They will be working closely with us to execute, over the next couple of months, the Anniversary Year of Action. So we're really excited to have them on board and to serve as advisors to us on this anniversary.

So I will stop there, and we'll introduce our next speaker.

CHAIRMAN PADRON: Thank you, Alejandra. And we'll be in the afternoon dealing with some of those issues, which I think are very, very important for the agenda for the Commission.

But now I take a great deal of pleasure in
introducing someone we all know as a friend and
frankly doesn't need any introduction. He's our
passport to the White House, and someone who's
always accessible and open and who has helped us
tremendously with carrying out our agenda. So of
course I'm referring to Roberto Rodriguez, who we
welcome.

(Applause)

MR. RODRIGUEZ: Thank you very much.

Good morning.

PARTICIPANTS: Good morning.

MR. RODRIGUEZ: Can you hear me?

PARTICIPANTS: Yes.

MR. RODRIGUEZ: It's a pleasure to join the
Commission again. Dr. Padron and all the
Commissioners, I want to thank you for inviting
me to join you to talk a bit about the
President's education agenda. A bit of an
update, and -- but before that, I want to just
thank you for your outstanding service to this
Commission and to this cause. The work that the
White House Initiative on Educational Excellence
for Hispanics does to advance conversation nationally about the future of the Latino community is critical. It's critical to realizing the charge of individual opportunity for our children and our families. But it's also critical to our collective future as a country, and the President really recognizes that the economic prosperity and the future of our country and the success of the Latino community in education, those two notions are inextricably linked.

So the work that you do each and every day to help carry that charge forth as a collective here with the full Commission, but also in your respective roles in your communities, at your organizations, working with families, working with our teachers, working with our parents, is really critical. So I want to thank you for that.

I also want to just pause and acknowledge and thank the outstanding staff of the Initiative, led by Alejandra --
MR. RODRIGUEZ: -- (inaudible), to Manuel --

MR. RODRIGUEZ: -- this tremendous staff that
are really working each and every day to advance
the mission of this Initiative. And it's a very
special year. I'm looking forward to having a
conversation about how we can celebrate the
charge of this Commission as an Administration
moving forward.

Let me just briefly begin with a bit of a
reminder of the importance of our work and how it
relates to the policy agenda that the President
has put forth.

Our Latino community is the fastest-growing
community in our U.S. public schools. We're now
a quarter of all -- nearly a quarter of all
students in public education. And as we move
forward over the next 30 years-plus, the Latino
growth in the labor market and in the general
population will account for 60 percent of the
country's population growth. So when you look at
that demographic, really just that remarkable
demographic growth, coupled with the real
imperative for providing opportunity for our
students, it's really clear that we have to do
better. And the charge of this Commission is
important today more than ever before in terms of
expanding opportunity for all of our students.

We've been very proud of the work underway,
and this is really thanks to our educators, our
parents, our students. We've seen a remarkable
progress in the country relative to educational
attainment. Our graduation rate today is at an
all-time high, 81 percent, and Latino graduation
rates have grown by 12 points just over the past
decade. That is fueled, that growth, in helping
more of our young people successfully walk across
that stage and earn their high school diploma.

Our dropout rates are down sharply, and the
Latino dropout rate, as the President has noted,
has been cut in half since 2000. That is
remarkable progress.

We are seeing enrollment, college
enrollment, at an all-time high, and we are seeing Latinos comprise the largest group of students of color today attending our undergraduate institutions. That is remarkable progress. And we know that 1.8 million Latino students today are using the Pell Grant, which under the President's leadership we have been able to grow by $1,000, that maximum grant which is a lifeline of economic opportunity into higher education for our Latino students.

So there are encouraging signs of progress. At the same time, we know that the imperative to make sure that all of our Latino students are well prepared to enter college ready for success is critical. And today, still, our Latino students are half as prepared as their peers to be able to enter college ready for success.

We know that we need to do more to make sure that we have a great teacher for every one of our Latino students in all of our communities and all of our classrooms. And when you look at the growth of the Latino community, 24 percent now in
our schools, we have fewer than 8 percent of our teachers that are Latino. Two percent are Latino males; right? What message does that send for our young boys and our young men in our schools?

So we also know that more work needs to be done to curb and end the dropout crisis. We've made probably the biggest strides in the Latino community, but we're still losing a million young people a year annually to the dropout crisis.

And when we look across the country, we know that just about 1,200 schools, our high schools, can be linked to three-quarters of our Latinos that drop out of school.

So the good news is with the right support, the right resources, the right attention to opportunity and equity, and the right conversations with our communities in those schools, we can turn that around. We can create a new day of learning for our students and for their families.

So the President continues to promote and advance an agenda to fulfill the promise of
opportunity for each and every one of our Latino children. He talks often of the ladder of opportunity that we need as a country to be able to move into the middle class, and education is the first rung on that ladder. And from cradle all the way through a career, from early childhood education, and that begins at birth, all the way through to our adult learners, we have endeavored to do more to advance an agenda to improve opportunities and to improve outcomes. And early childhood education, we know that those early years before our students reach kindergarten are among the most consequential for their future and that the relationships that they develop with adults around them -- where they're nurtured, where they grow, where they learn -- are critical.

We're still far from where we need to be as a country relative to participation in high-quality preschool. It's fitting that we're having a conversation here in New York City, and we just heard wonderful remarks and reflections
from our Chancellor here in New York about the
great work underway to advance preschool here in
New York. That's been a really exciting
development.

We need that type of energy and activity
around the country, because we are 28 out of 38
developed nations relative to access to high-
quality early education. And we also know that
it's not just about access for our kids; it's
also about quality. We need to make sure that
those early learning experiences really enrich
and promote social and emotional development,
cognitive development, physical growth -- that
they include all the supports that our kids need
to be healthy, to develop and to really begin
kindergarten ready for success.

And 70 percent of our children spend some
amount of time out of home. We want to be sure
that that time they spend is well spent in a
high-quality environment. So we've invested over
a billion dollars across 20 states in a Race to
the Top early learning challenge where we're
raising standards, we're trying to do more to open greater pathways, to improve the quality of our early learning programs, and to focus on closing that school readiness gap. We've advanced and expanded Head Start. We're reaching 68,000 additional children, including -- a third of those are Latino children. We're expanding the child care system. The President's put forth a bold new proposal to bring high-quality preschool to every single four-year-old in the country.

And while that remains in front of Congress for consideration -- along with his call this year to bring high-quality child care assistance to every low and middle class family with children under five -- while those proposals await Congressional action and approval, we are not going to wait. So we are expanding the network and coalition of partners -- public, private, nonprofit, philanthropic, local and elected leaders at the state and at the local level -- to take action. And I applaud and thank
the Commission for its participation in December at the President's White House Summit on early education, where we had a billion dollar day for expanding early education, including $330 million in commitments across the country from leaders to do this important work. That should be a reminder of the imperative we have as a country to move the legislation forward that's needed to make this an opportunity for all kids.

We're doing more to expand and support our K-12 system so that it delivers on the promise of college and career readiness for all. The change that's underway in our elementary, middle and high schools is remarkable. It is a time of tremendous change and progress. Standards are being raised in 48 states across the country. We have efforts underway to look at new systems to develop, support, advance and evaluate teachers and our school leaders. We are undertaking efforts in 1,600 of our persistently low-performing schools to invest in new reforms that will support new curriculum, a new day for
teaching and learning in those schools. And we're trying to drive and spur a new conversation around innovation and around research and development in our education system. We must do better there.

And so through this, the set of reforms and investments that the President has made over the course of the first and second term here, as well as through the ESEA waiver process that's now in place in across 44 states, we are reaching 8.2 million Latino students. Seventy percent of our Latino students are in our states that are moving forward through this new arrangement with our Secretary and with our Department through ESEA waivers.

We're awaiting a Congressional action actually today. This afternoon the Senate will take up a draft of reauthorization of the Elementary and Secondary Education Act. We believe that the waivers that we have in place are only a stopgap measure. What we need is a new law. We need a law that replaces No Child
Left Behind with a better blueprint that will help our teachers and our communities and our students and our parents get ahead. And so our Administration is deeply engaged in that process. I'm happy to answer further questions and discussion on that legislation.

In the meantime, we have a lot of work to do to make sure that we're providing the resources. And this comes back down to resources for our schools and for our students that are needed to be successful. And so the budget that the President's put forth now invests heavily in IDEA and Title I and the whole set of programs, discretionary programs, at the federal level to support our schools. And we're undertaking important new strides, as Alejandra flagged, through our Office of Civil Rights and through our Department of Education to try to advance equity and opportunity in our system.

We're also trying to do more to make sure that higher education is not just -- that our students not only walk through the door of higher
education, but actually complete their degree. We are focused on affordability; we're focused on attainment; and we're focused on doing more to make sure that our students are persisting and succeeding in their efforts and their endeavors to realize their dreams through a postsecondary degree.

Here again, the Initiative and the Commission has been a wonderful ally, and we're grateful for the work that you've done in participating now in two consecutive convenings that the President, the First Lady, our Vice President and Dr. Biden have hosted, bringing together our higher education leaders from around the country to have a new conversation about how we can strengthen that pipeline, beginning in our middle schools and in our high schools and moving forward. How can we orient more of our young people towards success and reaching and succeeding in higher education?

As I noted, we've shored up the Pell Grant. We now have 2,000,000 students enrolled in the
pay as you earn program. This is the President's income-based repayment plan that will help alleviate some of the burden of college debt repayment, because we know the costs of college has gone up dramatically. We want to make sure that those costs are not an impediment for our families to be able to pursue a higher degree.

We have a bold new charge by the President this year to make two years of higher education and an associate's degree as universally available and attainable as high school was just a generation ago. And our economy needs that. We are in a knowledge and innovation-driven economy where eight out of ten new jobs require some postsecondary education.

It is critical to make good on this promise, and our community colleges are the right place to begin that work. We know that over half of our Latino students in higher education are in our community college system. We want to support that system to be a viable pathway toward earning an associate's degree or a credential toward
entry into the job market and into a successful
career, as well as for an important steppingstone
to continue their education at a four-year
institution. And we're already seeing
encouraging signs of places that are doing that
well and cutting back really the cost of pursuing
that BA in half by using our community college
system as a springboard into that effort.

So what you will see from us in the coming
months is a real attention to doing more to
support a new national conversation around how we
can make two years of higher education a reality
for all of our responsible students around the
country.

I'd say finally just the importance of
making sure that our communities and our parents
and our families and their voices are present
throughout this debate. At the end of the day,
the work that this Commission is charged with is
about the wellbeing, the health, and the success
of our families as a country, and their voices
have to be present in this work at every level.
We're relying on you to help us with that effort to make sure that we're creating the meaningful connection at the local level with our communities to advance this important work.

I'm very excited to be here. I'm very excited about the anniversary year that we will mark this year for the Initiative. It's an important moment to take stock of how far we've come as a community and the journey ahead, to really realize the promise of the American dream for all of our students, for all of our children.

So thank you again for your attention and for having me here today, and I'm happy -- I don't know if we have time for questions? And I'd be happy to answer questions.

CHAIRMAN PADRON: Yes. We'd like to take questions. Wonderful. Thank you.

Dr. Fraga?

DR. FRAGA: Thank you, Mr. Commissioner. Good to see you again, and thank you for all of your work that you do on our behalf.

You have been in the middle of, I'm sure,
many interesting circumstances -- I was going to say "battles". I won't say "battles." Could you tell us what the current thinking is in the White House regarding the college and university rating system, where we had our second symposium of our Postsecondary Education Subcommittee, and, you know, controversial and a lot of issues and ideas. Could you just give us an update on the current thinking, and also an update on the Reauthorization of Higher Education Act, your assessment of where we are with regards to that?

MR. RODRIGUEZ: Sure. Thank you, Dr. Fraga.

So this is an important project. The President in summer of 2013 really advanced the new agenda to focus on innovation and to really challenge us as a country to think about how we can do more to address affordability in higher education. And to think about really advancing a new proposition that focuses on quality and attainment and value in our higher ed system.

Part of that work has been his charge to look at a new rating system for our institutions
of higher education. This builds on the college scorecard, which I encourage everyone to become further acquainted with. It's an important tool to look at a baseline of indicators, four or five indicators across all of our higher education institutions.

There has been a design team that has been working on the President's rating system. We've had public hearings to collect feedback from across the country on that system, and we look forward to advancing that charge later that year. I think hopefully by the fall we will have a system to be able to roll out for further public comment and consumption.

I'll note that system is not directly related to eligibility for financial aid for our institutions of higher education. So I want to really debunk that notion, because I think there's some that really believe that as soon as that system rolls out, that will drive all of the federal aid and decision making in higher ed. The bigger imperative here is to be able to
provide really an opportunity for consumers of higher education, for our family to be able to take a close look at what colleges offer. And it's not going to be a complete picture, but it will be one snapshot of data amongst a broader set of data to make that informed decision. You know, going to college is one of the most important decisions our families can make. It's also one of the most financially consequential decisions. And so we believe our families need more information and greater attention and focus on value in that topic.

I understand that Congress is beginning efforts now on hearings relative to the reauthorization of the Higher Education Act, and I applaud the Commission's past deliberations. You've been bringing some policy recommendations for that debate. I believe that those recommendations will be particularly important as Congress begins that work this fall on the reauthorization.

DR. FRAGA: Thank you.
CHAIRMAN PADRON: Anyone else? We'll go to that end. Sara?

MS. LUNDQUIST: Yes. Thank you so much. A couple of things, if you could comment a little more substantially. Previously you updated us on a national level to simplify the FAFSA application. You were silent on that today --

MR. RODRIGUEZ: Yes.

MS. LUNDQUIST: -- and I think we'd love to be updated on any progress that you've made or that you foresee for the coming FAFSA season. And secondly, you highlighted something that electrified us in terms of free community colleges. But with this state funding being the determining lever for that --

MR. RODRIGUEZ: Right.

MS. LUNDQUIST: -- could you give us some more insight into the types of federal incentives that you imagine working with the state subsidies that are already in place so that tactically we can contribute effectively to this incredibly
diverse set of strategies across the nation
that's so germane to our charges as a nation?

MR. RODRIGUEZ: Sure. Thank you.

On community colleges, this is a big -- it's
a big new proposal, right? And we put that
before Congress, the $60 billion proposal that
would operationalize this opportunity for free
community college across all states through a
federal/state partnership. So that proposal
assumes that there is a state investment, as you
know. And it's a voluntary proposal. States
would have to opt into that, would have to share
some of the investment in higher ed. And we also
ask states to think more about making sure that
the pathway in their community colleges leads
viably into four-year systems, where those
systems would be able to recognize the
associate's degree as entering juniors into their
system, so that the two plus two, if you will,
strategies work and are viable. Also that that
system articulates closely with the current job
market in that area and with employers.
So we're still awaiting Congressional action on this plan, but I think what we're seeing is a number of cities and states -- the President announced this at Pellissippi State College down in Tennessee with Governor Haslam, a Republican, who has invested heavily in community colleges as an economic and educational engine in that state. But we're seeing encouraging signs in places like Miami and Chicago and many other communities that are really on their own beginning to advance this notion. And so that's the type of effort that we're hoping to engender with the proposal as we await Congressional action.

I'll also say that this is not a last-dollar program. So we know that as our young people attend community college, the expenses, particularly of -- and our returning adults, I should say -- the expenses associated with that are upwards of $13,000 even if tuition is taken care of. So this does not mitigate or interfere at all with their ability to pull down the Pell Grants, to continue to use the student aid system
that we have to support offsetting those costs.  
So it differs a little bit in some of the other  
proposals that are out there in that respect.  

But we're really excited about the  
opportunity, and we hope that this is a chance to  
also open a deeper conversation with our four-year institutions of higher education. Again, we  
need to build the pipeline all the way out, from  
our K-12 system all the way into our  
postsecondary system, into our BA's, masters, and  
we have to do better with our PhDs. We can do  
better than six percent of our Latino population  
with a PhD. We have to do better there.  

The FAFSA work is critical, and we've made  
important strides. I just want to remind the  
Commission we have cut the time to fill out the  
FAFSA in half. Utilizing skip logic, we've  
brought that entire FAFSA form online. And just  
more recently, we have launched a new FAFSA  
completion initiative. And the President was  
pleased, with the First Lady, to launch this  
initiative at a high school down in Florida, and
we now have 13 states that have opted into this. It's a voluntary arrangement, but if the governor of the state agrees, we will provide data directly down to the school level of who has and hasn't completed the FAFSA. And that data is critical for our counselors, for our principals, and for our teachers to be able to reach those students who haven't yet filled that out and make sure that they're taking every step they need to be able to get ahead. We'll be focusing a lot on that as part of our college opportunity work.

CHAIRMAN PADRON: Anyone else? Yes?

UNIDENTIFIED SPEAKER: Just a follow-up on that. (Inaudible)

CHAIRMAN PADRON: Could you speak to the microphone so that people can hear you?

UNIDENTIFIED SPEAKER: Sure. So we've seen a difference at the L.A. level in terms of the number of students that will have keys and you (inaudible) actually finish it. The difference is that our two high schools that we work with went from the sixties percent to the upper
eighties, and we hit 90 percent at one of our high schools in terms of FAFSA completion, which is huge. So we're working so hard to get them to college, and if they're not doing those financial aid forms, we don't fulfill that promise.

I do have a particular question, because one of the challenges that we (inaudible) in terms of college-going for our recently arrived students or longer term but non-citizens is the availability of any federal financial aid. So I dare ask the question, is there any chance that we see that come through in the near future?

MR. RODRIGUEZ: Well, so that's a good question. I think we're encouraged by some of the steps that have been taken at the state level to try to do more to advance financial aid for our undocumented students and for our recently arrived students. This issue, unfortunately, is wrapped up, as I know you know, in a broader policy debate that is underway around our Dreamers and our undocumented students, and under a broader policy relative to immigration reform.
The President has spent a great deal of time and energy working and endeavoring to advance a comprehensive immigration reform. We have undertaken executive action to do more to try to advance educational opportunity for our students who are here who are undocumented, and we'll continue to (inaudible) that, we'll continue to work on that.

But I think a broader point here is we are missing out on the potential for our country. We're missing out on our collective potential as America, and we're certainly shortchanging our individual young people. The stories and the conversations that I have had with some of our Dreamers, and I know practically everyone around this table has had these same conversations, is just inspiring and stunning. And the amazing accolades of these young people -- their persistence, their drive, their motivation, and the amazing work that they've done academically -- we can't afford not to be a country that invests in that. So we're going to continue that
work, and we're going to continue the effort to spur Congress toward action as we try to wrestle with that moving forward.

In the meantime, we have opportunities to lift up examples in place that are successful. And I'll say there's a whole collaboration and network of colleges that have focused on doing more to support and offset some of the costs, but also support the persistence of our Dreamers at their institutions. We're proud of those institutions.

MS. NIEVES: A question?

MR. RODRIGUEZ: Yes. Hi, Lisette.

MS. NIEVES: Hi. How are you doing?

MR. RODRIGUEZ: Good.

MS. NIEVES: A quick question. It has a lot to do with this whole transfer, and I'm excited. I want to say where there's opportunity and where I get anxious.

MR. RODRIGUEZ: Right.

MS. NIEVES: But I'm excited about the idea of creating better trends for opportunities from
two-year to four-year; right? And I understand the value proposition of saving money. I would love it if the White House could really host and highlight who is doing that really well. Because what we see in some places is that they transfer, but Latinos don't persist in the four-year. MR. RODRIGUEZ: Yeah.

MS. NIEVES: Right? That doesn't mean that the supports are there. And some of that has to do with the way some states have aligned two and four-years as not necessarily allies. And we can do better at that. And so I just want to say that the beginning of the story is the transfer. But the real story is wanting to see the completion, and so I want to make sure that we see what does it truly mean to have a quality partnership between two and four-years --

MR. RODRIGUEZ: Yes.

MS. NIEVES: -- where we really move young people through the pipeline. So I want to make sure -- you know as a member of the Higher Ed Committee that I'm going to keep that pressure
going there.

MR. RODRIGUEZ: Sure.

MS. NIEVES: Because we've seen mixed results, and I want to make sure that the ones who are doing it best become the model for us.

MR. RODRIGUEZ: Right. I appreciate you raising it. I think it's absolutely appropriate and an important conversation for the Commission to continue to engage in.

We know that it's possible. There are opportunities and there are places that are doing this well. But often it requires a conversation with the higher education leadership at the state level --

MS. NIEVES: Yes.

MR. RODRIGUEZ: -- to make sure that credits articulate and are well aligned. This is more likely in states that have deliberately moved in that fashion. You know, whether it's in places like Florida, California, some other places.

We also need to make sure that we are doing more to open a new conversation with our
community colleges, and our Administration is
proud of what we've done with those institutions.
But to make sure that persistence in completion
is an imperative. It's part of and central to
the mission. And that can sometimes be a tough
conversation with open access institutions. But
it is an important conversation if we're going to
make good on opportunity for our kids.

CHAIRMAN PADRON: Alfredo?

UNIDENTIFIED SPEAKER 3: (Inaudible) I
wanted to ask you a question about IDEA, the
reauthorization of IDEA, specifically with regard
to the requirement to monitor racial equality in
(inaudible) education or special education and
(inaudible). Are there any discussions,
particularly in light of emerging research,
showing that they are changing some of the --
they're operationalizing the requirements of the
policy to go around some of these requirements
and undermining the impact of the (inaudible).
Can you give us an update on whether there's
going to be any changes in those (inaudible)
requirements and the implications for the policy?

MR. RODRIGUEZ: Yes. So a couple of

important notes here on IDEA. One is that the

last reauthorization of this bill in 2004, as you

know, put in new and important requirements to

look, in a disaggregated way, at our students of

color, at our English learners, relative to

disparities in IDEA identification and placement.

So that's the first time that we've started

collecting that systemically, that data, at the

federal level. That's an important sign to look

at what's happening relative to identification

and placement and opportunities for our students

with disabilities, and to make sure that we are

doing more to support early intervention.

Because we know that when we have -- and we've

added in new opportunities for districts to use a

portion of IDEA funding for intervening with our

children prior to identification of a disability.

We know that those early intervention processes

have tremendous promise in terms of helping avoid

identification and placement for those students
who may not need it.

We're collecting that data. We'll be looking at that data as that informs the conversation with the Hill on reauthorization. In the meantime, we've put into place additional investments with positive behavioral supports through IDEA that have been very important, and we're collecting new data on issues relative to suspensions and expulsion, not just of our students with disabilities but of all of our students across the country. It's the second year now that we will collect that data from every school district.

And when you uncover that and you look closely at that, you will see some troubling trends relative to suspension, expulsion and disparate discipline treatment of our Latino and African American students. This has been an important point that we have brought into the conversation at the White House and that we've brought directly into the conversation around My Brother's Keeper, which is the President's
initiative looking at supporting our young boys
and our young men of color and their future
success.

But we believe we need to do better, and we
are undertaking a new step within IDEA, a new
initiative around monitoring states that is
focused more on -- rather than looking at a set
of compliance indicators -- that's been the
historic way we've done this -- looking at kind
of more proactive monitoring and discussions with
state departments of education about the success
of their IDEA. We don't have anything formal to
publish there yet, but the feedback that we have
gotten from the states and that our Office of
Special Education has gotten has been really
tremendous and encouraging. So we want to make
that a part of whatever reauthorization
conversation happens on the Hill.

CHAIRMAN PADRON: Okay, last question.

Millie?

MS. GARCIA: Thank you so much for

(inaudible).
I really wanted to ask you a question that I -- not even a question, but a suggestion that you not forget that our Latino and African American students who (inaudible) who do not work full time. So when you do policies decisions, to make sure that our part-time students (inaudible).

MR. RODRIGUEZ: Yes.

MS. GARCIA: So if you're talking about the first two years be free, are (inaudible)? Are we (inaudible) our part-time students? Because it's so much. They are going part-time; it's actual part-time.

MR. RODRIGUEZ: Yes. Yes. We are including our part-time students, and we are offering more than two-year, right, so it's three years' worth of opportunity to pursue their associate's degree.

You know, I think it's a very important point, Millie. Our student -- the non-traditional notion of our (inaudible) --

MS. CEJA: It's traditional.

MR. RODRIGUEZ: -- particularly for Latinos
that are much higher chances that we are working while we're earning our postsecondary degree and that we are balancing the demands of work and family and making ends meet. That's the story of our community. So I think it's a very important reminder, and we try to take care in designing the America's College Promise to do that.

CHAIRMAN PADRON: Well, thank you so much for spending time with us today.

(Applause)

Okay, we proceed. I'm going to ask Alejandra to introduce the next topic.

MS. CEJA: Great. Commissioners, it gives me great pleasure to introduce Jacqueline Cortez-Wang. She's a Senior Advisor with the Initiative. She's on detail to us from the Office of Communications and Outreach of the Department of Ed. We're very lucky to have her. She's going to walk us through the commitments section and how you all can get involved in this great effort we have before us.

Jacqueline?
MS. CORTEZ-WANG: Thank you.

So what I'd like to start out with is, in March -- actually earlier in March, what we did is finalize the framework for this call to action, for these commitments to action. And we've received an overwhelming response from leaders across the nation. When I say leaders, I mean people who are our parents, are our community members, are people who see what our Latinos are going through, what they need, and they want to take advantage of this opportunity.

So we've received emails, we've received phone calls for technical assistance asking for additional information, because they want to take advantage of this opportunity.

What I'd like to show you right now is the top left-hand corner, there's a picture of students. They're all first graders from El Monte, California. And what they're doing is they're chanting that they're going to college. They're chanting that they're saving for college. And they have parents surrounding them. What
those little hands high up -- what they don’t realize is the entire community is behind every single one of those students. The parents have joined forces, public and private sectors have joined forces to say, "We are going to make sure that these students go to college."

And what El Monte does for us is provide the perfect example of what a commitment is and what we want to see throughout the nation. El Monte, what they did March 12th of this year is they launched their Scholar Savings Program. What they've decided to do is work with their funders to bring in funding so that they can open savings accounts for each one of their students. Each one of their first graders will have their savings account in their parents' name. Every time a parent puts in funding into the savings account, two dollars will be added to their account. The idea behind what they're trying to do is get parents to understand the importance of saving for college, to remove the idea that they cannot save for college. They took focus groups
with parents and really listened to their needs.

And so that's what we're trying to get.

That's what we want communities around the nation to understand, is they need to invest in their own communities. And so we want them to use this anniversary to say, join us, commit with us to make a difference in our own communities.

So if we go to the next slide: I am a Houstonian, and so I'm very proud to say that leaders across the city of Houston have come together also to say, We know the needs of our communities. We want to take advantage. And so we held a stakeholder call of 50 leaders across the city to talk to them about the Commitment to Action, to take them through the needs, to take them through the importance of a commitment. And they have had brainstorming sessions after that stakeholder call, and they said, "Let's figure out where our needs are." They have members from the university system, from the community college system, from the K-12 system. They have public and private partners coming together. They have
a sports team that is brainstorming with them how
can they all work together to help their early
learning students, to help them graduate from
college, graduate from high school. And so these
are the types of things that we're seeing, and
these are the types of things that we're
encouraging.

We're working with the Cal State system. We
met with them in early March to talk to them
about Commitments to Action, led by the Cal State
Polytechnic University. They brought together
partners to say, We are going to make a
commitment focused on the transition between two
to four years. They want to focus on STEM, and
they want to come together to provide a
commitment. Not only do they want to present a
commitment in May of this year; they also want to
encourage others in California to make a very
similar commitment. They want to encourage
commitments, but they don't want to encourage
commitments without they themselves saying, "This
is our commitment." So that's what we're seeing
in southern California.

We're also getting calls from California, Colorado, Ohio, Louisiana, Denver -- all across the nation. And what that really says for us, I think when you start programs like this, you wonder if you're doing the right thing. And what these calls really do is tell us that there is a need. Not only is there a need, but there is a desire and there's a passion to really help our students.

To go a little bit further into the Commitments to Action, we are asking commitments to focus on five critical areas: early learning, K-12 college access, postsecondary education, STEM, and Latino teacher recruitment. All Commitments to Action we're asking to be very specific in focusing on those areas.

We also have very specific requirements that we want them all to meet, obviously targeting the Hispanic community, making sure that they're long-term impacts. We appreciate the events that will take place this year and next year. What
we're really focusing on is what promise can communities make that will be long-term. One year is great, one event is great, but what is the long-term impact to our community?

We want to make sure that the objectives that they set are measurable. And what we're looking for is, we're not necessarily asking to reinvent the wheel. There are programs throughout the nation that are working and making a real impact. Which one of those programs is worth expanding? Which one of these programs is making an impact, and do we want it to grow? So not only do we want to see new commitments, we want to see new commitments that help expand programs that are already working.

All the commitments are due June 30th. And what we're hoping for is if we get them by June 30th, not only does it give us an opportunity to review all the commitments, it gives us an opportunity to provide feedback so that they can improve their commitments.

In your packet what you'll find is all the
materials related to the Commitments to Action on the right-hand side of your folder. I'll quickly tell you what's in this so that you can reflect on it after this meeting.

The first page is an overview of the entire Anniversary Year of Action. You'll also have on the right-hand side a packet that has a lot of this very similar information for each one of our critical areas. You'll see why it matters where Latinos are in each one of the critical areas. So what we're telling folks that call us and they say, "We have this program that's really working. How can we leverage the Anniversary?," we say, "Take this packet of information and really explain to corporations that don't understand where Latinos are in early learning, where Latinos are in postsecondary education, and give them that background so that they understand how they can leverage the Anniversary as well."

Examples of commitments range. Some of the calls that we're getting are teachers or corporations that say (inaudible) we do to
provide internships, to provide mentorships?
It's as easy as that type of commitment, to "We have this much funding. We don't know what to do with it. How can we invest?" So there's a large way of making commitments, depending on what they're capable of doing.

What we want to remind folks when they call us is this is not the White House asking for funding. This is not the White House asking for resources. This is what your community is asking for in order to make an impact to our community as a whole.

The next thing that we're very proud to announce is the availability of Bright Spot nominations. Understanding that there are models and organizations that are already working, already making an impact, we really want to highlight their great work. So in September when we celebrate our anniversary, when we celebrate the commitments, we also want to celebrate the great work that's being done. And so we're asking for nominations, what we're calling Bright
Spots in Hispanic Education, of organizations,
models that are working that are making a
difference.

And so two examples are Abriendo Puertas and
The Latino Student Fund. They're both programs
that have proved to be successful in their
communities, both in L.A. and in D.C. And those
are the types of programs that we want to see
throughout the nation. They exist. We know that
they exist. We know that they're doing great
work. So online we have our nomination form.
That will also go through a review process,
because at the end we want to release a national
catalogue of Bright Spots in Hispanic Education.

Bright Spots also has requirements very
similar to what we're asking of the commitments.
We want to make sure that they can prove that
they're making an impact in their communities.
The 17th of July is the deadline for Bright Spots
so that it is included. But if we receive Bright
Spots after July 17th, we will still continue
accepting them. We want to continue populating
this national catalogue.

And that's it.

CHAIRMAN PADRON: Thank you, Jackie. Any questions of Jackie?

MS. CORTEZ-WANG: Can I quickly go through -- I'm sorry -- how you can help, specifically give you information on it? I don't want to forget. That's very important.

So the first one is amplifying to your networks. We are definitely in the phase of trying to get the information out there. We've sent it to the stakeholders that we know, but we would love your help in getting information out there. We have a communications (inaudible) bank with everything from an email to a newsletter blurb to social media that we would love to provide for you so that you can help us get the information out there for this call to action.

The other piece is engaging your network. Since we've seen the success of what a national stakeholder call can do or a stakeholder call can do, we would appreciate you setting up
stakeholder calls with your partners so that they can learn about the Commitments to Action. We'll set the call line; we'll set up the time. We just need those contacts so that we can reach out to them and talk them through the documentation.

And then the last point is, of course, nominating Bright Spots that you all know very, very well.

Thank you.

CHAIRMAN PADRON: Thank you. Any questions?

UNIDENTIFIED SPEAKER: Just a very quick question. The college funding, some of us made some commitments. Do we have to resubmit those to be part of that list? (Inaudible), so do we need to resubmit again?

MS. CORTEZ-WANG: It is a different application. What we're asking is to really take out the Hispanic narrative and resubmit, yes.

CHAIRMAN PADRON: Anyone else?

Thank you, Jackie.

And we're going to take a 20-minute break and we will be back, and then hear the reports.
from the various committees.

    (BREAK)

CHAIRMAN PADRON: Okay. We're ready to continue our meeting, if you would kindly take your seats.

I believe that we all share a great deal of pride in the work that our three Subcommittees have undertaken since the very beginning. And many of us have participated in many commissions, many presentations. I have to say that I've never worked with a group that has been so self-directed and have assumed the responsibility for the various tasks that we are assigned, which has made the job much easier for the staff and definitely much easier for me as Chairman of the Commission.

So with no further ado, what we'll do is hear updates on the work of these committees, and I want to start with the Early Learning Subcommittee. Sylvia is very sad. I know that she's crying right now for not being able to be here, but she's here in spirit. And Mo Abety is
going to present report. As you know, they both
have done an incredible job in sharing the work
of that committee.

MR. ABETY GUTIERREZ: Thank you, Eduardo.

With the Commitments to Action, the Early
Learning Subcommittee has been planning and
moving to bring to reality a symposium on early
childhood education and development which will be
held in Chicago on June 3rd and 4th. What we
will be doing at that time is presenting a
variety of papers, starting with one that follows
up on our meeting in San Antonio with the Mayor
and those people who were intimately involved
with (inaudible) the (inaudible) for (inaudible)
in that city and developing a white paper around
how that's done, what steps can be followed in
other communities to take similar actions, and
basically provide a blueprint for action on that
basically increased investment in early care and
education programs.

Similarly, we are interested in three other
areas on which we are commissioning papers. The
first is STEM and STEM education for early learners and what we can do to promote this, what we can do to identify a best practice by (inaudible). Secondly, in the whole area of dual language learning, and third, in the area of family engagement.

So what we will be doing is not just commissioning a paper, but ensuring that (inaudible) the left for presentation will be reviewed both in terms of their academic validity, but also because of their potential to provide an undergirding for practice that can be taken to implementation relative to the system. So we really are interested in action research that leads to practice in those four areas.

Manny has done a wonderful job, Manny Sanchez, of finding a venue for us, identifying sponsors and speakers. We're hoping that the Administration very quickly approves the process by which all of that happens.

I want to let you all know that Adrian is working on a summit in San Antonio which takes
place in, again, New Mexico on April 24th. We'd like to give him an opportunity to speak a little bit about what he's doing there.

MR. PEDROZA: Thank you, Modesto.

We've been working really hard to ensure that the work that we're doing at the Commission level with the Early Learning Summit, that there's action at the local level, of course ensuring that we are (inaudible) message that we need to support the President's proposal to increase the quality of early childhood system by $75 million (inaudible). And so at the statewide level, though, we realized that we cannot wait for Congress to act, so we are pushing hard in New Mexico for increases to the early learning system.

With that, we have really taken and built upon the Early Learning Summit that we hosted as a Commission to do the same in New Mexico. So we're working closely with the Robert Wood Johnson Center there at the University of New Mexico to host a Early Learning Symposium on
(inaudible) 23rd and 24th by the Commissioners who participate. And we're going to be discussing the intersections of science, policy and practice to really talk about how we take what we know about the effectiveness of early childhood education and really put it into practice.

We are also commissioning a paper together with Robert Wood Johnson that we will be presenting at the Early Learning Summit in Chicago that is going to discuss how we increase the quality of home-based early learning care. We know that's a priority of these (inaudible), and we are going out into the field using the community base for our research projects with some of our (inaudible) out there in New Mexico to really gain a better understanding of the home-based system, how to improve the quality and supports. Because we understand that for our Hispano families, that's such an important part of the early childhood system. So we join the Administration in really supporting it and
challenging ourselves to really look at how we support the infrastructure of the home-based system and link them also to centers, quality centers, as a agent to the preschool education system.

CHAIRMAN PADRON: Thank you. That's it?

Any questions of Mo or Adrian?

That's great work. Thank you so much.

So we'll now move to the K through 12 Subcommittee. And we have our two Co-Chairs here, Patricia Gandara and Dan Cardinali.

MR. CARDINALI: I will lead, and then turn it over to my esteemed colleague.

As you all remember -- maybe you don't, but we had last year in May -- or in March, our Subcommittee sponsored a gathering, a symposium in L.A. around integrated student support that presented Chopman's(ph) paper commissioning the (inaudible) that was amazingly helpful in making that happen. And it created a national conversation around rules and supports, which is one of the two big initiatives on the K through
At that meeting, the gathering that brought in philanthropists and researchers and policy makers came up with five key action items that in order to move the work forward, we're going to have to have a grassroots mobilization, a grass-top mobilization. There is (inaudible) attention given to an HR strategy that actually people trained in the quality of this work was actually a profession or a sub-profession, that the people knew what they were doing. There would be ongoing research and evaluation that were required to really help build the field. And finally there is going to be an evaluation framework that enables schools and communities to have a clear understanding of when you were doing this work what it looked like, what produced results and what wasn't, and then obviously, (inaudible) strategy to accompany that.

That launched a fairly robust set of conversations across the country. There have been a number of things that happened, one I
think that has been just an example of how this work is getting out there. About a month and a half ago, Chris Moore, who is the author of the paper, got a call from a superintendent in the state of Washington, and they had lifted the report right up into the state legislation. It was HB 1541. And it put a system-wide strategy of integrated student support in the legislation.

Now as you know, sometimes those states take a couple of bites at the apple before it gets over the line. So it got into a set of hearings where critics actually beamed in through Skype to testify. So we’re beginning to see the work independent of any organization like (inaudible) being pick up and being kind of metabolized at the legislative level, certainly at the state level. We are very excited about that.

The second thing is they're just moving around the community school movement. And if you've been following, you may have heard my question to the Chancellor. And we're noticing that the work is being lift up, particularly in
terms of a framework around -- the key elements
when she responded to my question was that the
community schools, they can't be relegated to
after school or out-of-school time. They
actually have to be an integrated strategy and
design of education. We heard two pieces that
she mentioned: one, parental involvement at the
decision making table; and that the person
assigned in the community school model was
sitting at the decision making table at the
school level, principals. Those are key
recommendations that came right out of
Chopman's(ph) report. We're beginning to see
that being picked up. So I think the Commission
should feel very good that it helped sponsor a
piece of work that created multiple stakeholders
being able to use it in ways that are
appropriate.

The final thing that I'll mention is the
ESEA reauthorization we know is underway. I
don't think it's coincidental that Senator
Murray, who is Chairperson for ESEA
reauthorizations from the state of Washington,
she's been a strong advocate for the wraparound
we do in this report. We've seen great movement
there. Senator Alexander, who is the lead from
Tennessee, has a fairly robust set of examples of
community schools and community in schools in a
number of his cities. So the understanding of
this work is beginning to get into the
policymakers' minds and hearts.

That's basically it in terms of the ongoing
work. We were talking last night, Patricia and
myself, about the ongoing work. And I think
there may be a fair amount of opportunities.
Community Schools itself is finishing up another
longitudinal evaluation which will contribute
fundamentally to the body of evidence. So we
might want to encourage an update to the
(inaudible) report to continue the body of work
forward.

That's (inaudible).

DR. GANDARA: Can I urge you also, Dan, to
be thinking about turning this into kind of a
white paper for fall?

So we have been very active, and as

Alejandra mentioned earlier, we will soon be

releasing a report on Latinas 2015, the Status of

Latinas. I recall that at -- maybe it was the

panel (inaudible) meeting that we had -- when it

was a issue about the boys that are going --yeah,

My Brother's Keeper. There were, I think, more

than -- there was more than one person who

raised, "But wait a minute. What about the

women?" I want to defend why it is that we felt

it was necessary to do such a report.

Although it's true that Latinas are faring

better than their brothers all the way through

school now -- now all the way to the PhD level --

they're faring worse than all other women. And

so we still have -- we've made great strides, but

we still have a long way to go.

And there's another thing here I think is

terribly important. We have over decades now

known that there is no better predictor of how

kids are going to do in school than their
mother's education. So it becomes critical, if we want to break these cycles, to break them with the mom, with the young women. So we'll be releasing that then in an effort to call attention to the great needs there, as well as some of the gains that we have made.

In a little bit we're going to be doing an MOU, so as you know, we've had a deep concern about the support services for students, but also about the Latino teacher. Where is the Latino teacher? And one effort that we have done in the past is to recognize -- that was part of a three-part thing which has not been totally realized -- but at least to acknowledge wonderful Latino teachers who are really making a difference in the world. And we're going to be doing an MOU with The Hispanic Heritage Foundation so that this kind of activity can live beyond the life of this particular commission.

We also have been urged to do a paper on the status of the Latino teacher -- what the status of our Latino teachers is right now, what we can
look for in the future, and associated issues
with recruiting and retaining these teachers and
helping build a pathway. So we'll be discussing
that in committee today.

And we also are open to a discussion in
committee today about any other white papers that
we might do, certainly deliverable by this fall
for the Anniversary, to highlight the issues that
concern us greatly in the K-12 area.

CHAIRMAN PADRON: Thank you. Any questions
of Dan or Patricia?

If not --

MR. RODRIGUEZ: May I just raise a point?

Thank you. I appreciate the subcommittee's
update here.

I'd like to just remind the Commission of
one point that I didn't fully do justice to in my
remarks, which is the President's challenge to
redesign our high schools to really do more to
promote innovation, hands-on learning,
application of knowledge. And given that we are
an economy that demands strong, critical thinkers
and problem solvers and collaborators, we've been very encouraged by the work underway to think about redesigning the instructional programs to support more early college credit opportunities for our students, and also more opportunities to engage in hands-on learning and project and collaborative learning.

I would urge the Commission to give that topic some consideration relative to our Latino population. We find that in a number of these schools, the engagement and the perspective that comes of that redesign really helps provide the motivation and the support for helping our students stay in school and really begin thinking about their future very early in their high school career.

CHAIRMAN PADRON: Well, thank you.

DR. GANDARA: Let me add just one more thing about this teacher thing. You know, we've recently been analyzing the U.S. Department of Education data. One of the things that we found in the data is that -- and I find this really
interesting -- is that the more Latino teachers
that are Latina -- (inaudible) leaders seem to be
having quite (inaudible) and memory to understand
that better. But for young women, for young
Latinas, the more Latino teachers in their
schools, the higher the chances that they will go
on to college. And that data is Department of Ed
data. So we have a real stake in this.

CHAIRMAN PADRON: Well, another excellent
report. So thank you, Dan and Patricia, and
every other member of the committee.

We'll now move to the last subcommittee
report, and that's the Postsecondary Education
Subcommittee. And we have Luis, Lisette and
Sara.

MS. NIEVES: Hi, everyone. I'm going to
take a little liberty first and just say welcome
to New York, too. And 41 years ago, it was
through the leadership of Dr. Antonia Pantoja and
others in collaboration that actually made sure
bilingual instruction was legally enforceable
through the support of the federal government.
And I don't want that to be ignored, because that's part of the movement that all of us have benefited from greatly.

I also want to say that it was Puerto Ricans in the '70s in partnership with African Americans that were able to say that City University is not a private good, it's a public good, and we should be here. And so for many people who have their doctorates today, if it were not for the movement in the '70s, they would not be the educators they are today.

So we sit in a place where Latinos have demanded opportunity and we're able to be granted that opportunity, and I hope we take in that today, too. I wanted to say that. So welcome to New York.

With that said, I want to talk a little about the Higher Ed Committee. We'll do it in three stages. I will start, then Sara will talk specifically about the areas she worked on the symposium, then Luis will do the closing.

So, real quickly. From last June, what we
did is we put on -- the second stage effort was a symposium that we put on in thinking about Latino completion. And we started that in partnership with Darline at USC a few years back, and we decided that we needed to go a second step based on feedback. And what we did was pull together well over 100 practitioners, academics, policy makers, and looking at three particular domain areas: What does it mean to put community colleges at the center of the discussion; what does it mean, when we think about workforce and higher ed, how it impacts Latinos; and then the third one, how the proposed rating system impacts Latino students and HSI.

These three domain areas, we were able to get what we think are experts in the field who wrote white papers, and then others responded to that. It was hosted by the City University of New York. We were really proud to have Hunter as a sponsor to do that, and we're also proud to have another sponsor, which is the Edwin Gould Foundation up here today that sponsors all of our
symposiums. So thank you.

The things that came out of that symposium, and I'll say really quickly that made an important element was, it was also the kickoff for Undersecretary Ted Mitchell when he came here. It was a kickoff for the CUNY Chancellor. And so to anchor both of those personalities that have enormous kind of leadership and judgment in how we think about education, they did it when we were talking about Latinos. So we were very excited about that.

The other piece is that we put students at the center of it. And so every topic we talked about, students actually talked about that topic. If we were going to talk about workforce, we wanted to see a Latino student who understood that they took a multiple pathway and what that meant to them. That was really important and powerful for us to ground it in what is real.

I'm going to speak real quickly on the workforce piece that was enforced. Each of the particular domain areas that we talked about, we
had recommendations, and I'll talk very quickly about ours.

In thinking about the workforce piece, we had Dr. Anthony Caravana(ph) pull together information that had been put out before -- I mentioned it briefly at the last Commission meeting -- and really looking at what is the return on investment for Latinos with a bachelor's degree, an associate's degree, and a certificate? What we are seeing on that? We know that data is available, but really, do you see it put in one place? I have to say I've gotten more requests for that paper than any other paper, and I think it's just people being hungry for that information. And I'm surprised, college presidents who run HSI's are particularly interested in that paper.

And some of the things that came out of that are looking at what are the regional markets that are there? Where have colleges made workforce central to their mission, where is it ancillary to their mission? And so some of the
recommendations were really important for us to think about. What are the multiple pathways, but what are stackable credentials that are meaningful that allow someone to continue to complete higher ed?

The other thing that we wanted to look at, too, is what's the kind of information that Latino families have access to when thinking about career opportunities that are out there? And so those are some of the recommendations that I think are pretty important.

I'd probably say the last thing is also thinking about bridging the gap between college curriculum and workforce demands. It's not an easy thing to navigate, but I have to say, in a room full of academics, practitioners, as well as policy makers, there was more synergy and commitment and passion to want to work through this and see it as a priority than there was discord. And so I was honored to be part of that.

At this point, I'm going to turn it to Sara,
who managed the second domain.

MS. LUNDQUIST: Thanks for that terrific introduction, Lisette. And I so appreciate the focus on the community college statement that our Commission has and that has emerged so many times in our meeting so far today. But I want to tell you that from the perspective of our symposium (inaudible), we found it both exhilarating and concerning.

And I'd like to highlight those very exhilarating things that have created a capacity to leverage the White House's support for the tuition-free opportunity. But at the same time, to acknowledge that this system was built for access and not throughput, and that is a fundamental liability that is extremely humbling as we go about doing nothing less than re-engineering those systems from the inside out.

What we see today is accelerated participation. This is the segment that serves the Latino population in the United States.

But at the same time, we do see the majority
of students failing to attain a credential in the context of those systems. As valuable as the beginning-level PGE courses, some of the computer literacy, the language capacity -- none of those things create access to a predictable middle class living wage life. They provide interval access.

And so what we were thrilled to be able to do is to bring together Deborah Santiago, well known to this group, David Bain, the American Association of Community Colleges, Felix Matos, President today of Queens College right here in New York City, and Narcisa Polonio from the Association of Community College Trustees, authors and responders, who invited us to participate in the development of a knowledge essay that we will forward to publishing centers that focuses on the postsecondary Latino landscape of the community colleges. What does the completion agenda require of all of us, as advocates and stakeholders?

And I collapsed down what I know you'll look
forward to reviewing in more detail in their paper to just two highlights, one of which is institution focused and one of which is student focus, in terms of what would be a very urgent action agenda.

The initial one relates to a subject we've already taken up, navigational complexity -- that our institutions swirl students through a revolving door, and we need to see more than just good practices replicated and expanded. We need to see the power of policy changing conditions of participating so that pathways are not left to chance for these students. We see these pathways taking the form of completely reimagining developmental education in community colleges. We see these pathways guaranteeing access to the baccalaureate degree through (inaudible) articulation and so forth. And we also see these pathways taking the guesswork out of even how lower division work in master plans for students in things as simple as the schedule of classes, so that access to those high-demand courses that
will catapult our students forward is not left to luck or chance, as everyone here knows all too often is the case for those students.

The second set of ah-ha's and recommendations cluster around the area of student aid. What we find is an incredible burden that devolves to the individual students who articulate a myriad of federal, state and local opportunities for aid that ends up requiring so much of their bureaucratic time that they either study less, persist less, move the margins of institutions, or simply become paralyzed and back out. And that's before you even navigate some of the ancillary systems that are critical to our students like social services financing, in addition to direct subsidies for higher education.

So for the strategic packet, I will refer you to the paper. But I do want you to know that these recommendations embed such ideas as many of you have given birth to, the one-stop centers within community colleges that integrate how to
get monies from every possible agency for your education, including social services, and also have cultural implications for normalizing the fact that successful students leverage money from private and public sources to maintain their momentum to the finish line.

So we see drastic reforms needed. We see promise in the landscape, but we see way too much self-initiation and way too much of the burden today taken away from institutions and bureaucracies and placed on individual learners.

So I'll conclude my report, turn to my colleague and Co-Chair of our committee, Luis Fraga, for his concluding remarks. Luis?

DR. FRAGA: Thank you, Sara, and thank you, Lisette.

As was stated earlier in our meeting, there is no doubt that a system of postsecondary institutions rating can work to provide greater access, focus on affordability, increased transparency, and ultimately increase the value that one might be able to determine, and that
determining this value is extremely important to Latino students and Latino families.

However, it is extremely important that our Commission be at the forefront of the best thinking regarding exactly how such a rating system would work and to guarantee, as best we can, that any such rating system continues to serve the interests, and the long-term interests especially, of our Latino students and families and also serve those institutions where our Latino students enroll, particularly our Hispanic-serving institutions, such as the one that we're in here today.

So to be at the forefront of that discussion, we added another one of our focuses for our symposium looking at a postsecondary institutions rating system. We commissioned a paper by Professor Anne-Marie Nunez from the University of Texas at San Antonio, and she wrote a paper entitled "Counting What Counts for Latinas and Latinos and Hispanic-Serving Institutions: A federal rating system and
postsecondary access, affordability and success."

It was assessed by Lorelle Espinosa, Vice President for Policy, Research and Strategy of the American Council on Education, and by our own Millie Garcia, President of California State University Fullerton. And the design, as you can see, as has always been the case for our Postsecondary Education Subcommittee, has been to provide an opportunity for policy advocates, practitioners and scholars to interact together — something that doesn't happen often enough.

We came up with, in our assessment of the postsecondary institutions rating system, three initial conclusions that we will submit for further consideration to the Department of Education and to the White House. One conclusion that we reached was that much of the data currently available to determine access, affordability and value in postsecondary education could be insufficient to determine the validity and reliability of any measures used to determine access, affordability and value. Just
some very brief examples, and we're well aware
that this is well known and that the White House
is aware of this and the Department of Education
is aware of this. We just want to emphasize
further how important this is for Latino
families, students, and Hispanic-serving
institutions.

Transfer students tend not to be counted in
(inaudible) data. They tend to be counted --
they're left out, if you will, of a lot of that
information. Many Latino students who are going
on to four-year institutions are transfer
students. Similarly, when students take more
than time and a half to complete a certificate or
degree program, they are often not counted under
our current systems in the Department of
Education. This is not a criticism of the
Department of Education; it's a criticism of the
way in which we know Latino students tend to
access postsecondary education. Those students
are often counted as dropouts when they take more
than time and a half, which is an entirely
inappropriate way to think of our particular
community, and you can see the potential risk
that it puts Hispanic-serving institutions at.

We therefore recommend, based upon this
assessment, that the Department of Education and
then the White House consider the possibility of
a national advisory commission to further explore
how it is that these data that are gathered can
be improved -- can be expanded upon and made more
relevant to Latino students, families, and
Hispanic-serving institutions.

We also know that Latino and Latina students
and their families tend to secure their
information and develop their preferences
regarding postsecondary education in a way that
might not be fully consistent with how a rating
system works. We know from research, for
example, that the way in which Latino students
and families tend to make judgments about college
is based upon personal references, with a
preference for going to college close to home.

How can we make sure that a rating system speaks
to these preferences and propensities of Latino families and includes appropriate information about local access to institutions, includes appropriate information about affordability and access, that is much more consistent with the way in which, if you will, Latino students and families consume that information? We see the possibility that such a rating system can catalyze a better way of thinking for postsecondary institutions as to how they can better, if you will, advertise to our communities and make sure that the information that is included there is accessible in ways that they tend to consume it.

Finally, there is a risk that a rating system, as many have pointed out, could offer comparatively little benefit to Latino families and provide disincentives for colleges and universities to admit many Latino students, who tend to be less academically prepared or who tend to take longer to complete, as we just said, or to go to school more part-time. How do we make
1. Are you sure that this is not the case?

Many people, including people in the
Department of Education, and certainly in the
White House, are well aware of this concern. We
simply want to add our concern to their
identification of this as a very important issue.

Might it be necessary to have a commission that
is appropriately representative of a diversity of
interests, therefore overseeing the
implementation of any type of postsecondary
institutions rating system, so that it can be
continually reassessed in a way that makes sure
that the interests of Latino students, families,
and Hispanic-serving institutions are served over
the long term?

Our Postsecondary Education Subcommittee
will, of course, make all of the essays that were
commissioned available once they're appropriately
reviewed by the folks on the staff of the White
House Initiative. The respondents' comments will
be publicly available. Our report and
recommendations, as from our first symposium,
will be publicly available as well. We hope to
get that done relatively soon. And we make all
of that information available to promote further
comment, further discussion, critiques of our own
thinking and our own recommendations; but
primarily we do it as a way of trying to increase
the sophistication, the nuance, and ultimately
the depth of understanding that we have as to how
all of our efforts here in our Postsecondary
Education Subcommittee can better contribute to
expanding opportunities for Latino students and
families.

Thank you, Mr. Chairman.

CHAIRMAN PADRON: Well, another excellent
report.

Any questions? Dan?

MR. CARDINALI: Just one quick question.

I was really struck by the ROI by
Caravana(ph). Can you talk a little bit about
how that was received? It sounds like it was
downloaded. Just a piece of background. I know
in the students' core reference service field
there's been some ROI work, and the general consensus that we heard was that aside from the quasi or the independent evaluation at the state level, like what we have in Washington State, where they look at anything coming out and we do an ROI analysis, that a lot of the research is thought of as biased by whoever is either funding it or commissioning it. I was curious about how this has been received.

MS. NIEVES: How he looked at the wage data in particular, no --

MR. CARDINALI: Well, actually, how you think the impact of the ROI analysis itself. I mean --

MS. NIEVES: Oh, no, I think it's -- yeah. That's such a great question. I would say two things before I do that. We had at least a full quarter of the participants that were there that were also representing the K through 12 arena, and I want to recognize that, that this was an important piece of it, too -- that these discussions around this is not just about higher
ed only, and so I want to say that. And I think that quite a few will be providing testimony later.

The way that many of them looked at this particular report was just data that they had not had even on sub-ethnic groups. So I think that's important. One was, what are we talking about when we talk about Latinos? You can look at some data and you seem hyper-engagement around employment, and then you look at others, if you break it out on, let's say, Puerto Rican young men in New York, you see the highest level of disconnection of any group; right? So that was an important piece, and so what that said is what are regional strategies around thinking about this; right?

The other piece was in thinking about, particularly as it related to the rating system, for colleges and states that are encouraging greater connections to workforce, what would that look like? What would it look like based on the data that they have? And so for some of the
colleges who were asking for the data, the return
that they'd see particularly for this -- I hope
I'm answering the question --

MR. CARDINALI: You are. Let me just finish
her. It sounds like, especially with the rating
system, that you all were innovating an analysis
and an ROI. In fact, you lifted up --

MS. NIEVES: Absolutely.

MR. CARDINALI: -- for an independent group
to say there is a standard by which (inaudible).

MS. NIEVES: Absolutely. And that's
critical. And I think that's a piece that, in
particular on the workforce one, is really
putting workforce not ancillary to this
discussion. What does it mean to be the center
and part and harmonious with the academic
mission? Who can do that? Who has done that?
Why does this tension exist? Where can it work
well? Where doesn't it work well, and what does
it demand?

I think the last thing is what we also --
that came out in the report and people responded
to it. Two respondents that we had, we had
Madeline Pumariega, a former president of Miami
Dade and running Take Stock in Children. We also
had Lazar Treschan from the Community Service
Society, who did the report on youth unemployment
that really sparked hearings in the city council
to add to competency and technical education work
here in New York.

So what came out of that that I think was
really impressive was saying we see, even when
Latinos were getting bachelors' degrees, that
they are not getting the same earnings increase
as maybe some others. They're still getting an
earnings increase. But what is it, what's not
happening there? And some of that is exposure to
career-driven internship opportunities and other
things that do not happen if it's not targeted
for Latinos.

And that was a strategy many hadn't thought
about before in a meaningful way. They're like,
Get them to the finish line. But if we're not
thinking of it in coordination with potentially a
market, what would that mean?

So those are some of the things that came from that, and you will see some formal recommendations based on that. But I think it changed the discussion a little bit than the way we've been hearing about it. I hope that answered your question.

MR. CARDINALI: That's great. Thank you.

CHAIRMAN PADRON: Well, there is no question that now the three Subcommittees have produced important papers that are very useful to what we're doing here. But it occurs to me that some of the members of the Commission may not have seen them. So I want to ask the staff to make sure that in the next few days, all members of the Commission get copies of all the papers from all the Subcommittees, because I think they will enlighten and will help us in our respective work to do a better job.

MS. CEJA: Yes, absolutely. We'd be happy to share that, and I know we're working with the Postsecondary Committee to make sure once we get
clearance on the documents, that they be shared. And we will have a public rollout, so that's also the next step in what we're trying to do to make sure that they're also available not just to the Commissioners, but to the public.

MS. NIEVES: And we were waiting for a uniform signoff, because what I noticed with many writers, they want to do final edits on top of a final edit. And so we're making sure we have a uniform final edit that is going out. I say that with humor and with personal connections to that. But they should be ready pretty quickly. Thank you.

CHAIRMAN PADRON: Yes? Monica?

MS. MARTINEZ: Thank you. Thank you for that report.

I just wanted to support Roberto's comments about the importance of (inaudible). I wrote a book called E for learning. And I support the Hewlett Foundation's initiative. But I would still like a lot more conversation about developing our students' academic competency for
the college arena. It's critical thinking (inaudible) culture of collaboration and communication. And I'm always finding that access (inaudible). If our kids are oriented academically, (inaudible) to focus on this in their schools. I would still like to see the Commission focus so much more on this. And I'll say the answers may (inaudible) go deep, but to do it. We're not talking enough about critical thinking with our kids. I really support Roberto on that.

CHAIRMAN PADRON: Thank you. That's a very good point.

Well, we'll going to take a lunch break, and we will reconvene at 1:00 o'clock.

Thank you.

MS. MARTINEZ: I just wanted to take a minute, one thing. I gave you guys, I think most everyone got it, "I Seek A Secret: Talk About Deeper Learning." That's a program that we defined (inaudible) that we heard today for these programs we've done. After school, (inaudible)
school, (inaudible) program. Then we have --
(inaudible) program, we also have a boys
(inaudible) program (inaudible) be able to build
that program. But just wanted to give this to
you so you will know what we are doing on deeper
learning so that you know we have also
acknowledged (inaudible).

I didn't bring enough, but all of our allied
people, I thought it'd be easier for me to give
you guys one of these. So for L.A. friends, all
my old ones. Thank you.

CHAIRMAN PADRON: Thank you.

MS. CEJA: Thank you.

(Whereupon, the proceedings adjourned for
lunch.)

(Afternoon session begins)

CHAIRMAN PADRON: We have what I think is an
ever special guest, someone that most of us know
and does a tremendous job as President and CEO
with The Hispanic Heritage Foundation. He's
Antonio Tijerino. And I want to ask Marco to introduce the topic.

MR. DAVIS: Thank you, sir. Good afternoon, everyone.

One of the K-12 Subcommittee's objectives, as mentioned earlier this morning, is to find ways to encourage more Hispanics to enter the teaching profession, as well as to facilitate their preparation and entry into the field, providing guidance and reducing costs and burdens.

In 2012, led by Subcommittee Co-Chairs Dr. Patricia Gandara and Dan Cardinali, but with active involvement by all the Subcommittee members, the Commission co-hosted with the White House Office of Public Engagement a White House Champions of Change event honoring educators who have devoted their time and efforts to working in communities, inspiring their students to excel, and promoting the teaching profession by setting a strong example in the classroom.

In service of this objective, and to advance
this effort, the initiative worked to identify an outstanding organization, a true leader in the Hispanic community, as a partner and collaborator for this work. The Hispanic Heritage Foundation identifies, inspires, promotes, and prepares Latino leaders through national leadership cultural, educational and workforce programs in the classroom, community and workforce to meet America's priorities. They are perhaps best known for their annual Hispanic Heritage awards, and while they are now an independent private nonprofit organization, it is perhaps most fitting that the Foundation was first established by the White House in 1987 to commemorate the creation of Hispanic Heritage Month in America.

So as a result of a series of productive conversations, and after some deliberation of the Subcommittee at last fall's Commission meeting, we're pleased to announce today that we are signing a Memorandum of Understanding with The Hispanic Heritage Foundation as part of our 25th Anniversary Year of Action to jointly highlight
Hispanic teachers and increase awareness of the
importance of the teaching profession and
pathways that exist for entering the teaching
profession during an event this fall. To speak
more about this endeavor, let me turn it over to
Tony Tijerino, the President and CEO of the
Hispanic Heritage Foundation.

MR. TIJERINO: Thank you, Marco, and thank
you, Dr. Padron -- a true hero in the Latino
education space. In a town like Washington,
D.C., where Harry Truman famously said that your
friends stab you in the front instead of the
back, you should hear what I say behind your back
in terms of the important role that you play for
all of us. So thank you for being a real leader.
And it's always a privilege to be here with
Marco, of course, and Alejandra and Manuel and
the others that do a tremendous job with the
Initiative, but also my friends like Lily
Eskelsen Garcia and Dan, who sits on the Board of
Trustees at America's Promise with me, and so
many others that make such a strong contribution.
I've been around Washington for a very long time. I've never seen a Commission like yours that is having the results that you're having and putting in the work that you're doing. So thank you for that. And it was good seeing Roberto Rodriguez earlier, as well.

Yes, we started as I think Marco read off, our mission and how we started off. More importantly, I was recently interviewed by NPR, and they said, "What exactly do you do?" And I said, "We're trying to present a value proposition to America through the Latino community." And it was a very simple and succinct way of describing everything that we try to do. And this is such a highlight, to be able to partner officially, after doing it unofficially for many, many years, through our Code of the Second Language program, for instance, that we're teaching computer coding in eight schools and ten markets all over the country. Now we're doing it at the consulate level with the Mexican government. All of these
other things that we're doing, it is wonderful to be able to officially work with the Commission. I mean, the Commission and also, of course, the Initiative.

I want to thank Dr. Patricia Gandara, who I was talking to earlier, and again, there is a palpable commitment to education that I got just walking down to this venue, and of course Dan for their leadership.

And we are doing -- The Hispanic Heritage Awards is kind of what we're known for originally. Since then, we're doing a whole lot more in the youth space, but I would love to invite the entire Commission to come as my guest on September 17th, and it's going to be at the Warner Theater in Washington, D.C. It's a Thursday. It's supposedly on the President's calendar, and Justice Sotomayor also comes. And I think just as importantly, to have all of you there along with 2,000 other of my closest friends, at least for that night, it would be wonderful to have you.
We have that juxtaposition of community leaders, business leaders, educators alongside of the celebrities, and I think it's a rare moment where we try to make the pillars that our society stands on, and education is a very important part. In fact, when we talk to the presenters, they all fight over presenting the education award. They're not fighting over presenting the award to the celebrities. And I think that's very telling in terms of the priorities that everyone sets in terms of education.

So an educator will be on that stage again, but we hope to go even further. We're also going to be honoring Latino youth that want to become teachers through our Youth Awards. We've been doing this for 17 years, and I was telling earlier that we have a farm system of Latino teachers. That's a very rare thing to have after 17 years. We've got thousands of Latinos that want to become teachers. And I mean as a career in policy. We have placed several of them with the Initiative and the White House (inaudible)
area as well in terms of our fellows that we present. But we are talking about 3.75 GPAs going to the top schools in the country, of course along with your school, which is remarkable what you've done with Miami Dade College. And we partnered with you and you've hosted the Youth Awards there before, as well, as well as other parts of the country.

So this is something that we feel is just as important as honoring them as wanting to be teachers, but also being able to guide them, being able to put them in a position, being able to close the deal, if you will, from a kind of romantic notion of wanting to be a teacher to a practical one of making an impact, the greatest impact that you can make in your communities and on the country.

We will also be honoring a teacher in each one of these markets that we feel is making the biggest impact on the Latino community. What's interesting is our model is that we get the students after they have been selected from
10,000 applicants to hundreds that receive the award. They will then nominate the teacher that made the biggest difference in their lives. And we'll be providing some grants to the teachers as well. And it's inevitable that they always end up spending that money on the students and back into the schools, which is as noble as you can get, which is how it works.

I hope that this Initiative and the Commission, that we can be partners and support your efforts as well. When we can also brainstorm, we're very malleable and figure out even better ways of being able to support education.

Diversity is an issue across the board, from the public sector to every area of the private sector. We have done pretty amazing work in diversifying the technology space, engineering space, health care space, finance space right here on Wall Street. But all of those areas aren't as critical as keeping up with the burgeoning population of Latinos in our school.
system, which is almost one in four now, and that's not necessarily reflected in our teachers, in our administrators, and in our guidance counselors, which play an important role. We are actually doing a huge research project -- the sample size is almost 5,000 -- of high school students and their attitudes on various issues of education, of parental involvement.

As a national PTA board member -- and I think one of two Latinos on that board that represents, obviously, 24 percent of our student population -- I can tell you that it's very important not just to have that diversity also in parental involvement, which is lacking as well, but in terms of the teachers. We are asking the students, "Do you feel as though your teachers represent your community? Do you feel as though your teachers understand where you come from? Have your parents met with their teachers?" And we want to be able to be in a position to support, to be able to help in any way we can, and I think that starts by this partnership here.
So thank you very much. I am deeply humbled and privileged to be among all of you, and I thank you for giving us the opportunity to serve alongside of you, this great country, and the important area of education.

(Applause)

MR. DAVIS: Thank you, sir. And now I'll ask Alexandra Ceja, our Executive Director, to come join me over here on this side of the table so that we can sign the MOU. We'll take a couple of photographs, and then we'll continue with the (inaudible).

(Whereupon, the parties signed the MOU.)

MS. CEJA: Thank you so much.

(Applause)

MS. CEJA: We'd like to invite the --

MR. DAVIS: Yes. So if we could have Dan and Patricia join us here up at the back for the group photograph?

(Photographs are taken.)

CHAIRMAN PADRON: Antonio, again, thank you so very much, and we look forward to working
hand-in-hand with you.

Okay. Commissioners, you should all have received this wonderful -- no, you didn't?

MS. CEJA: It's coming around.

CHAIRMAN PADRON: It's coming around.

Anyway, CUNY didn't want us to go empty-handed, so they have provided this very nice -- what do you call this?

MS. CEJA: Notebook, moleskin.

CHAIRMAN PADRON: It's more (inaudible) like a notebook. To each and every one, so please enjoy it.

Okay. Now we have what is probably the most important part of the meeting, which is the Subcommittee Break-Out Session, where we will continue to capitalize on the brainpower of the Commissioners. Two of them will be on the ninth floor, I'm told, and one will be here on the first floor in the Shiva Gallery right here. And Early Learning will go -- well, you have it on the agenda -- Room 9.68.00. And K-12 will go to 9.68.01.
Please be back by 2:15 so we can complete the meeting. So let's get to work.

UNIDENTIFIED MALE: If you're in the Early Learning and K-12 Subcommittee, you'll follow me up.

CHAIRMAN PADRON: And Postsecondary will stay here, right?

UNIDENTIFIED MALE: The Postsecondary Education will be here.

MS. CEJA: Any of the members that are interested in joining any one of the Subcommittee break-outs, this is an opportunity for you to also join. So you're welcome to join. The Early Learning and K-12 will be on the ninth floor, or the Postsecondary Education will be here.

CHAIRMAN PADRON: I will repeat for those of you who did not have a chance to hear what our Executive Director mentioned. If you're interested in Early Learning, go to the ninth floor. If you're interested in K-12 Education, please join the group on the ninth floor. If you care about Postsecondary Education, you stay
MS. NIEVES: People on the Higher Ed Committee -- Luis Fraga, holding up his name tag, we'll be meeting around him. For all those interested in Higher Ed, please join us up here. (Whereupon, the Postsecondary Education Subcommittee Break-Out Discussion began.)

MS. NIEVES: All right. Good afternoon, everyone.

PARTICIPANTS: Good afternoon.

MS. NIEVES: I wanted to outline the agenda. It's nice to see some friends and others that will soon be friends, I'm sure, through this process.

My name is Lisette Nieves. I co-chair the Higher Education Committee. It is very much a group chair here, just a title, because it is a collective effort. I'd like for each of the members who are Commissioners of the Higher Ed Committee to introduce themselves. I already said my name is Lisette Nieves.

MS. GARCIA: Millie Garcia. I'm at
California State University Fullerton and a Commissioner.

DR. FRAGA: Luis Fraga, Commissioner Co-Chair with Lisette Nieves of the Postsecondary Education Subcommittee, and I'm at the University of Notre Dame.

MS. LUNDQUIST: Good afternoon. Sara Lundquist, Commissioner anchored at Santa Ana College, where I serve as Vice President.

MS. ROBLES: Darline Robles, Professor at the University of Southern California.

MS. NIEVES: So that's to make sure that you can reach out to any of us and you know our names. But now it would be great to go around and hear from everyone else. Just introduce yourself and your affiliation, and then we'll go through the agenda.

How about we start with you?

MS. (inaudible): Hello. My name is Erica (inaudible). I'm actually a (inaudible) graduate student at NYD master's program in higher education student affairs, and a lot of my
research and interest and passion focuses around closing the achievement gap for Latino students, specifically Web retention and completion of postsecondary education.

MS. GUZMAN: Hello. My name is Maritza Guzman. I'm with the I Have a Dream Foundation, and we focus on first generation students and low income students, helping them get to and through college.

MS. RIVERA: Hi, good afternoon. I'm Jill Rivera. I'm the Associate Dean of Student Success and Completion at Bergen Community College in Paramus.

MS. GILL: Hi. I'm Ann Gill. I'm the Peer Mentor Manager for Title V Grants for Bergen Community College.

MR. PERSON: Hi. I'm Andy Person. I'm Senior Advisor to the President at Mercy College right here in New York. (Inaudible) college for interim Pell Grants and (inaudible).

MS. (inaudible): Good afternoon. I'm (inaudible), and I am the coordinator of the
program (inaudible). I am (inaudible), also a Title V sponsor program.

MS. GARCIA: I'm Jill Garcia, (inaudible) Director of College Planning at The College Board.

MR. (inaudible): Good afternoon. My name is Adolf (inaudible) with the National Science (inaudible).

MR. (inaudible): I'm (inaudible) corporate account manager.

MR. (inaudible): Hi, everyone. I'm Andy (inaudible). I'm a school administrator and the (inaudible).

MS. NORA: Good afternoon. I'm (inaudible) Nora. I'm a psychology professor here at (inaudible), and also a director of a new network called The (inaudible) Network, where our aim is to reduce the gap in Latinos' (inaudible) present and retention.

MS. (inaudible): Hello. My name is (inaudible). I work at the Center for Education in the Workplace as a (inaudible) communications
MS. (inaudible): Hello. I'm Candace (inaudible), manager at the Barclays New York in technology. I hope that we're preparing students for higher education.

MS. COSTIZ(ph): Hello. Anna Costiz, President of the Hispanic (inaudible) for both quantitative and qualitative research. And we have (inaudible) that I do ten years of (inaudible) research. And I've become partners with the Initiative and the White House business counsel, and I'm here to learn and help.

MS. (inaudible): Good afternoon. My name is Anna (inaudible). I'm the associate dean for community and external relations at (inaudible) Community College. I also coordinate international programs featuring programs abroad for the people in Dominican Republic. I also do a tremendous amount of work in the community with passion.

MR. (inaudible): Good afternoon. Fabio (inaudible), National (inaudible).
MR. SANDOVAL: Good afternoon. Gabriel Sandoval. I'm partner with a firm in California that represents school districts and community colleges. Also formerly with the White House Initiative and the Office for Civil Rights.

MS. CEJA: Alejandra Ceja, the Executive Director of the Initiative.

MS. NIEVES: Great. I love the combination of folks who are bridging the gap, those that representing high schools, those that are in college right now, those that are representing bridging the gap with doctorates and research or representation in higher ed. We couldn't ask for a more diverse group, so that's exciting to have here.

So we have about half an hour to spend together, and so I want to first start with this. Everyone doesn't always have the chance to get their point across in half an hour. That does not mean you will not have our emails or you can reach us or provide feedback. I want to make that very clear. Because any symposiums that
we've done in the past and that we will do in the
future come from the feedback that we get from
communities and many different groups that we sit
in; okay? So that's the first. So if you don't
say it here, don't worry. We'll make sure that
we hear from you.

The second thing is, the way that the
meeting's going to run is actually Luis is going
to remind people of the three domains that we had
at the last symposium, along with the first
symposium. Just quickly the titles. We will not
be doing a future symposium on those same
domains. We did cover that. But we want to look
for new ideas of what we should be thinking about
going forward as far as some potential domain
ideas.

Does that make sense to everyone here?

All right. And of course, please remember
that testimony is going to be provided later
today at 3:00 o'clock for public comment, and the
specific work that you do, that's always
important, that you want to make sure that's on
record, I would really encourage you to make sure
that you sign up to do testimony. It's about two
minutes, but I think it's important to put on
record the work that you're doing, particularly
in moving Latinos to completion. As far as the
Higher Ed Committee, that's very exciting for us
at whatever level. Okay?

With that said, I'm going to turn it over to
Luis to remind folks of the symposium pieces. I
might actually suggest that we may, after Luis
speaks, we may just break out into two groups so
it's smaller a little bit, and just have smaller
discussions about what Luis said. Does that make
sense to everyone? This feels a little
alienating, no? At least to get the most out of
half an hour. Okay?

Great. Luis?

DR. FRAGA: So we've had two symposia. Our
first symposium that was held at USC and hosted
by Darline, we focused on three specific areas:
accessing financial aid, enhancing academic
competence -- accessing financial aid is the
challenges associated with having sufficient financial aid, including issues associated with the FAFSA form, issues associated with undocumented students, and a variety of issues dealing with accessing financial aid.

Second, enhancing academic competence, acknowledging the way in which many Latino students who pursue postsecondary education need further support to be able to be fully competitive academically, whatever their course of study. Developmental support, if you will, in the postsecondary context.

And the third was empowering Latino families. That was an idea that we developed pushing postsecondary institutions to think of Latino families and all of the resources that they have: commitment, sacrifice, investment in the future, migration. Understanding those families and those characteristics as resources that postsecondary institutions need to mobilize, rather than understanding families as having deficits that need to be overcome, or
misunderstandings that somehow deviate from the central mission of providing greater educational opportunity.

In our most recent symposium, the three areas we focused on, as you heard this morning, are placing community colleges and two-year institutions at the center of the postsecondary education agenda -- Sara referred to that earlier; the postsecondary institution to workforce transition that Lisette referred to; and the way in which postsecondary institutions need to perhaps think more strategically than many of us have tended to do in the past about facilitating that transition to the workforce.

And the third was the postsecondary institution rating system, what has become known in some circles as PIRS, P-I-R-S, Postsecondary Institution Rating System, and all of the challenges associated with what impact that might have on Latino students and families and on Hispanic-serving institutions, but all institutions, particularly open access
institutions that could be penalized under such a system, depending upon what those criteria are.

MS. NIEVES: We're going to have about 20 minutes to be in each group. I'm leaving five minutes so that each group can kind of do a report out, two and a half minutes each, so we can hear what the other group has said; okay? That would be important to do that.

So with that said, if we could have half the group go to the left and kind of pull over there away from the table, and the other half here, and let's make sure we balance out the number of Commissioners and the like.

And it's, again, a dialogue, a discussion.

What are future things for a symposium that we should be thinking about? Please note that everything Luis just mentioned, particularly from the first symposium, all of those reports, those papers, those recommendations are available on the White House Commission website. And I think they're really important and powerful to share, so I don't want folks to ignore that that is also
something that they can take advantage of as well, okay?

Is this clear to everyone?

All right. So all to my left, then the middle that's right in front of me, I think more to the right, whoever's in the middle, so we can split up. Okay? Thank you.

(Whereupon, participants had discussions in two groups.)

MS. NIEVES: Excuse me, everyone from the Higher Ed Committee. If I could have everybody taking a seat real quickly? The way that we're going to -- excuse me, Luis? My Co-Chair, Luis Fraga?

DR. FRAGA: Yes, yes.

MS. NIEVES: Excuse me, everyone. I want to make sure that we do a quick report-out. What we're going to have is the Commissioner from each group just mentioning two highlights each from the group. Don't worry, all of the feedback is incorporated in the minutes. But we're just going to do two. So Millie Garcia and I will
each say two things that came up in the
discussion.

Is that clear with everyone?

MS. GARCIA: So the two that stuck in my
mind, very quickly, is data analytics, to move
students through and looking back, in addition
with what are the practices that I use with those
data analytics to make sure our students finish.
And the second one is not to forget who your
comprehensive -- although I am a community
college graduate, worked at a community college.
Many of the Latino students are now going
straight into the comprehensive institutions and
can see what are the best practices that they're
going to have at comprehensive, and how do we
help comprehensive institutions.

MS. NIEVES: Okay. Another two that came up
of the various -- we had great discussions,
right?

MS. GARCIA: We did.

MS. NIEVES: One of the first was the
plethora of all these bridge programs to get
young people to college that we're seeing, right? But how are they really working and connected to their college in moving the completion agenda? And so how do those two markets meet each other? That was one.

The other was really looking at what are the vulnerable populations in schools? And we're thinking about higher ed. Who has some unique strategies that are moving students through? And I would include in that part-time students, as well.

MS. GARCIA: Absolutely.

MS. NIEVES: We also talked about many other things, like researchers and pipeline and the like, but I just wanted to do a quick one for everyone.

Luis Fraga?

DR. FRAGA: Just a couple of highlights from our group. One is the continuing challenges related to financial aid; the lack of availability of help funding for summers; the way in which some pre-packaged financial aid pushes
students to take out loans when they may not actually need it, so in an attempt to try to make financial aid more simple, it actually works to the disadvantage of the students simultaneously. And the second was the continuing challenges, again, of trying to provide appropriate academic and emotional supports for our students and helping institutions understand the full range of their responsibilities along those lines, whether it's through mentoring programs, with faculty research, or by providing them a greater sense of what college is like while they're still in high school by allowing them to dual enroll, but doing it at the college or university rather than in the high school so that they begin the socialization process. All of those continue to be challenges that many Latino students -- working class students generally, first generation students generally, but perhaps especially Latino students continue to face.

Darline or Sara? Add any other highlights?
MS. LUNDQUIST: Yes. I would just add that I thought there was a very strong developmental continuity between some of the themes that we engaged in our earlier symposia and the idea of them evolving to a different level, from the practitioners' perspective and from a policy perspective. We engaged financial aid early on, and we're still struggling with -- starting with levels of eligibility for Pells and packaging protocols on Pell. And so I felt the sense of an agenda shifting on some of these issues (inaudible) with us as we work on attainment for Latinos.

And I also felt another level of urgency associated with iron-clad pathways. The vulnerabilities or experience are just too common and too powerful, even for students that are quite capable of being (inaudible). They're not (inaudible) our institutions are yet serving their students to a level that they feel that the students deserve.

So I really felt that there was a strong
call for some of the things that the Office is underwriting, from the Bright Spots to the nominations. You developed a compendium, and that compendium might influence some of the priorities that we can share for future policy and practice priorities, as we evolve them and maybe categorize them into some of these restraining forces that are working against the Latino, I think.

MS. NIEVES: So we're actually going to be taking a ten-minute break. Before we do that, I want everyone to know Luis and I will be reporting out again, but we wanted to respect the group and have a deeper reporting out, since we were in two subgroups before. So I want to thank everyone for their participation and look forward to seeing you engaged in the rest of the meeting.

Thank you very much.

CHAIRMAN PADRON: We're really taking a five-minute break, not a ten-minute break.

CHAIRMAN PADRON: Those of you that will be presenting testimony, we're going to start that in about ten minutes.

UNIDENTIFIED SPEAKER: How long? Excuse me.

CHAIRMAN PADRON: Let me repeat it. For those of you who are presenting testimony, we're going to be entertaining that in about ten minutes.

(BREAK)

(Whereupon, the Subcommittee Report Out and Next Steps began.)

CHAIRMAN PADRON: Okay. We're ready to reconvene, if you will kindly take your seats.

Okay. We're going to reconvene, so I'm going to start with the Early Learning Subcommittee. If you would kindly give us the report from your Subcommittee?

We need some quiet, please, so we can continue the discussion. Those of you in the audience, we need some quiet. Thank you.

Mo?

MR. ABETY GUTIERREZ: In the Subcommittee,
we focused on efforts that are required between now and June 3rd and 4th. We focused on commitments that we need between now and June 3rd and 4th. And also, as we look down the road to September and the 25th Anniversary, to (inaudible) bringing the right early care and education practitioners, researchers and policy makers to our events and involving them more deeply in our quest for increasing commitment to the whole early care and education field.

We talked about we may have already a commitment from the First Lady of Illinois, who also chairs the Ounce of Prevention program, as a speaker at that June 3rd to 4th meeting, and our (inaudible) process of solidifying and getting commitments for that program. We want to identify organizations that would like to make this investment to furthering the high quality early care and education programs for Latino children and the whole field of early learning. But we're looking at inviting folks to a conference call to have that discussion and
identify potential to invest in this whole area.

A number of ideas came out of reaching out to the aides, but also, for example, (inaudible) Association of (inaudible) Educators. We have a planning call set for April 20th to set some goals in terms of how much money we want to raise, who do we want to target. And then on the 27th we'll extend an invitation to some potential investors.

And that's it from (inaudible).

CHAIRMAN PADRON: Very good.

I have indications from the people in the back in the room that they are having difficulty hearing. So I would suggest that you speak as close to the microphone as possible.

Okay. Any questions of Mo or Adrian? No?

Okay. So we'll move to the K through 12 Subcommittee.

DR. GANDARA: Dan, do you want to say something about the very first -- the commitment stuff? I think you --

MR. CARDINALI: Sure.
So we covered a number of topics that Patricia and I won't cover, but one of the three was this notion of commitment that we heard loud and clear from Jacqueline this morning. And so there are a number of initiatives that we discussed at the K-12 Subcommittee that Veronica Melvin and I will kind of aggregate and see if we can put together a clear set of commitments that enable us to do the work that we discussed, both a number of our organizations that have private resources that are already targeted as working with the Latino community in a variety of ways as a way to line them up, as well as any new resources that come to bear by getting with the corporation (inaudible). So that will be one deliverable between now and, I guess, September.

DR. GANDARA: We then moved on to a discussion of white papers that our group might take on. This was a passionate discussion. There was a lot of feeling in the room that there were some issues that really needed attention. And so it was a wide-ranging conversation that I
cannot synthesize totally.

However, a couple rise to the top.

Originally we talked about high school redesign, and Monica is willing to take the lead on that, and it looked like it was evolving as beginning with a white paper on high school redesign in which a number of issues came together. And Dan is going to co- with her on this, and I have -- am I missing somebody else? I know that -- I'm sorry?

UNIDENTIFIED SPEAKER: Joanne's going to --

DR. GANDARA: And Joanne. And I know that Veronica had offered about that point to really work on the media pieces of getting these things out.

We had discussion about the white paper on the Latino teacher, and that was a very strong discussion about the critical issues that needed to be dealt with there. I'll take the lead on that, and I'm taking all takers to help us think about what that looks like, flesh it out, and work on that one.
And education leadership as a really important issue. The development of principals and superintendents, and Kent Scribner is willing to take that on as the lead, and Darline has signed on to work as a co- with Kent on that issue.

And so I think we have the beginning of some real tangibles. Alicia and Rocky are just to continue the conversation about STEM and where that might go, Latinos and STEM and what that might look like. We also got the participation of Lily and Maria from the unions to push out the Latino teacher work once we get this white paper done.

So there was a lot to discuss in our short period of time, but I think we're on the road here to a number of different projects.

MR. CARDINALI: There was one other thing. Alfredo brought up, I think, a really important element, that unless we're clear and really quite strategic about disseminating this information in ways that really aren't just the production of
white papers, but are meant to create change and
to account for the complexities both internally
in the Latino community and then as a kind of
cultural change and a demographic change in the
world we live in. He agreed to be a lead
(inaudible) worker in helping us ensure that as
we move this stuff forward, we have a design that
makes really smart sense.

DR. GANDARA: And he wants us to be
constantly thinking about how we approach this
from an asset space perspective, rather than a
(inaudible) perspective.

CHAIRMAN PADRON: Well, it seems that we
have a lot of work ahead of us. Any questions of
Dan or Patricia?

Hearing none, we'll move to the last
Subcommittee, Postsecondary Education.

MS. NIEVES: Great. Both Luis and I will
give a brief update.

We met as a committee but then broke out
into two subgroups to have a discussion about
what are the future symposia ideas that for us
ultimately become white papers, but are vetted by the public -- the practitioner, the policy maker, and scholars. And I think that is an important piece that should be embedded in all white paper construction.

There were a couple things. Some topics: this notion of comprehensive colleges, and how are they meeting the needs of Latinos. We talk a lot about community college, but when we see trends shifting and we see that that might be an area we need to focus on.

Second, data analytics. How are they used to really understand the Latino population that you are serving in your college? How has that been successful, to be transparent about data and setting those goals and moving it towards a (inaudible) agenda?

Third is the notion of bridge programs and the flux in this market of bridge programs, and having a real clear connection to the college that they are bridging, their culture, and ultimately the success of that student. Where
have we seen that happen?

And then the fourth is vulnerable students. What are the needs of the vulnerable students, as we see that in the K through 12 system, but as a college student, some of those needs are very different. They're age-appropriate as well for vulnerabilities, and I would say I would include in that part-time students, something focusing on them and success strategies to get them through.

Luis?

DR. FRAGA: Our discussion was very rich. We asked the group for additional ideas to consider, for our Postsecondary Education Subcommittee to consider. I'm going to group them into two divisions.

The first, and always appropriate: the continuing need to revisit the challenges our students and families face regarding financial aid. Among the points made with regard to financial aid were the lack of availability through Pell funding of summer support and the need for Pell or some other type of program to be
established to provide support for the summer. And the summer can be a critical bridge for students, or simply allow students to continue to make necessary progress towards completing the degree or certificate within a reasonable period of time.

One of our other participants mentioned the way in which some types of financial aid award packages online push students to take out loans even when their actual financial need doesn't require it. That is, they may be giving back grant money, but having taken out the loan because of the way it is positioned on the online system, and the need to continually revisit that.

As we mentioned before, accessing financial aid was a very important division within our first symposium. Clearly there's a need to continually revisit these sorts of issues as new challenges appear.

Secondly, again, consistent with our first symposium, issues associated with enhancing academic competence, integration and support
within postsecondary institutions. Challenges regarding navigating complexity in the institution: classes, counseling, transitions that have to occur; the need to focus equally on emotional support as well as academic support; recognizing the way in which many of our students are in fact fully academically competent, but have to deal with a whole other range of issues, and the need for institutions to be responsive to that. The need to be even more creative and sensitive to dual enrollment programs, particularly those that do not require students to be at a college or university campus, are taught by a high school and then the subsequent transition challenges that exist with regards to that. The way in which undergraduate research-oriented mentoring programs can give our many students a strong finish up to what I have referred to and others have referred to as academic identity, making them feel like they're part of the intellectual life of the institution and contributing to it.
So what our discussion revealed was the need to continually revisit the sorts of issues of community space and to push ourselves to be even more creative as we think of how we might respond.

Thank you, Mr. Chairman.

CHAIRMAN PEDRON: Thank you. Any questions of Lisette or Luis?

Okay. So that completes the reports from the Subcommittees. There is no question that a lot of work has gone into these discussions, and we have a fuller agenda for the months ahead. So we'll work with the staff to make sure that we're able to finalize every committee and make sure that we do as much as we can.

We're now going to move to the public commentary aspect of the meeting, and we have a number of people who have signed up to participate, and I'm going to call your name. If you are here, please, you use that microphone. Because of the number of people, we'll need to limit the presentations to no more than three
minutes. And who's going to help me with
timekeeping?

UNIDENTIFIED SPEAKER: I am, sir.

CHAIRMAN PADRON: You are? Okay.
So I'm going to signal to you when your time
is up this way.
(Laughter)
And I would appreciate you observing the
rules so we can give everybody a chance.
So the first person we'll call is Vasthi
Acosta from the Amber Charter School Latino
Roundtable on Education.

MS. CEJA: She's going to come a little
later.

CHAIRMAN PADRON: Okay. So we're going to
move to the next one and then we'll deal with
that.
The next person is Joannie Pettus, Urban
Justice Center and a student at St. Francis
College.

MS. CEJA: The time changed.

CHAIRMAN PEDRON: Okay. So we move to Diana
Ortis, Exodus Transitional Community.

MS. CEJA: The time changed -- that's important to note.

CHAIRMAN PEDRON: That's okay. We'll keep moving.

MS. CEJA: We'll get them.

Jane Martinez Dowling, KIPP New York City?

MS. DOWLING: Good afternoon, everybody. My name is Jane Martinez Dowling. I'm the Executive Director of KIPP Through College here in New York. KIPP is one of the largest (inaudible) in this country. In New York City we have been in existence since 1995, and at KIPP Through College programs, there are about 1,300 students. We serve 13 cohorts of kids. I'm going to try and move very quickly for three minutes, although I should get more time because I have a (inaudible) waiting.

CHAIRMAN PADRON: That's a good argument.

MS. DOWLING: Let me just tell you four things, and if there's time for five minutes, I'm happy to answer any questions you have.
So why KTC? So KIPP Through College was created because the founders of our program promised every family who went and joined their school that if they came to our school, we would sit with them and ensure that their children received a college education. We kept that promise for the first group of kids in Houston, for the first group of kids in New York, and that was pretty much the genesis of our program.

We currently serve in New York City 1,100 students, and there are two entry points to coming to KIPP Through College. If you have graduated from eighth grade from a KIPP middle school or you have graduated from a KIPP high school and you grew up in the Bronx, you are considered a KIPP alum and eligible for (inaudible) in KPC.

Currently about 300 of our students are students of high school age who chose not to go to a KIPP high school. So we work with a myriad of public and parochial and independent schools, depending on where our students attend. And the
rest of the kids that we are now working with are college age.

We have a very high graduation from high school and very high matriculation rate. We are working on our college persistence, and I will tell you a little bit about our college completion numbers. We graduate about 97 percent of kids KIPP graduates from high school. Eighty-seven percent of those kids matriculated college, and right now our current cumulative graduation rate is 41 percent bachelor's degree and 9 percent associate degrees.

The students who receive associate degrees are (inaudible) the students who do not then go on to receive bachelor's. (Inaudible) of any bachelor's will become a college graduate, a four-year degree.

So our core programs are essentially -- there's two (inaudible) that we're looking at. One is ensuring that our kids have one-to-one guidance, and so 17 folks on my team in New York City who have a (inaudible) student. We tackle
everything that you just heard a few minutes ago
with regard to financial aid, with regard to the
(inaudible) emotional barriers that the students
work with, and continually working with students
to ensure that they have the academic pieces that
they need in order to succeed.

The other piece that we're working on is how
do we see our efforts. And so we learn a lot by
partnering with colleges on several CUNY
(inaudible) in New York, and there's a national
initiative and college partnership (inaudible),
because we recognize that even though we're doing
a lot of work with students, a higher ed
community has to depend on a lot of its work
(inaudible).

CHAIRMAN PADRON: Time.

MS. DOWLING: And that's what we do. Thank
you.

CHAIRMAN PADRON: Do you have a document
that you want to leave for the record?

MS. DOWLING: You are welcome to leave on --
we have a page at the website, so if you would
CHAIRMAN PADRON: Okay.

MS. DOWLING: -- KIPPNYC, kippnercollege.org, it's all in there.

CHAIRMAN PADRON: Thank you.

(Applause)

I'd like to acknowledge the presence in the audience of a good friend, someone who's a friend of Hispanic education, someone we all admire -- the former Under Secretary of Education, Martha Canter.

(Applause)

CHAIRMAN PADRON: We'd like to invite her to come and take a seat here at the table.

MS. CEJA: Yes.

CHAIRMAN PADRON: Okay. We're going to continue, and the next person we're going to call is Diane Morales, Phipps Neighborhood.

(No response noted)

Lisa Rodriguez, NYC Public Schools?

Welcome, Lisa.

MS. RODRIGUEZ: Thank you.
My name is Lisa Marie Rodriguez, (inaudible) in the Bronx. I applied to the New York City School System, and I currently work as a school social worker for Bronx Community Schools (inaudible) Arts, which is an (inaudible) city schools. Our school was started in 2008 by our principal, David (inaudible), who is a native from the Bronx. But you might see him as kind of like sharing strength and be that role model. And one of the key terms he always shares in the morning and in the afternoon (inaudible) is "college is (inaudible)," and what that means for us.

So I think for me, in my capacity as a social worker, that I have to really like work at schools that seek that social and emotional development of young people. It's just as important as the academics. They marry each other. They have to work with each other. So I've been very fortunate.

Some of the activity that we do is, of course, advisory. We also have peer group
connections. We have night (inaudible). You become a night (inaudible) that are adopted, and also help -- they are facilitated by our 12th graders, so they become their peers. (Inaudible) we know that (inaudible).

Just a little bit about our school. We're in the Hunts Point area of South Bronx, one of the poorest sections of the district (inaudible), so there is a lot of struggle there. But we also have -- one of the gems is that we are the (inaudible) partner of La Casa de Maria. They didn't change for 80 years-plus, and we're housed in their facilities. So in the morning we have school, and afterwards, it's (inaudible), they have their after school program.

So for me is how do we push and build (inaudible)? What (inaudible) having this frustration of families. Sometimes I really (inaudible) families (inaudible) and the trauma that they bring to students, and how we can help facilitate that and ease their transition into (inaudible).
One person I'm thinking about today -- today is our state exams, CLAs. I have a 16-year-old, eighth grader. He's going to be 17 in the eighth grade. His quote to me was, "If I don't pass, I'm going to jump now." So how do we support this young man, and (inaudible).

(Applause)

CHAIRMAN PADRON: Lisa, thank you for your testimony. Thank you very much.

Cesar Ventura, DACA recipient?

MR. VENTURA: Hi, how are you?

So my condition is more of a personal narrative. I would say that I'm (inaudible) all of you. I spoke at the (inaudible) symposium last year. My mentor I would say here is Lisette Nieves, and she has been the main person in the person I have become.

If you compare me when I was in high school in ninth grade, I would tell you I was Cesar Ventura, I was undocumented, and I was constantly getting suspended from school.

I was a B+ student, but to me that was no
better than C and why I should do it, right?
And then today I have graduation from
college. I am --
(Applause)
I applied for Teach for America, and now I
will be teaching at Idea Mission Public Schools
(inaudible).
(Applause)
But again, all of this has been possible
because we had some mentorship. We had people
who care about the (inaudible) students. How is
that one, that being undocumented? Except in my
case, I would say that I was very frustrated with
the (inaudible) system and I find it important,
and those two really kind of (inaudible) the
(inaudible) that he would be in my class.
I couldn't understand how data and arts are
relevant, and I think it's very important to
connect the data and see the educational gaps
that we have. And so I'm looking forward to be
an 11th grade U.S. history teacher in Texas. And
even though I'll be near the border, I'm staying
very (inaudible). So I'd say that we can make our curriculum very relevant to us.

Thank you.

(Applause)

CHAIRMAN PADRON: Thank you, Cesar.

Next we go to Jasmine Cruz from CUNY Dreamers.

Welcome, Jasmine.

MS. CRUZ: Thank you all for coming, and good afternoon.

I'm (inaudible) Grande. I come (inaudible). This is the University of New York School of Fine Arts, and (inaudible) more of a personal art and a (inaudible) combination. Going to the University of New York was (inaudible) my heart, and many of those in my class, as well, talked about entering college, but (inaudible). However, I was able to receive financial assistance from my (inaudible), but I also saw how many of my friends struggled but couldn't get through college. Now as a sophomore and as a (inaudible) are no longer about (inaudible) they
decide to actually graduate.

Each semester I am at (inaudible) classes to
do my bachelor's. How many children have to
(inaudible) study, but fall short because of
their family's struggle? On the (inaudible), one
major struggle is immigration. And also it is
the duty of Congress to say a just immigration
system, each individual has the opportunity to
bring great change to their university and to
their community.

This is why I (inaudible) by a competition
for a commission for (inaudible) scholarship and
to offer (inaudible) programs that would help
document (inaudible) and (inaudible).

Education is a right. Education should be
affordable for all people that (inaudible),
regardless of (inaudible) or (inaudible).

Thank you.

(Appplause)

CHAIRMAN PADRON: Thank you, Jasmine. And
we move now to Robin -- I think it's Highbeg, Fairfax Public Schools?

(866) 448 - DEPO
Okay. Erica Welton, New York University?

MS. WELTON: Good afternoon, everyone.

So I am a (inaudible) NYU master's program in higher education student affairs. And a lot of my research, again, focuses around (inaudible) Latino students (inaudible). And this is something that I wanted to do. I want to (inaudible), and that is together with the (inaudible).

One of the recommendations I want to make to the (inaudible) is making sure that the (inaudible) is holding the federal government (inaudible) with making sure that the mission statement ties in with the number of funding that they're receiving from the federal government. So again, making sure that kids are receiving the quality education they need, but that they're also requirements of graduating fast-track courses.

The other thing that I also wanted to offer was I hope you have a lot of (inaudible) that we have, that if we can work with Congress a little
bit closer to making sure that a lot of these (inaudible) kids get the funding that they deserve so that helps a lot of those institutions that do have a large number of (inaudible) just Latino, get them the funding that they need.

And finally I also want to focus on something that I thought it's really important to sort of shed light on, is faculty developing, not only for undergraduate students but also for Latinos in master's or PhD programs. I myself, I find myself really blessed and (inaudible) to have Martha Cander as my mentor. And in this graduate program at NYU, I was very fortunate to have her. But I feel like a lot of the students need to have that mentorship in faculty development, whether it's in their academic features or it's in their career (inaudible). I feel like more Latinos need more people as role models and mentors to help us get to that point in their careers. I think that's really important for those that (inaudible).

(Applause)
CHAIRMAN PADRON: Thank you, Erica.
And we go now to Gardos(ph) and Javier Valentine, John Jay College.

UNIDENTIFIED SPEAKER: Good afternoon, (inaudible).

I want to talk to you today about the importance of family (inaudible) on each side, and most importantly, the need for more active (inaudible) opportunity for students, and (inaudible) institutions like ours. (Inaudible) Both are equally important, and (inaudible) already on the (inaudible) committee. All the top (inaudible) one institution like Stanford and Harvard then each (inaudible) be saddled with their education (inaudible).

At John Jay over the last ten years, we have leveraged our (inaudible) status to improve the quality of faculty (inaudible) STEM and the number of our students involved in our research.

The program for (inaudible) in science and math was started eight years ago and is currently funded by (inaudible) Title V grants. People who
have stipends for professional development and
student aid for a student have additional
resources through the (inaudible) that mentors
them. Since its founding, Britton has helped --
our program has helped (inaudible) and our STEM
majors tremendously, and the (inaudible) to let
minority students (inaudible) the greater.

And the results? We have increased by more
than five-fold the number of our students that go
on to graduate professional education in STEM,
health, and science education. Our students
publish their undergraduate (inaudible) journal,
and at a rate higher than we can find anywhere in
this (inaudible). And our alumni have PhD's,
M.D.'s and master's at institutions like Harvard,
NYU, Columbia and CUNY. Those who had
(inaudible) happen to be mentorship and sustained
relationships between our students and faculty,
and also participation (inaudible) research.
What do you think of our quality?

Programs that (inaudible) need much more
funding for (inaudible) if they're going to
provide equivalent experiences to those of the leading institutions. Without this funding, improving minority advancement is just not going to happen. We cannot change the percentage of minorities at the highest level of science by increasing the number of minority scholarships at Harvard from 20 to 40. We need to do it by making (inaudible) high quality institutions that graduate hundreds, not thousands, of well-prepared students every year.

And we call on the Committee, President Obama and Congress to increase funding for STEM allocation programs nationally, but particularly for public institutions like ours that (inaudible) their (inaudible) population. We believe that what we have accomplished at John Jay can serve as a model for excellent Hispanic education nationally.

Thank you for the opportunity. I'm happy to answer questions afterwards.

(Applause)

CHAIRMAN PADRON: Thank you very much.
Monica Seabrey (ph), CUNY Dreamer?

MS. SEABREY: (Inaudible). I'm sorry to (inaudible).

My name is Monica Seabrey. I'm a student at College of (inaudible). I am here on behalf of CUNY Dreamers and (inaudible) of undocumented students (inaudible) in New York.

I want to share with all of you how we dreamers believe your (inaudible) can help us with college competition and to have a more positive experience (inaudible) universities and will eventually increase our opportunity to (inaudible).

The President's Advisory Commission . . . .

(Audio ends)
CERTIFICATE OF TRANSCRIPTION

I, Linda O'Brien, hereby certify that I am not the Court Reporter who reported the following proceeding and that I have typed the transcript of this proceeding using the Court Reporter's notes and recordings. The foregoing/attached transcript is a true, correct, and complete transcription of said proceeding.

Date: April 24, 2015

Linda O'Brien
Transcriptionist