PRESIDENT'S ADVISORY COMMISSION ON EDUCATIONAL EXCELLENCE FOR HISPANICS

Fall 2014 Public Meeting
Wednesday, September 3, 2014
9:00 a.m.
The University of Texas at San Antonio
Downtown Campus
501 W. Cesar Chavez Boulevard
San Antonio, Texas 78207

Reported by: Terry L. Lochte, CSR
Hoffman Reporting & Video Service
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FEDERAL STAFF PRESENT:

Alejandra Ceja, Executive Director, White House Initiative on Educational Excellence for Hispanics;
Marco A. Davis, Deputy Director, White House Initiative on Educational Excellence for Hispanics;
Emmanuel Caudillo, Special Adviser, White House Initiative on Educational Excellence for Hispanics;
Maribel Duran, Chief of Staff of White House Initiative.
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CHAIRMAN PADRON: Let me start. By the way, I'd like to say to you, we have great attendance today. But as I look around, there's no question y'all look very prosperous, and that's a good sign. Looking forward to a great discussion today. I want to thank also the members of the public and the university by joining us this morning. We have a compacted agenda, but I promise to finish on time. So with your help, we're going to do that.

For -- You know, because this is a very long table, it's very difficult to identify some of the members. So as you speak, I would suggest that you start by saying your name for the benefit of our court reporter, who needs to identify the comments. So every time you wish to make a comment, have a question, whatever, if you would state your name, it would really facilitate her work.

So with that, let me also start by expressing our gratitude on behalf of the members to the great host of this meeting, el magnifico victor of the University of Texas San Antonio, who, last night, raised the bar. I know some of you are now very nervous, because after this, I don't know how
we can do any better. But it was a great welcoming
dinner, with mariachi and everything, a real treat.
You outdid yourself. And also the
wonderful present, unexpected, that you gave to us
with which I'm sure will be a special addition to
our libraries. Very beautiful.
So with no further adieu, I'd like to
ask Dr. Romo to welcome you to San Antonio and to
the university.
(Applause.)
DR. ROMO: Thank you all for being
here in our beautiful city. We've been looking
forward to this visit for some time. Thank you for
your kind introductions in mentioning about the
events last night. We did, in fact, launch this
thing pretty well last night. We ate well.
This is the downtown campus. So I'll
say a little bit about it, because you're not going
to get a chance to see all of -- all of UTSA. And
so this is the downtown campus. This is the newest
part of the campus. It was built in '98. The
campus -- The main campus that sits on 600 acres of
land is on the other side of town. That's where I
reside, and most of our students are over there.
That campus was started in '72. So it's a
relatively new campus, less than 45 years old.

This campus, I have a partial liking to it. I grew up about ten blocks from here, the other side of the tracks. If you go that way, down Guadalupe Street, right past the housing projects, that's where I was growing up. And I had never thought that as an adult I'd end up being the president of a university down this side of the street.

And I will say, it was kind of an interesting neighborhood. There were at least four bars within a hundred yards of my house. And I used to walk by, and there'd be singing in the bars, and I'd wonder, what are those guys doing? But they were having a good time. And I think a little of that came off of me too, so that's...

(Laughter.)

DR. ROMO: Let me say that because we have a new campus, there's a lot of new traditions, a lot of things that we -- We just got -- recently just got a football team as an example. We just got -- We celebrated the other day, just two weeks ago, the new entrance to the main campus. So we put lights on, and we had -- The students wanted to do it at midnight. So we had 1500 students at midnight
to celebrate the opening of the new gated entrance
to the campus. So we talk about all our new
traditions, and this is that kind of campus, where
everything -- we often say, today we -- we did this,
and this is the first time in history.

Well, in terms of our campus -- By
the way, if you have a chance and you -- there's a
lot of nice museums here in town. And one of them
belongs to us, the Institute of Texan Cultures. And
this is Cesar Chavez. And you go down Cesar Chavez
to the end, which is about ten blocks towards town.
And the Institute of Texan Cultures is very -- It's
basically a museum of Texan activities. It's really
interesting. And if you have a chance, go by there.

Our campus is now 29,000 students.
We reached 31, but we levelled off at 29. Of that,
25,000 are undergraduates, and 4000 are graduate
students. We have quite a bit of exciting things
going on in terms of the development of our
programs. So less than ten years ago, we had three
doctorate programs. So we've added 21 doctorate
programs in a decade. So we're moving fast, and we
want to add some more. We have 61 bachelor's
degrees and 50 master's degrees and, as I said, 24
doctorate programs.
The exciting thing about this place is, you know, you get a chance to just see history in the making. So when I got here, we graduated 2500 students. I was really happy. Shook every hand. This past year, we graduated 5800, and I did not shake every hand. So 5800 is folks walking out the door with degrees and happy, happy individuals.

We have moved fast. We now have 100,000 -- 100,000 graduates, which is exciting. I was visiting, this past weekend, North Carolina State and Duke. And Duke was founded in something like 1830s, and it had 140,000 graduates alone. So we have 100,000 alone in less than 45 years. So it's moving fast. There's a lot of interest in education in our community, as well there should be.

The other change for us -- and this is the themes under which we sort of talked about -- accessibility and affordability. On affordability, we're off the scales. We only charge 8000 tuition. And we have about 220,000 -- million dollars of grants and scholarships and loans. This year, for the first time -- We always -- There's always some occasion to say "for the first time." We've never had any scholarships on merit, ever, in our history. This year, for the first time, 500 students will
arrive with scholarships on merit because they were good students, but mom and dad both worked at Walmart and they made too much money to qualify for assistance, so they didn't get assistance. So now we have some assistance for the really top students.

The consequence of a change for us is that accessibility. We're very affordable, we're very accessible. As I noted, we have 31,000 students. Long ago, we were an open university. And open works to some extent, but it really does mean that you take students who are really not ready for college. So this time, we qualify them a little bit more. And 75 percent of our new class, which is, by the way, 5000 brand new freshman, 5000 freshman -- 75 percent are the top quarter. So we're moving up -- 20 percent of the top 10 percent of their class. And that's really exciting, because if you're in the top 10 percent, you can attend any university in the state of Texas. And most will attend UT Austin and A&M. But now we're capturing a sizeable number of students who now see that this is a quality school.

And I think now I see UTSA as competitive. We -- We actually will compete with very good schools now. And the reason we compete
with very good schools is because we have built up our research activities on the campus. We do about 75 million in research sponsorship. And it's not bad for a growing campus.

So our strengths our many, but I'm going to mention several that just have won us some awards. We just got a big -- We just got a big award as an example, like in the 10-million-dollar range, for doing food security in Africa. And with computer (inaudible). We just got another ten-million-dollar award for infectious diseases.

We have the only place in America that has the top area of research being done on biological weapons in terms of one particular weapon into an area, which is rabid fever, and it kills you. Just drop dust, and it can kill you. Well, the Russians have all the holdings of that. So we're very involved in stuff.

Now, one of the reasons -- We don't want to just be accessible. We want to be quality. We want the schools to -- the students to come to a good school and feel like they got a good education. So I've included a few things on the bragging rights. So this year, for the third year in a row, The Times in London ranks the top young universities
in the world. Now, there's 17,000 universities, and
they take the top 100. Of the top 100, eight
American universities made it as the top young
universities 50 years and younger. We were again in
that category. So we are among the top young --
young guns in America -- in the world with this
ranking. And it includes UC, UC Irvine, and us and
Dallas and University of Chicago, Illinois campus.

Well, the other rankings that we just
got about three weeks ago, this is the world
rankings for all the universities, and in that
particular one is called The Center for World
University Rankings. We were ranked -- And they
ranked only the best 1000 universities. And in that
1000 best universities in the whole world, we got --
we got ranked 256 in the world, but 103 in America.
And seven medical schools are in there. So really,
we're in the about 96 best universities in America.

Now, if you look at the peer group
that's right above us and right below us, it's quite
an impressive group of universities, including we're
ahead of the University of Alabama, as an example.
And we're ahead of the University of Arkansas, as an
example. So there's really good schools in that
category. So to be in the top 100 best universities
in the America is a plus for us.

So how do we get there? We get there by building up centers of excellence. So one center of excellence is just an example. Ten years ago, we weren't even in the top 25 in cyber security programs. This year, we got number one in America. We beat out Purdue. So in cyber security, which includes cloud computing, which includes protecting yourself, we're the number one program in the U.S.

And in the small business development, which is upstairs on the fourth floor, there are 1000 centers in America for -- for helping small business development folks who are number one in America. Again, so we went into Washington to receive an award.

So in terms of those kind of rankings, I think we -- you know, we're moving up. We've got a long ways to go. We're not a -- We're not a school that's been here 100 years or 150 years like some schools here in Texas, but we're catching up fast. And we're providing the kind of quality education that students need. And by the way, our Hispanic population last year was 50 percent. So we are 50 percent Hispanic and almost 10 percent African American. So we're about 60, 65 percent
minority campus. And that has been consistent for the last 15 years I've been here.

It's wonderful to have you here. I'm especially proud to be a colleague of yours and to work with you all and see all the good things that can be done. I think -- Honestly, I think our government needs us, needs our input for a lot of topics here that we talk about, which come up again and again, including (inaudible), as a matter of fact. So stay the course, do good work. I look forward to all the conversations today.

Thank you, Mr. Chairman.

Thank you, Alejandra, for choosing us to be your host. We're very proud of that distinction. And it's another first for us. How about that?

(Applause.)

CHAIRMAN PADRON: Dr. Romo, thank you again for your great hospitality, which is extended to your staff, have been fantastic. And we're very proud of their accomplishments, not only for the university, but for the City of San Antonio. You make us very proud and proud to have you as a member of this commission.

DR. ROMO: Thank you, sir.
CHAIRMAN PADRON: I think it would be appropriate if we go around and state our names and the organizations we represent, if any. And let's start with Sylvia.

MS. ACEVEDO: Hi. I'm Sylvia Acevedo. I'm very excited to be here as part of the Early Childhood Subcommittee.

CHAIRMAN PADRON: What city?

MS. ACEVEDO: I am fortunate to live in Santa Barbara, California.

MS. NIEVES: Hi. Lisette Nieves from New York City. I'm happy to be here.

MS. ROBLES: Darlene Robles from Los Angeles.

MR. PEDROZA: Good morning. Adrian Pedroza. Also on the Early Learning Subcommittee, from Albuquerque, New Mexico, (inaudible) Partnership for Community Action.

MR. SANCHEZ: Early -- Early Learning Subcommittee, Manny Sanchez, Sanchez, Daniels and Hoffman, Chicago, Illinois. And it's always a pleasure to visit good-old San Antonio.

MR. ABETY-GUTIERREZ: Good morning.

I'm Modesto Abety from Miami, the retired former president and CEO of the Children's Trust.

MS. MARTINEZ: Hi. I'm Monica Martinez. And I live in the San Francisco Bay area. And I'm on the K-12 and Higher Ed Committee.

MS. MELVIN: Veronica Melvin with LA's Promise in Los Angeles, California, on the K-12 Committee.

MS. NEIRA: Maria Neira from New York -- New York State, K-12 Subcommittee, representing AFT.

MR. ARTILES: Buenos dias. Alfredo Artiles, Arizona State University. I am a member of the K-12 Subcommittee.

MS. TIENDA: Good morning. Marta Tienda from Princeton University. And I'm on the K-12 -- I mean, on the Higher Education.

MS. GAMA: Good morning. JoAnn Gama from South Texas, Edinburg, Rio Grande Valley area. And I'm on the K-12 Subcommittee, and I work with IDEA public schools.

MR. FRAGA: Good morning. Luis Fraga, now at the University of Notre Dame. And I am cochair with Lisette Nieves of the Postsecondary
Education Subcommittee. Originally from Corpus Christi, Texas, down the road.

MS. GANDARA: Buenos días. I'm Patricia Gandara. And I'm on the faculty at UCLA and codirector of the Civil Rights Project (inaudible) there and cochair of the K-12 Committee with Dan Cardinali, who, if he were here, might be sitting right at this spot, and who is Executive Director of -- families -- no --

MS. NIEVES: Communities In Schools.

MS. GANDARA: Yeah. Communities In Schools. Yeah.

MS. ABELLA: Morning. I'm Alicia Abella, and I am the vice president of a nonprofit organization called the Young Science Achievers Program. I'm also an assistant vice president with AT&T Laboratories. And I am with the K-12 Subcommittee. Oh, and I'm from New Jersey.

MS. NAVARRO: Buenos días. My name is Nancy Navarro. I am from Maryland where I serve as a council member on Montgomery County. I'm a former school board member, and I am a member of the Early Learning Subcommittee.

MS. GARCIA: Buenos días. Milly Garcia, president of California State University in
Fullerton, California, and I am on the Higher Ed
Subcommittee.

DR. ROMO: Ricardo Romo, Higher Ed
Subcommittee. Thank you.

MS. CEJA: Alejandra Ceja, the
Executive Director of the White House Initiative on
Educational Excellence for Hispanics and originally
from Huntington Park, California.

CHAIRMAN PADRON: Eduardo Padron,
Miami Dade College, Miami, Florida.

And we have other members of the
staff who are here. Where are they so we could
introduce them? Could you guys come over and
introduce yourselves?

MR. DAVIS: Good morning, everyone.

Marco Davis. I'm the deputy director of the
initiative.

CHAIRMAN PADRON: Do I have anyone
else? They're working. Okay.

MS. DURAN: I'm Maribel Duran, chief
of staff of the White House Initiative.

MR. CAUDILLO: Good morning. My name
is Emmanuel Caudillo, special advisor with the White
House Initiative.

CHAIRMAN PADRON: Wonderful.
Next on the -- on the agenda, we have an update from the staff. But before we get into that, I'd like to say that I'm very proud, and I know you share the feeling, of the wonderful work that this commission has accomplished to date.

As you know, at the beginning, we divided ourself into three committees of work. And both the cochairs as well as the members of those committees have done incredible work that we can take a great deal of pride on.

On the other hand, we are very much aware that we have an incredible task ahead of us, that we have a long way to go before we really see significant advances in this subject that we're dealing with. And how important it is for our nation to make sure that this work continues and that we begin to see significant gains for Hispanic students all over the country.

And as such, you're going to hear, later on, especially at the end of the morning, of the work of these committees. But I wanted to take a moment to recognize that, because sometimes we're working hard and doing the work but do not stop to really recognize the work that is -- that is done. As I look around, I'm so proud of the dedication and
commitment that you have demonstrated to the task at hand. And I know it will continue until, you know, we're able to accomplish the goals that have been established.

So with that, I'd like to ask our distinguished director to give us her update. I'm sure she's going to call the staff members to do likewise.

MS. CEJA: Thank you, Dr. Padron and Dr. Romo, for hosting us.

To all of you commissioners, thank you for your leadership this past fiscal year. We have been able to leverage a lot of your expertise in your networks and to really hone in on some critical policy issues and do outreach activities that have made a critical impact in the lives of young students, parents and communities across the country.

I wanted to spend some time to just kind of go over some highlights of the year and then really want to dedicate some time to talk about the historic opportunity we have upon us as our 25 year anniversary will be celebrated next year, September of 2015. And I want you all to think about the opportunity we have as a commission to really set
the tone and provide a framework for future administrations in terms of the state of education for the Latino community, what we've been able to accomplish over these past 25 years and, most importantly, what that future looks like and what we need to do to ensure that, you know, we continue to -- to have a focus on that North Star goal, which is to ensure that pipeline from cradle to career is prevalent, that we have more of our Latino students graduating from college.

So I will just quickly go over what we've been able to do at the staff level. One of the things that we started was a webinar series. And this is an opportunity for us to be able to talk about critical policy issues that are at the forefront of what our colleagues at the Department of Education are working on. So what we've done is, we have an ed official join these webinars and talk about what's happening with the federal status of these issues are, and then we'll have a community stakeholder, somebody that has worked with us, that is working on this issue.

So we've been very successful. We've averaged about 2000 stakeholders throughout these webinar series. We have been able to get some great
feedback from folks that hadn't heard about the initiative that are interested in the work that we're doing. And most importantly, we've been able to connect them to that -- that federal official who's actually in charge of leading this effort. Many times we hear that, you know, they don't know which office to call or they get, you know, diverted into, you know, a call center where nobody really can give them an answer. And so we've been able to really work with the education officials at the department to talk about these issues and really highlight the Latino narrative, what this means for our community.

These are the -- The webinar series will continue in 2014, 2015, so these are the issues that we've highlighted. Obviously we welcome your input, we welcome you. Most of you have joined the webinar series, so that's great. But any ideas you have, if there's an issue that's missing that we need to pay more attention to, let us know. This is kind of the draft.

We'll be starting it in October with our Bright Spots. And that's an initiative that we launched where we're basically trying to showcase the positive narrative of what community leaders are
doing for the Latino community, and so identifying those programs that are working. We want to bring attention to those bright spots. And it's an opportunity for us, as we work with the business, the philanthropic community, to identify those models that are ready to be scaled up and how we can be supportive of bringing attention to models that are working that won't get a national spotlight had it not been for the initiative's reach and connection with them. And obviously we are going to continue to focus on civil rights and postsecondary education for the Latino community. So all of this is in your folder, and we welcome your feedback.

We just completed our policy forums. And I want to thank all of the subcommittees, your leadership. The first one we kicked off was on early learning. It was driven by the subcommittee on early learning. And I really want to thank you all, because you've helped us open your own Rolodex and bring these amazing experts to the table.

That first one that we launched got grave reviews, because it was an opportunity for us to talk about the importance of early learning and have critical data that had -- that focused on the Latino narrative. And so it really set the tone for
the others that followed, the Integrated Student Supports, Creative Artist Agency was also very successful. And like I said, these were driven by you all, so we really welcome the fact that, you know, you are really helping us identify, you know, those leaders that we need to bring to the table and how we can continue to bring that national attention to these issues.

The postsecondary access and completion was also very successful. And you'll hear from our chairs about the next steps on all of these. The last one we just completed was at Pixar. We had a national policy for music and the arts. And that was something that our -- the staff drove. It was an issue that we had heard from stakeholders in our meetings that just doesn't always get attention, and we wanted to end on a high note, on music and the arts.

We've averaged, for each forum, about 150 stakeholders. Each one, there is a report with outcomes with the summary on our website. And so for us, this is an opportunity to also work in-house with our ed colleagues about some of the outcomes and findings that have taken place.

We had a very successful -- The
secretary does an annual Back-To-School Bus Tour. We had a very successful one last year here in South Texas. We're going to be continuing this year again with the secretary on the bus tour that's taking place in the south. We've got a town hall focused on college access and completion. We'll be doing a roundtable with parents and will be focusing on literacy issues and immigrant immigration and this year's bus tour.

You'll hear more about the work we're doing on the President's My Brother's Keeper Initiative. Before the President had launched anything, this was also something that we had included in our strategic plan to really bring attention to the need to support our young males. So you'll hear more from Marco Davis in terms of the progress that we've been able to make on this issue.

And earlier this year, here in San Antonio, we released a financial aid guide. And basically, this was an opportunity for us to put together some key resources for our students and our parents. Our interns in our office helped pull this together. We included a section on DACA resources. We included a section on scholarship resources. It had never been done at the department to have a
publication that included information on scholarship resources. We thought it was very important for students to know that in addition to financial aid, that there's some organizations that are providing critical assistance, the Congressional Hispanic Caucus Institute, the Hispanic Scholarship Fund.

So for us, this was an opportunity, as we go into schools, as we go into the community, to continue to raise awareness on the importance of FASA and the importance of -- and the importance of scholarship aid and to have a section on the STEM fields and the teaching profession. So it's a great resource. It's available on our site. We have it available in Spanish and English.

We've been able to do some great media in communities where we know that their FASA completion rate is low, to really bring attention to parents on how they can get start -- they can get involved and what resources are available to them at the Department of Ed.

We want to have a series. The next one we want to do is on persistence on college access. And the third series would be on college completion. So these are opportunities for the subcommittees to also get involved in the work of
the series.

The secretary has been very helpful in terms of helping us amplify this guide. And if anything, it helps us start this conversation on the importance of college access, affordability and completion.

And we have been trying to push all of the great work you all are doing on social media. Currently, our newsletter reaches 43,000 subscribers, and it continues to grow. We're on Facebook, we're on Twitter, and we just launched Instagram. So hopefully you guys will see this -- this meeting will be commemorized on Instagram. But it's an opportunity for us to reach folks that are interested in the work we're doing, aren't based in DC. But it gives them some realtime information on some of the work that's taking place. So I encourage you to -- to -- if you're not on Twitter or Facebook, to start an account and follow us.

We've had some great activities across the country. What we're going to focus on this next year is, we want to do more work in emerging communities. We really want to diversify some of the reach that we've had. We want to start focusing on those areas where we're seeing a growth
of the Latino community where we can bring in some
of the policy officials to talk about what's
happening on early learning, to talk about parent
generation, to talk about higher education.

And so we are looking to map what
that outreach strategy is going to look like. If
you all have any recommendations on areas or
stakeholders that you want to connect us to, we will
be coming up with those targeted communities that we
want to do outreach to this coming year. And I will
pause there.

Before I turn it over to Maribel to
talk about the Federal Interagency Working Group, I
did want to spend a little time to talk about the
25 year anniversary. I really want you all to think
about how the subcommittees can support this effort.
What we are recommending to the White House is that
this not just be a one-day celebration that takes
place next year, that it actually can become an
anniversary year of action where we have targeted
events that will lead up to a big celebration with
the President.

And what we're envisioning is that
work in the emerging communities, critical town
halls with our young people across the country.
We're looking to cultivate 25 key outreach events and to also cultivate 25 new commitments that could possibly be announced the day of the celebration that we have.

Obviously we're working with the White House closely on what exact date it will be on, but we don't have that information. We'll definitely keep you posted on that. But as you guys break into your subcommittees to think about how you can support us in the 25 year anniversary, you have amazing networks, we are looking to really cultivate relationships with business, philanthropic leaders.

Dan Cardinali was instrumental in helping us have an event, Creative Artist Agency. We've had the event at Pixar. And so people are starting to see, you know, it's not just at a school that we're at, it's not just at a college, but that we're actually breaking into these industries that traditionally haven't had events focused just on the Latino community. So I really want you all to think about the contributions that can be made from the subcommittee in support of the 25 year anniversary.

We are going to be working on a blueprint that will be released the day of the actual celebration. This blueprint is not a report
that we want to just sit on the shelf. It's really
to have a historical perspective of what has
happened over these past 25 years, where are the
gaps that continue to persist, and where are the
opportunities for the future. We know what we're --
what the data is telling us in terms of the
opportunities in STEM, the different fields, where
do we need to continue to invest, where does the
federal government need to continue to invest so
that we can close those opportunity gaps. So that
will be a report where we want the subcommittees
involved. There will be a section on Early
Learning, K-12 and Higher Ed. We want you to help
drive those sections.

We will have somebody on our team
that will be focused just solely on helping us
develop this blueprint. But most importantly, we
want the blueprint to be thinking about the future
and to really help us set the tone in terms of if
there was an investment over the next 25 years,
where do we put that money, where do we really
target those resources.

So I want you all to think about how
the subcommittees can contribute to what I think is
going to be a pretty historic opportunity for -- for
this commission and to be able to highlight some of
the critical investments that have been made since
this President has taken office in support of
education. So I'm -- If you have any questions, I
can take them now, or we can --

CHAIRMAN PADRON: Patricia?

MS. GANDARA: Comments. With respect
to the webinars, I think it would be terrific if we
had like even a one-pager kind of summary of those
webinars with information about the contact
information for people who were leading those.
Because -- I mean, I can see that we can go -- I saw
things up there, I thought, gosh, I wish I'd been
able to hear that one. At least I can have a
summary of what happened and who I could contact to
follow up on it.

MS. CEJA: So we do have -- The
webinars do live online, so you can download each
webinar. And each presenter has provided their
contact info -- information, so we do have the
PowerPoint presentations online as well. So we can
send you the link. But we have made that available.
And if individuals are interested in joining but
can't, we do have that information available on our
site.
MS. GANDARA: I am thinking, though, of something that just is a summary. Because unfortunately, it's always not possible to do the whole hour to get through. If there were just a summary of it. And if there's a good PowerPoint that's easy to follow that's a summary, I think would -- you know, that might do it. But I like to be able to go through a lot of material quickly and then decide where to devote the time. So that would be one thing.

The other thing, Alejandra, is, you asked if there was anything missing from the webinar list. And I didn't see anything up there about bilingual, dual-language education, which is a huge asset of our community that our young -- many of our Latinos take to school and to the workplace with them. And I would love to see a little bit more focus on that.

CHAIRMAN PADRON: Well, I think that's great. We need -- We need ideas like that so we can plan the next set of webinars. Another one that I would say that is important is that of teacher recruitment, which is a major issue in many of our communities. Especially in the new areas where Hispanics are moving into, we do not have
enough qualified Hispanic or bilingual teachers that
teaches kids, so that is something that we will be
following.

Yes. Darlene.

MS. ROBLES: I would like to see a
webinar that talks about the department but also
successful models (inaudible), of where it talks
about the inclusive -- and how parents have
meaningful engagement, at the webinar, to have those
models presented.

MS. NIEVES: Since we're creating the
list -- thank you for the list that's there so
far -- I would really want to see something done on
technology, particularly what are the uses -- what
are the usage patterns and also the trend in
higher ed of using greater bits of technology, how
do we think about those as impacting Latino
persistence. Or if they're not, just something out
there.

CHAIRMAN PADRON: Remember to state
your name so we make it easier for --

MS. NIEVES: Lisette Nieves.

MS. GARCIA: Milly Garcia. As more
and more Latino presidents are retiring, the issue
of Latino leadership in schools and colleges and
universities is critical, and we should have a webinar on that.

CHAIRMAN PADRON: Anyone else?

MS. MARTINEZ: Hi. When I heard you talking about -- Monica Martinez. When I heard you talking about the different reports that were going to be generated about college access and college completion, I didn't hear a lot about making sure all of our students are college and career ready and doing something very specific around that. We heard President Romo talk about the number of students who are entering his university who are under-prepared. And I think we really need to put a heavy emphasis on not just Bright Spots that are preparing our students for college and career, like IDEA schools and others, but really focus on what it takes to ensure that all Latinos are college and career ready.

CHAIRMAN PADRON: Martha.

MS. TIENDA: I'm -- As someone who got off of Facebook and doesn't have time to blog and do all those things, I wonder, what do -- what do those numbers really mean about how many (inaudible) and whatever? And how do we know it matters? So -- And compared to what? So if the
numbers are growing, and we say, "Oh, look at this. We've got this many likes," what does it mean to have a like and to have a follower? Does it change anything? So, you know, I would hope that the social media doesn't become just an end in itself but a means to an end. And I would like to know: What is that end?

CHAIRMAN PADRON: Good point. Anyone else?

Alejandra, I'd like to ask you on Patricia's suggestion of the one-page summary for the webinars. Is that a doable thing? Can we contract that out to get the one page on the various webinars that --

MS. CEJA: So, yeah, we do have a summary, so we'll look at what we have online. But I think -- I think we should be able to do that.

CHAIRMAN PADRON: It would also be good if we could have that added to the report of the commission.

MS. CEJA: And each -- each presenter has eight slides, so it's not too much to go through. We ask each presenter to give eight slides. So we'll -- We can -- We can look at what's available. We do put a summary, so I would
encourage you to look at our website, and we'll obviously send out additional information.

So we're going to bring Maribel Duran to talk about our efforts around the Federal Interagency Working Group.

MS. DURAN: Hello. Can everybody hear me? Great. So we'll try and do this (inaudible) talking to you. My name is Maribel Duran. I'm the chief of staff of the White House Initiative Educational Excellence for Hispanics.

Last year, in November, 2013, we launched a Federal Interagency Working Group on Educational Excellence for Hispanics per our executive order. So in sync with the initiative's efforts as long -- as well as the commission's efforts, the Federal Interagency Working Group will work in sync with these two bodies aligned with the administration's efforts for the educational attainment for Latinos.

And so this working group is comprised of 28 federal agencies and White House offices. We meet four times a year. And based on our second-term strategic action plan, which you all contributed to and have seen, the working group will move to again equip the community with the resources
that the federal government has and is investing in when it comes to Latinos and education.

So as you can see on the screen, one thing that we continuously heard from our travels and our conversations with different stakeholders around the country is the need for just more awareness of what the federal government is doing. You know, how can we strengthen that link between the federal government and the communities across the country? What is ed doing, for example, the Department of Education?

And so we thought: Let's use the working group as a model to come up with mechanisms and platforms to communicate what exactly the Department of Education is doing. But across the board, what is the White House doing? What is the administration doing to contribute to Latino education?

So the working group supports the commission, supports the initiative in its efforts to strengthen that link. As you can see, and as you probably well know, this fall, the U.S. public school system will be comprised of more minorities than whites. It's probably higher in some of your other schools and some of the different school
systems around the country. So what exactly are we doing to make sure that these students are educated and well prepared? Not only to succeed in their grade, but throughout their educational career, to make sure that they are completing high school, that they are graduating, but that they are entering college prepared and, again to your earlier point, that they are graduating from college and universities prepared to enter the workforce.

So for us, it's even more critical to ensure that the many investments that have been made by the federal government are being communicated, that they are being taken advantage of, and that the community at large is aware of them so that we are equipping them with the resources and the needs that they have.

So the working group will be aligned with a second-term action plan that we have. It's also online for everybody to see. The goal. One of the goals that we thought immediately was: How do we ensure that federal policies, programs and initiatives are serving the unique needs of Hispanic children, youth and adults?

So this working group will come together to create data agency plans for the first
time to capture their particular agency. So what is Energy doing? What is the Department of Housing and Urban Development doing? What is Treasury doing? And how are they communicating these particular investments and activities to the Latino community?

And so we're acting as that hub, as that data repository, the initiative. And we are creating that, sort of, mechanism and platform for all of these different agencies to filter to us what they are doing to advance Latino education.

One of the key things that keeps coming up from all of these agencies as we're looking -- as we're having conversations with them and they're submitting their agency plans is that there is a unique need to have a workforce reflective of the population, particularly in the federal government. As you can see, the permanent federal workforce is only at 8.2 of Latinos. And so when we talk about, you know, breaking into industry, it's not only reflective of the private sector, but it's also reflective of federal government.

And so we're working with the different agencies to develop mechanisms, and the Office of Personnel Management, to figure out how we
can make that little number -- how can we increase that rate, right, how can we have more Latinos enter the federal government workforce but also, you know, those board rooms, you know, to make sure that -- to Milly's point, that they are seeking those leadership positions both at, you know, institutions, private sector and the federal government.

One of the other goals -- You know, like I said previously, something that we continuously hear from communities across the country is the need to just be aware of all of this information, what -- you know, what are different agencies doing. And so, for us, we're acting as the hub.

So since last year, we have been -- begun to collect upcoming opportunities from different agencies. So opportunities are internships, fellowships, scholarships, grant reviewer opportunities, peer reviewer opportunities. Anything that each agency is promoting to the public to have a more diverse pool of candidates, we are housing that on our website.

So if you go on our website under the working group page, you will see a link that houses
approximately 50 different opportunities from
different agencies, from the National Science
Foundation, to the Department of Energy, to the
White House Consulate on Women and Girls, making
sure that we're communicating that to our
stakeholders.

And to an earlier point in terms of
what the -- why the reach is important, this is
exactly why. So, you know, our staff, our
commission, our working group in terms of physical
activity, we travel the country, and we have many
different activities around the country and around
the year. But there are still a number of folks
that we can't reach physically.

And so we came up with the idea of
the webinars. We came up with how to best leverage
the tools that we -- that we have, the technology.
More and more Latino students are, you know, using
technology and rely on social media for their
information. So are parents. And so for us, you
know, being active on social media and being aware
of the different platforms and ways to reach our
different stakeholders is incredibly important so
that we can communicate exactly what the federal
government is doing with different opportunities
available to them.

This is just one example from the National Science Foundation on the type of information that we're collecting. As you can see, it's the name of the opportunity, the type, the contact information, which is incredibly important for the different stakeholders around the country so that they're not necessarily reaching out to us; we're simply facilitating the connection. And so folks will be able to contact the right person at the right agency about this particular opportunity.

We have a (inaudible) information, who can apply and the link. So more and more, we're encouraging agencies to contribute to this information, but to also promote it themselves so their outreach is wider and larger.

Another theme that keeps coming up -- And we were also very specific -- strategic in terms of how -- how is this call for data aligned with existing calls for data. Right now, we do -- the Department of Education leads annual call for minority-serving institutions. How -- How is the federal government investing in these minority-serving institutions and HSIs in particular?
So we're aligning this effort -- the working group effort with that MSI annual call to try and figure out and see exactly how the federal government is investing in its HSIs. As you can see, HSIs brand 58 percent of those, you know, certificates. We have, you know, a significant amount of Latinos going to HSIs. And so we want to make sure that the Department of Education, other agencies show exactly how much they're contributing to these different institutions and what we're doing and how that's really showing an impact for these students at the schools.

So -- So we will be working very closely with our Under Secretary, Ted Mitchell, to evaluate the process of collecting this data, and then also, at the back end, how we're communicating this to Hispanic-serving institutions. So, you know, what are they doing at the institution level with this -- with this funding and how can that be sort of a catalyst for a conversation between different agencies and these institutions to show the impact. So that's something that's going to be ongoing, and it's going to, you know, go on for a year or two.

We are releasing a report this
November based on the data agency collection that we are receiving and will be making that publicly available. And then we're continuing our effort to year two to make sure that it's a robust and comprehensive report.

As Alejandra mentioned, next year we celebrate our 25 year anniversary. The working group, along with the commission and the initiative staff, will play a key role. We will be leaning on these different agencies to create more of a urgency, a sense of urgency, given the demographics, given the shifts in our schools, how -- how much are they investing in Latino education, and how can we use this sort of platform to encourage more of these agencies to continue investing in these HSIs and the Hispanic community at large.

So they will -- they will play a key role. We will be leveraging. And you'll hear from two representatives later today, the Department of Health and Human Services, the Department of Homeland Security. We're always looking for partnerships and ways to leverage all the work that they're doing on behalf of the Latino community.

So really quickly, the working group will also contribute to the blueprint. We have been
seeing a large growth of, you know, Latinos in merging communities, as Alejandra mentioned earlier. We have seen places like Lucerne County, Virginia, who has seen an increase of over 523 percent of the growth between 2000 and 2011.

So this is -- this information and the work that you are all doing and the working group is really instrumental to leverage, not only what's working in large communities like LA, like San Antonio, like Chicago, but how -- how can that work (inaudible) in the efforts in these emerging communities like in Lucerne County in Virginia, like in Tennessee. I had an earlier conversation with Darlene about the growth of Latinos in Utah. And so how can we make sure that we're all aligned and working to ensure that they have an understanding of what exactly these investments are and how we can work together to listen to their needs and their (inaudible) challenges.

And here you'll see a list of all of the different agencies that are represented in the working group. So these are agencies that contribute a senior official, and they participate in the meetings, and they are working to collect datas with -- within their agencies.
What we've learned is, there are some agencies that are doing a really great job at capturing your investments, and there are some agencies that aren't doing that great of a job. And so they're using this as a -- as a way to sort of garner that attention within their agencies: How are their investments showing impact, how are they measuring impact, and how are they reaching the Latino community at large?

So it's been really fascinating work. I think in conjunction with the commission's efforts and leadership, we'll have a very robust blueprint in 2015. I'll be happy to answer any questions.

CHAIRMAN PADRON: Patricia.

MS. GANDARA: I wonder to what extent, Maribel, this group has been able to deal with or could potentially deal with the issue -- one of the two, you know, major issues of the K-12 committee, which is the Integrated Student Services, where we have oftentimes lamented that education doesn't seem to talk to Health and Human Services. And yet to raise competent and well-developed young people, we really need those partnerships for young people. Is -- Can you say a few words about that, to what extent this interagency group can try to
forge those?

    MS. DURAN: I think that's really important. Right now, the health -- the Department of Health and Human Services, for example, has been very heavily partnered with our Early Learning efforts. But I think hearing about the efforts that the K-12 Subcommittee has, you know, made, in particular after the forum, to try and put that to the table, I haven't seen that come through. We're still waiting for the agency plan for (inaudible), for example. But they're not due until later this month. But I think that's an excellent point.

    Because what we are often finding as -- is that they haven't been asked a question in terms of what they're doing for Latinos. And so we're sort of forcing the conversation. So we've had to meet with agencies individually to see how they're seeing themselves in education. Oftentimes, depending on the person, is also trying to figure out within their agencies how this impacts education. They don't see the connection right away. And so for us coming in there, having that conversation, I think this is a perfect example of what we can leverage.

    MS. GANDARA: That would be
wonderful. I think if you could sort of push on
them to talk to each other about this and to create
some -- some synergy across those spaces.

CHAIRMAN PADRON: Commissioner

Navarro and then Commissioner Tienda and then
Commissioner Fraga.

MS. NAVARRO: Thank you. Maria,
thank you so much for that presentation. I'm really
pleased to hear that this work here is actually
doing all this work. It's really critical. And I'm
also very excited about the focus on emerging
communities. The Washington metropolitan area grew
by 707 percent in terms of its Latino population
since 1980. And Maryland grew by 106 percent just
in the ten years. So this is definitely one of
those key areas.

But going back to the work group. A
particular point that I've heard time and time again
is that when we talk about how to link issues, for
example, the economic achievement gap, and connect
that to workforce development, right, as we see, as
you were describing, the demographic shifts. And we
know that our Latino -- our young people are going
to be really the protagonists of the workforce of
the future. So we need to be very proactive. In
Montgomery County, we're trying to sort that out, because we're become a hub for life science and biotech. But I want to make sure particularly that our Latino students are going to take advantage of that.

So as this work group takes on its task, I would also like to see perhaps the Department of Labor and the Department of Education come together to perhaps agree on some basic points or, you know, best practices, et cetera, to join that. Because I feel that for so long we have looked at workforce development as just a kind of voc-tech tracking type of approach, which it shouldn't be and which it's not, you know, what we're seeing today, especially for the U.S. competitive-edge purposes.

But I hear time and time again from, you know, top education leaders that it's very difficult for them to pursue that through their school systems if they don't have that type of collaboration with the Department of Labor in developing best practices to -- to gauge that. So I would really like to see that, perhaps explore in this working group and let me know how that goes so we can apply it locally whenever we can.
MS. DURAN: That's actually our next topic.

MS. NAVARRO: Wonderful.

MS. DURAN: So thank you.

CHAIRMAN PADRON: Marta.

MS. TIENDA: I was struck by the 8 percent figure for the federal government. But let me just tell you that Google and the big companies were unwilling to release their demographics until they did in -- in May. And it was stunning how few minorities they had overall. So we need to get on that one, because we are creating a bifurcated org -- society where our people -- they're trying to recruit immigrants for the so-called job shortages. And we're not training our people? What's wrong with that picture?

So focusing on the private sector and opportunities for public-private partnerships. Most of the U.S. workforce is in the private sector in some way or another. And it seems to me that just focus -- that this part -- that we will miss an opportunity if we do not try to forge public-private partnerships and also to leverage on these big companies that are on the one hand pushing for immigration, arguing that we have a labor shortage,
and on the other hand allowing us to hemorrhage
talent in our school systems and not preparing kids
for these jobs that are -- that are emerging.

So this is an opportunity where I
think moving forward where -- we're talking about
Twitter and all these things we're doing, but our
people, our students, are not in those fields, and
they're not trained for math and science. Maybe
there's an opportunity to work with the -- our
parallel commission with Freeman Hrabowski, who
is -- who's demonstrated time, tested and true,
trained of -- of minority students in the technology
and math and science fields. And -- And they're
placing -- They eat them up. As soon as these kids
graduate in the -- in that Baltimore area, the
companies are just chewing them up.

So what -- what can we do to actually
make that happen in Silicon Valley where we're
overrepresented demographically. So I think
focusing on the private sector and getting those
numbers up at the Googles and the Amazons and all
these places that are the growth centers, in
addition to the health sciences. So the health
science is the other big growth industry with aging
population. And we don't want to be in the
reactive. I think we've got to get ahead of this group. And we are way lagging on that.

Let me just point out one other little thing with all this stuff on technology. If we look at -- on the Wikipedia site for the White House Commission, it shows it's nine months ago since it was updated, and it doesn't even have the right staff. So we may want to actually catch up on that one as well.

MS. CEJA: Well, that was created before my time, and --

MS. TIENDA: It needs to be updated, because these are living testimonials of who we are.

MS. CEJA: Right. Yeah. We've actually flagged that for folks, but whoever created it is no longer at the department, so we'll -- we'll work on it. It's on our radar.

CHAIRMAN PADRON: I think, Martha, you are absolutely correct on the issue of the looking at the private sector, not just the federal government. But I can tell you, when you look at that 8.2 number, not only we're concerned about the low number, but the fact of the matter is that most of the Hispanics in those numbers are at the low level. So what we need is a report from these
agencies. And overall, that basically shows where are they in the scale.

MS. TIENDA: What we need now -- I'm on the board of TIAA and Human Resources Committee. And, you know, just showing that the composition and changes in composition misses the point without doing an analysis that shows the changes in the composition of the workforce as technology is changing the distribution of jobs.

So those -- It's a fairly straightforward analysis. But without doing it, we're saying, oh, look at minority, this great big lump that doesn't break out the racial, ethnic and gender dimension. Because once you look at it that way, you'll see we're at the bottom and struggling to hold on, because those jobs are the fastest ones to go. And they are in the financial services as well.

CHAIRMAN PADRON: Yeah. I think all this leads me to believe that our next phase of the work of this commission, we need to become more proactive in our work. We have done a lot of study. We have been able to reach consensus of what the real issues are.

What I really feel, we need to start
putting some pressure. For example, I think we need
to develop a report card so we're able to grade the
various agencies in terms of the work that they're
doing and make it public.

I know this could be controversial
for you guys. (Laughter.) But we're independent
people, and I think we have an obligation to fulfill
the mandate that we received. So things like that I
think it's important.

And also, I really feel that we need
to start having more direct meetings with heads of
major departments, whether it's Housing, whether
it's Health, et cetera, et cetera, with the
secretaries and the high-level officials there, to
be able to share our concerns, our aspirations and
make sure that we keep sensitizing the leadership of
the nation in terms of what needs to be done if
we're really going to make some progress.

I -- This is my second commission. I
participated in a prior one. And I can tell you,
all this work is wonderful, but you know it's put in
drawers collecting dust, and sometimes it doesn't
get us any results. We need to be different. We
know more with time. We have learned what makes a
difference and what does not. And I think
proactivity is going to probably be the best thing that we can do if we're going to be truthful to the mandate that we received.

I have Commissioner Fraga. Then I have Commissioner Alfredo. And then I have Commissioner Garcia.

MS. CEJA: And then?

MR. FRAGA: Thank you, Mr. Chairman.

CHAIRMAN PADRON: And then I have Commission Nieves. Oh, my God. I have all commissioners waiting. Okay. Let's see how we do this and keep the -- keep the time. Okay.

MR. FRAGA: Thank you, Mr. Chairman.

Consistent with the point that was just made about needing to try to leverage our influence, to what extent has the working group focused on the reauthorization of the Higher Education Act and how it is that Latino needs and issues are at the forefront of the discussions of the reauthorization of the Higher Education Act?

MS. DURAN: So that hasn't come up. We haven't seen any agency -- Again, they're not due until later this month, so we'll be able to see more of the agencies and if they are targeting efforts specifically for the higher ed discussion. I think
whatever we do see -- And if you -- Obviously, you know, you're very plugged into that conversation as well. If you see of any agency, any Latin natural, sort of, linkages, we'll then be able to leverage that conversation as well with the particular agency. We are working -- obviously aligned with Under Secretary Mitchell and his efforts. And so if there is a natural linkage, I think we can definitely do that.

MR. FRAGA: If I may just say a very quick follow-up. On that linkage, if -- if there are opportunities that you can help identify for us since we're not in D.C. to be able to bring our expertise, leverage, our influence, issues where we may have already spoken based upon the previous work that we've done and the continuing work that we do, I think all of us would welcome an opportunity to try to be part of that discussion and see that as an important obligation consistent with what the chairman just said of our role as independent advisors to the government. Thank you.

CHAIRMAN PADRON: Luis -- I mean Alfredo.

MR. ARTILES: Thank you, Mr. Chairman.
Thank you, Maribel, for the report.

I think the potential of the Interagency Working Group is huge. I think they're -- the possibilities for us as a commission to leverage our resources and have an impact on that dialogue is significant particularly because it allows us to really address all the different dimensions that we're trying to cover in the education of Latino students.

For that purpose, I would suggest that perhaps each of the subcommittees -- One of the risks of having this large agency, Interagency Working Group, is that the density of the (inaudible) structures and the size of the commission might slow down the potential impact and actions down the road. And I wonder if we can speed that up through proposing a very specific vision that each of our subcommittees could articulate and say: Given the needs and the potential of Latino students under education, what would be the vision that could be benefiting from an Interagency Working Group for the Early Learning Subcommittee, for the K-12 School Subcommittee, for the Higher Education Subcommittee?

And perhaps you can help us
communicate with this working group in providing that proposal, that crafting of a vision that would benefit from the potential of this working group, two or three very concrete things that each of these subgroups will push the agency -- the Interagency Working Group to pursue in the next couple of years.

CHAIRMAN PADRON: Commissioner Garcia.

MS. GARCIA: Yes. I just wanted to follow up on Martha's point. There was an article in the USA Today about two weeks ago, I'm just looking it up, where the Apple president said that he is committed to diversify. I think it's an opportunity for us in this commission to contact him and actually say, "We saw your article. We want to work with you. How can we work together?"

CHAIRMAN PADRON: Commissioner Nieves.

MS. NIEVES: There are probably two points. One was related to what Patricia was saying regarding having someone talking about the noncognitive pieces, the support for students. And I had just heard -- because a former colleague of mine just became the (inaudible) foundation fellow at the Department of Ed -- focused exclusively,
starting this week, on noncognitive learning. And so how do we capitalize on that opportunity in ways that we haven't thought about. So first, kudos to Department of Ed to look at that as something that's important.

The second thing is, I think what's important is that we don't think about some of these things all in silos. I -- I love the work that Hrabowski does and everything, but when we think of the pipeline, many Latinos are going for certificates and actually getting a greater return on investment financially from certificates. We cannot ignore that. We have to look at what are the diverse educational pipelines that Latinos are taking in order to be self-sufficient and do well.

And I want to say that because, firstly, some of the most -- the ways that we've been able to get into Apple and other ways through Year Up has been through that process, because it was difficult to negotiate and work with higher ed. We have to look at that too, how we put up barriers. And I put that there, not to scold us, but to talk broadly about where -- how do we think uniquely about partnerships that could move folks, particularly Latinos, into these positions and for
us to not get caught up in it has to be a master's in engineering to do that. That is not the only mid-career-level opportunities that have well-above living-wage opportunities for folks to be part of.

So I want to throw that out there, because us being siloed and being very traditional about that is not really going to move our population through. We have a diverse population of learners, and yet they all deserve to reach the American dream. And so how can we make sure in our conversations around that we think of very credible alternative pathways that have done a really good job around this as well.

CHAIRMAN PADRON: Thank you.

We're going to Commissioner Acevedo.

Then with you, and we'll go through.

MS. ACEVEDO: Great. Sylvia Acevedo.

You know, building on what Dr. Padron said in terms of the report card, something that I think would be really impactful is if we could get these different agencies in their grants to add culturally and linguistically support in their grants. What happens is that a lot of grants for low income, those organizations that are well skilled in getting those grants are not necessarily
representative of the fast-growing Latino communities. And so they're better skilled than our populations of getting that.

However, if the -- if there's language that says that the grant has to represent the local community's cultural linguistic heritage, that will force those grants to go towards serving this population.

And then something that, you know, as you know, we were part of helping Health and Human Services when they were providing their new grants that they just released -- they're about to release -- is that they did an intro to grant-writing 101, and I saw that, those efforts across the United States. So that is another thing that some of these agencies could do, introduction to. Because there's, you know, literally billions of dollars that goes through there. And just adding cultural linguistic, it's amazing how much more money will then begin flowing in our communities.

CHAIRMAN PADRON: Thank you.

Commissioner Robles.

MS. ROBLES: Thank you, Chairman Padron.

And Maribel, thank you for that great
report.

I think that inhouse, just internally, the Department of Ed should model by reporting out the outcomes from Race to the Top. They have spent millions and millions of dollars on Race to the Top. I remember Secretary Duncan talking about that to the commission superintendents that with the millions that he was asking (inaudible) that was a result that we would (inaudible) be able to go back to the federal government and get these -- the dollars.

So it'll be interesting to see the Race to the Top's plans, the impact and outcomes for English learners in those communities, and particularly for Latinos. My assumption and my guess, that it's not there, but I would love to be totally wrong and be told, "Darlene, you're wrong."

But I think we should model that if we're asking other agencies to look at their outcomes. We should be first at the Department of Ed to show those outcomes, particularly for all the students and the families that we represent.

And also (inaudible) if there's even included their relationship with the community. I don't know if they did or not. But it would be
interesting to see if they did, what they found.
And if they didn't, in the future, that should be included.

    And going to the reauthorization of higher ed, just like to know the reauthorization of the SEA. It's been dead in the water for the last six years, but don't know if it's dead in the water until the new administration (inaudible). Thank you.

    CHAIRMAN PADRON: Thank you.

    Commissioner Pedroza.

    MR. PEDROZA: Yes. Thank you, Chairman. Just a quick question. Are the other White House initiatives a part of the working group? And are there any plans to connect the different initiatives to leverage each other's work?

    MS. DURAN: So each initiative has their distinct executive order. So per their executive order and the mandates, they establish a working group. They do that. I know that the Initiative for the Asian American and Pacific Islanders does. In fact, we've been working closely with them in terms of just modeling the framework and how effective their (inaudible), because they've been established for about five years. They're at
the point now that they've established regional working groups as well. So I'm not sure -- I think the African American Initiative is well on their way to do that. The Native American, I think they have a version of the working group as well. But I think there is room for us to collaborate and figure out we can work together.

CHAIRMAN PADRON: Commissioner Sanchez.

MR. SANCHEZ: I would just add this tangential point, and that is, selfishly as a member of the Early Education Subcommittee, my hope is that on our 50th anniversary, because of an investment in early education from birth to four, to five, we'll be able to celebrate not only an incredible enhancement of the Latinos at the federal level but just as importantly in the private sector level, where I think at the end of the day, that's when our Latino leadership will show its -- its beautiful face. And maybe it's not the 25th anniversary, but if we make that investment, maybe 25 years down the line, we'll be able to celebrate that. Thank you.

CHAIRMAN PADRON: Good point.

Who's next?

Mo.
MR. ABETY-GUTIERREZ: I want to go back to suggestions for seminars and recommend that we do something around parental involvement and parenting education.

CHAIRMAN PADRON: Okay. Good. Anyone else?

Okay. Can we have the next report?

MR. DAVIS: Good morning, everyone. As I previously mentioned, I'm Marco Davis. I'm the deputy director of the White House Initiative on Educational Excellence for Hispanics. I wanted to share with you briefly a little bit of information about the topic -- the timely topic of Hispanic teacher recruitment and also provide an update on the latest news on the President's My Brother's Keeper Initiative.

So in addition to it being a priority area for the K-12 Subcommittee of the commission, the initiative in identifying its priorities to work on over the next couple of years also identified this same issue. In part because it's been reported by the National Center on Education Statistics that this year, for the first time, the nation's public school student body will be majority minority and specifically that a quarter of the nation's public
school students in K-12 will be Latino while the
time's teachers will be just under 8 percent
Latino. So there's a pretty stark discrepancy
there, and we think it's an important goal to ensure
that the diversity of the nation's teaching
workforce is more representative of the student body
than of the nation itself.

So there's a couple activities that
we're doing that we've taken on. We've let the
commissioners know. We work closely with the --
with the subcommittee cochairs in terms of the work
that they're doing, making sure that the two sets of
activities are aligned and complementary and so on.
But we've undertaken a couple of activities that we
thought would be worth sharing with y'all being
that, as was confirmed by Dr. Padron this morning,
you know, this is an important topic for all of you
as well.

So first, we are about to distribute
a fact sheet that we just completed on Hispanic
teacher recruitment. You may have noticed that the
initiative produces these one-pager fact sheets on
different topics of interest that provides sort of a
basic overview that helps sort of introduce the
topic to audiences. So we also have copies of those
for folks in the audience. This is literally hot off the presses. It's going to be posted -- It's going to be posted on our website as well and made available for distribution at appropriate events and audiences.

This focus is very narrow and very specific on this question of Hispanic teacher recruitment, but we know that there's sort of other aspects. In fact, in researching the information for this fact sheet, our summer staff members sort of realized that there was much more than could fit onto a one-pager. And as a result, she drafted a larger -- a slighter longer issue brief that's five or six pages that we're in the final stages of editing right now that highlights not only the need for more Latinos to enter the profession but also some of the challenges they face, such as financing those educations -- those educations for perspective teachers, receiving and attaining certification for the teachers and also retaining Hispanics in the field so that the numbers actually grow as opposed to being something of a revolving door; as new teachers are recruited, other teachers exit the field.

And then finally on the publication
front, we plan to create and distribute a brief resource guide that can serve to provide information about the resources that are currently available for someone who's considering going into the teaching field. So this includes things like income-base repayments. There is a -- There is a package called Teach Grants, which specifically provides financial aid for students who are committed to going into high-need areas. There is a program called Public Service Loan Forgiveness, lots of things that are avail -- And then, of course, in the private sector, there are a number of scholarships for folks considering going into teaching both generally as well as into teaching in the STEM fields specifically.

These resources obviously don't serve to solve every problem, don't overcome every challenge, but it's also something that we found there's surprisingly little knowledge of, little awareness about that. So even folks considering going into the field don't even know what currently exists. So those are the kinds of things that we're planning to create, develop, distribute, share with and hopefully will help to support the work that the subcommittee does.
Second, we wanted to share with you that we established a collaboration earlier this year with a television network called V-me. It's the national Spanish language television network that's in association with public television stations. V, hyphen, M-E, V-me. They reach more than 70 million households in 43 markets by broadcasting their programming on PBS stations. Through this collaboration, V-me is producing and will air public service announcements where three or four Hispanic teachers are going to share their stories and talk about what motivated them to get into teaching and what they love about it now.

These are PSAs that are actually going to air in Spanish, as we mentioned, and part of it not just to be serving as inspiration for potential future teachers, but also really sort of to share and highlight the field for the broader Latino community. And in this sense, in some way, we're thinking about Hispanic parents who may -- who, in fact, do wield some substantial influence over the career sometimes that their children go into to help them think about the profession, to help them realize the need and potentially some of the benefits and the rewards of going to teaching so
that they can be supportive of their students.

Those PSAs should air in the V-me markets later on this month as part of their Hispanic Heritage programming -- Hispanic Heritage Month programming, but they're also going to live on beyond the broadcast on the web, both on the V-me website and we'll post links to them as well so that they can air.

And then thirdly, I wanted to mention that during Hispanic Heritage Month, we're going to be featuring a different teacher on each day of the month through social and media communications. Just a short blurb on each teacher, but highlighting the fact that while our population is currently underrepresented, there are, in fact, dedicated teachers of Hispanic descent teaching in different parts of the country, teaching different subjects, teaching at different levels, but all with equal dedication to their students, families and communities. So we think holding up these leaders will be our way of highlighting the contributions of Hispanics in American society, which, of course, is one of the purposes of the celebration of Hispanic Heritage Month.

Beyond that, we're continuing to
support the K-12 Subcommittee in their efforts and
being a resource to the teach.org campaign, which I
believe we shared with you all before. That's an
initiative that was originally launched by the
Department of Education and has now been contracted
out and is now a fully fledged campaign that's
turning into an independent organization that
specifically seeks to raise the status of the
teaching field in American society as well as to
recruit teachers into the profession, particularly
with an eye towards underrepresented populations,
which includes Latinos.

Later today, during the breakout, the
subcommittees are actually going to explore and --
First of all, during the report, I think Patricia
Gandara will share some of what they've done but
also what they're looking at. And then during the
breakout, they're going to go into some of the
options for activities. And of course the
initiative will be supporting and complementing
those activities as we go forward.

Any questions on the Hispanic teacher
recruitment?

CHAIRMAN PADRON: Patricia.

MS. GANDARA: Can you tell us where
the V-me markets are?

MR. DAVIS: I do not know the 43
offhand.

MS. GANDARA: Oh, 43. Okay. That's
a lot. Okay.

MR. DAVIS: There are 43 markets that
they're -- Yeah, so they're connected to PBS, and
they air through PBS stations. And so they're fully
integrated in 43 markets. And I believe they're --
they have the possibility of airing on any PBS
station subject to the station.

MS. GANDARA: Okay. That's important
to know, because teach, of course, was much more
limited in their reach. And that wasn't clear that
any of us would ever see any of those.

MR. DAVIS: Right. And Patricia, for
the rest of the commissioners, just to share,
teach.org also commissioned and created some PSAs in
English through work -- a collaboration with the Ad
Council. But places where they got those aired was
a smaller network.

MS. GANDARA: And then, Marco, can
you just let us know what the process is right now
and where -- where we are with Hispanic Heritage
Month profiling of the teachers? What -- Can you
say a little bit more about where we are in that process?

MR. DAVIS: Sure. So what we're doing right now is basically collecting information, collecting the stories, if you will, the blurbs on teachers. We're trying to get, as I mentioned -- trying to just create -- So -- So this is an effort -- and obviously it's a pretty quick turnaround. But we're basically trying to just portray the breadth and diversity of Latinos who are in teaching. So we're not necessarily picking the absolute -- a person who is -- who's highlighted as being teacher of the year. We're simply trying to sort of present a broad swath of teachers. So teachers who are in high school, middle school, elementary school. Teachers who are in STEM, who are in language arts. Teachers who are in history and social studies, et cetera. Teachers east coast, west coast. Teachers that have been teaching for, say, five years. Teachers who have been teaching for more than ten, et cetera.

So we actually have our teams still in Washington right now collecting that information. We're using the 2012 Champions of Change teachers who were highlighted two years ago. We're using
teachers of Hispanic descent, who participated in
the teaching Ambassador Fellows Program, which is
department -- U.S. Department of Education.

And interestingly, as I think you all
know, since our office actually stands on the
support of a good number of interns who are current
undergrads or graduate students in our office each
cycle, one of the things we simply said to them was:
If you are in touch with a teacher who made an
impact and influence or your life that might be
someone worth featuring, why don't you reach out to
them and see if they can share their stories. So
we're trying to compile basically 30 blurbs that has
that kind of breadth and diversity that we'll then
be posting up.

If -- Obviously time is short, but if
any commissioners have any suggestions of teachers'
names, then I will acknowledge. Patricia also did
submit to us a list recently of teachers
particularly in the STEM field, so we're also using
that list of teachers as well. I think it's five or
six. So if any other folks have suggestions of
teachers you'd like to be considered for that, by
all means, please send that in to us. Again, we're
not using any strict criteria in terms of choosing,
but really just trying to present a broad picture of Hispanics in the teaching field.

CHAIRMAN PADRON: We have got two individuals right there.

MR. DAVIS: Veronica.

MS. MELVIN: Just speaking to the public-private partnerships, I wonder if you've reached out to our friends over at Univision or perhaps El Rey Network just to maximize the fact you've already produced the PSAs.

MR. DAVIS: So we've talked with them about highlighting teacher recruitment and about those pieces. We haven't yet made the connection to having them air the PSAs. We're waiting on seeing the rough cuts of the actual PSAs to see if they're things that we can do and to see if V-me is interested in collaborating that way. But certainly a good idea.

MS. MELVIN: Great. Thank you. And I'm happy to send good teachers your way, as I'm sure some of our colleagues in the room are. Right?

MR. DAVIS: Yes. And please do. And obviously, you know, we're -- this is sort of an idea we came up with as a way to celebrate for Hispanic Heritage Month. That's 30 days. Having
more than 30, having that roster, having that repository, I think, will be valuable in many, many other ways. So please do, by all means, send those to us.

CHAIRMAN PADRON: Anyone else?

MS. MARTINEZ: I just had a clarifying question. So the teacher recruitment initiative is different than teach.org?

And then my second question would be:

What are we trying to show about teaching? Just that it's a great field? Or are we talking about what is good teaching?

MR. DAVIS: So one -- Yes, that the -- Our work in teacher recruitment is the initiative-specific efforts. In a way, it feeds into teach.org. Again, as I mentioned, teach.org is an effort nationwide among the entire public. It's actually a separate entity, which we've provided some feedback to, of their target populations. Hispanics is one of their populations, but there's nine or ten. STEM is another field. African American males, I think, specifically is another target group. Teachers of English Language Learners is another. So there's obviously lots of synergy and overlap, but they're a much broader effort. And
they're specifically trying to recruit high-achieving potential teachers into the teaching profession.

Our purpose at the initiative we've identified as sort of going in a way more narrowly, focusing on recruiting Hispanics into the teaching profession, but also more broadly in the sense of not purely trying to promote this idea of high achievers, but really that anyone and everyone should consider the teaching field. So those two are separate.

In terms of what we're trying to say about teaching, we are starting with sort of a broader message of simply saying people should consider the teaching field, people should consider teaching as a career option being that we're underrepresented. And then one of the things that struck us and when we started talking with folks and with audiences, the statistic I mentioned at the beginning, this question of Latinos are now a quarter but only 8 percent of the teaching workforce, seems to strike people very strongly, cause a strong reaction.

So that's sort of the idea that we're -- we're building off of and saying people --
more people need to think of that as an option for
themselves. The idea of what is good teaching and
so on is certainly pieces that are important, that
are valuable and so on, but we haven't necessarily
got into the realm of us being able to be arbiters
of that.

CHAIRMAN PADRON: Okay. We have two
more comments, and then we need to move on. We're
going to go to the back of the room.

MS. NEIRA: Maria Neira. I just want
to add that the multi-media marketing plan is a
great start. It really has taken off well. And the
financial support has been talked about. I would
like to recommend that there will be more than 30
days, that the concept of recruitment not be limited
to just October. I think it's really important that
it's ongoing.

I would also have us think about the
additional pieces that need to go into a recruitment
concept, which goes beyond just knowing about the
profession. The kind of support systems, mentoring
components that need to be part of that narrative.
Because just knowing that they're -- that you're
coming into a profession without the support
systems, the mentoring pieces. The concept of being
able to go beyond the classroom of career ladder concept, all these pieces have to eventually become part of when we're talking about recruitment so it's not an isolation. I know AFT will be very happy to join in giving you names. But initially, we also have rolled out our own study of the diverse being -- it's underway, so maybe the partnership of ongoing dialogue is really going to be critical.

MR. DAVIS: Absolutely.

CHAIRMAN PADRON: Commissioner Navarro.

MS. NAVARRO: Thank you. I was interested in knowing if you had explored any concepts around just incentives. So for jurisdictions or states, et cetera, that may want to look at -- you know, not just promoting the profession is a great thing to do, but also whether there are, you know, partnerships between school systems and institutions of higher learning, in particular jurisdictions that may want to create some type of initiative where you literally go out and recruit but then provide, you know, either -- You know, if you -- if you graduate, if you go through this program, then you can teach at the particular school system. If you give us two years
-- you know, something like that that is very tangible. And then school systems can literally just market that as a really wonderful way of pursuing this and then, obviously, you know, having a job after you graduate. Has there been any discussion around that type of thing?

MR. DAVIS: That is a good point. That actually came up during one of our recent webinars, which was actually on Hispanic teaching profession -- My apologies; I neglected to mention that. We had two presenters who actually teach at colleges of education but who also work with the school districts in their area. One was at University of Texas San Antonio, uh-huh, and the other was at San Diego State University. And so those components about, sort of, the way the work plays out at the state and local and state and district level were ideas that were raised and that certainly we can pursue.

CHAIRMAN PADRON: One last point.

MR. ARTILES: Thank you so much, Mr. Chairman.

I just -- Thank you, Marco, for your good work. I want to second Maria's last point regarding how we situate this notion of recruitment
in this broader context of strategies. And for what
-- for that purpose, I want to suggest that we look
into the Southern Poverty Law Centers initiative on
teaching diverse learners. They have a host of
resources for teachers, including video cases in
which they operationalize and show teachers enacting
ideas of culturally responsive teaching. That might
be a nice supplement to these efforts.

MR. DAVIS: Great. Thank you.

CHAIRMAN PADRON: Thank you very
much.

So with that, let me express our
appreciation to the staff members for their good
work.

MR. DAVIS: My Brother's Keeper.

CHAIRMAN PADRON: What's that?

MR. DAVIS: My Brother's Keeper.

CHAIRMAN PADRON: Oh, okay. Let's do
that if we could do it quick.

MR. DAVIS: Certainly. Sorry.

Apologies. We're running a little bit behind.

So I just want to provide a quick
update. As you know, in February, the President
launched My Brother's Keeper Initiative to address
persistent opportunity gaps faced by boys and young
men of color and ensure that all young people can reach their full potential.

At the end of May, the My Brother's Keeper task force released its 90-day report. It's available on the website whitehouse.gov/mybrotherskeeper. It includes key indicators that would provide a comprehensive view of the environments and outcomes for boys and young men of color and their peers. It also contains recommendations on steps our society can take to begin to expand opportunity for all in areas including: Entering school ready to learn, reading at grade level by third grade, graduating from high school ready for college and career, completing postsecondary education or training, successfully entering the workforce, and, six, reducing violence and providing a second chance.

Since the launch of the My Brother's Keeper Initiative, the Task Force has met with and heard from thousands of Americans through online and in-person listening sessions who are already taking action in these and other areas.

In July, I wanted to share with you all that Magic Johnson of Magic Johnson Enterprises and Deloitte CEO Joe Echevarria launched the
National Convening Counsel. It's an independent private sector initiative bringing together leaders from business, philanthropy, and the faith, youth and nonprofit communities. And over the next several months, the NCC will travel the country lifting up examples of cross-sector efforts that are having a positive impact on boys and young men of color.

At the same time of that announcement, leading private sector organizations announced independent commitments that further the goals of the My Brother's Keeper Initiative and directly address some of the recommendations. Organizations including the NBA and the NBA Player's Association, AT&T, Citi Foundation, Discovery Communications, UBS America, JP Morgan Chase & Company, and the Emerson Collective, which is founded by Laurene Powell Jobs, along with partners from Silicon Valley and elsewhere announced multi-million-dollar commitments to help reduce high school pov -- high school dropout rates, improve the worst-performing schools, recruit high-quality and sustain mentors, create entry-level job mentorship and apprenticeship opportunities for youth, disprove the negative narrative, and build on successful
evidence-based programs.

All of this information is in an extensive media release that's also on the My Brother's Keeper website, so you can get more details about those commitments if you'd like.

In addition, under the umbrella of the Council of the Great City Schools, leaders of 60 of the largest school systems in the country, which collectively educate nearly three million of America's male students of color, many of whom are Latino, joined in an unprecedented pledge to change life outcomes of boys and young men of color by better serving those students at every stage of their education.

Through an 11-point plan that stretches from early childhood to graduation, these school districts will better support boys and young men of color by focusing on strategies with proven results including expanding access to high-quality preschool, implementing or scaling early warning systems to prevent grade retention, establishing programs to reduce suspensions and expulsions, increasing access to advanced and rigorous course work, and ensuring increased FASA completion.

Also the college board announced that
it will invest over $1.5 million for All In, which
is a national program, to ensure that 100 percent of
African American, Latino and Native American
students with strong AP potential enroll in at least
one matched AP class before graduation. They're
partnering with the 60 school superintendents who
have signed on to the Council of Great City School's
pledge to identify and reach out to young men of
color who have demonstrated the potential to succeed
in AP classes.

And finally, through the MBK Task
Force, the departments of Justice and Agriculture,
along with the Corporation for National Community
Service, announced two new youth core programs to
expand opportunities for youth. Both programs
directly address recommendations in the task force
report. They're intended to help young people
successfully enter the workforce as well as create
additional job opportunities and increase
entry-level job mentorship and apprenticeship
options for all young people including boys and
young men of color.

The President is calling on Americans
who are interested in getting involved on My
Brother's Keeper personally to sign a pledge to
become long-term mentors to young people. This effort will engage Americans from all walks of life to develop, sustain and direct mentoring relationships that will play vital roles in the lives of young people.

For its part, the initiative supports the goals of MBK by holding events, roundtable discussions, listening sessions, online forums and other activities with community stakeholders to highlight the issue, identify bright spots for promising and proven practices that support young people, including Hispanic boys and young men, and encourage investment in efforts that advance the goal of helping all youth, including Latino males, reach their full potential.

In fact, earlier this summer, we held two roundtable -- three roundtable discussions, one in Denver, one in Austin, Texas and one in Philadelphia, with Secretary Arne Duncan, who spoke to groups of young men, Latino and Latino and African American. And there are actually video highlights on the U.S. Department of Education website, particularly of the Denver conversation, which is really poignant, that I would recommend you all review.
At the same time, researchers and institutions are increasingly focusing on its population, collecting and analyzing data to determine its needs and challenges. For the Latino community, there's a particular need for more data, analysis and scholarship on Hispanic boys and young men and women as well as more awareness about the challenges they face so that solutions can be implemented and supported.

The initiative is working closely with partners in the academic, philanthropic, business and nonprofit sector as well as leaders at the state and local level to lift up what works and help expand proven solutions.

And finally, the My Brother's Keeper Task Force has been compiling and making available data sets that exist at different branches of government, within different agencies, to make them more accessible, to make them more useable by the public so that folks can be armed with the data they need in order to make the positive changes that are required. So we will obviously keep you all posted on any new updates, any new commitments we learn about, any new activities that relate to My Brother's Keeper.
CHAIRMAN PADRON: Once again, appreciation to the commission and staff, Alejandra, Maribel and Marco, for wonderful reports.

And we're going to move to the next item on the agenda, which is updates from the White House. And we have two reports this morning. One we may have in the afternoon because of travel complications. The individual has not been able to arrive yet. But we're going to start with the Deferred Action Childhood Arrivals. And we have here, we're fortunate to have Mario Ortiz, the San Antonio District Director for the U.S. Citizenship and Immigration Services, the Department of Homeland Security, who are going to brief us on where we are on that issue.

Welcome, Mr. Ortiz.

MR. ORTIZ: Thank you very much.

Good morning to all of you. Welcome to San Antonio. It's a wonderful place to be.

CHAIRMAN PADRON: Absolutely.

MR. ORTIZ: I will thank Dr. Romo later for his graciousness. Actually, I saw him out in the hallway, and I thanked him again, as I do always when I have an opportunity to see him. We have our naturalization ceremonies at the Institute
of Texan Cultures, which he referenced. And for those of you who can or should have -- make the time to go to the institute. It really commemorates and marks the immigrant journey of immigrants coming to Texas. And so what an -- what an appropriate venue for us. And we've naturalized thousands upon thousands of men and women who completed that immigrant journey at the institute, so I encourage all of you to come. So I'm going to hand out my business card.

So my name is Mario Ortiz. I'm the Director of USCIS. I'm based here in San Antonio, but I have a fairly large region, a company, starting from central Texas along the Texas-Mexico border, from Brownsville to El Paso and also the state of New Mexico. So it's a good portion of the border. A lot of activity in our four field offices, San Antonio, El Paso, Harlingen and Albuquerque. And my colleague -- two of my colleagues are here with me, Chris, Chris Saucedo -- Chris Saucedo and Elaine Mueller-Cantu. Where's Elaine? Hi, Elaine. So they're here to help answer any questions that you may have.

So a couple of things I want to mention before I start is, for any reporters that
are here, I'm here primarily on background to --
to -- to have a discussion with our commissioners.
If you're looking for any sort of official answers
on the Deferred Action program, I'll refer you to
our public affairs officers back in DC. But we're
here really to have a meaningful dialogue and to
really interact in a robust, meaningful way. So
let's start with that.

For -- Are all of you fairly familiar
with USCIS? I see some nods. Okay. So for anybody
who is not, the USCIS is one of the federal agencies
under the Department of Homeland Security. We used
to be known as INS. That was many, many, many years
ago. By the way, speaking of which, I started in
INS in the 1980s, and I was one of the original ones
that went out and collaborated with community groups
for Amnesty where three million people came forward.
So I've been around for quite a while. I started
when I was 12. (Laughter.) INS is no longer
anymore, as you know. So the three federal agencies
that used to be INS: CBP, Customs and Border
Protection, ICE, which many of you heard of
recently, and also USCIS.

So we're mostly about benefits.
We're about green cards and citizenship and other --
other programs along the way. But primarily, those
are our biggest programs.

And -- And one of the things we
really want to focus on today is about deferred
action. Overall, you've probably heard there are
about 675,000 people that have come forward over the
last couple of years when it was announced in June
of 2012. And it was valid for a couple of years.
And in June of this -- this summer, we announced
again that it was time for a renewal. And in that
time, since June, we've had about 10,000, maybe
closer now to 11,000 people, that have actually
renewed their application. So there's still a lot
of work that needs to be done. We'll talk about
that in just a minute.

I'm not going to bore you with too
many details, because all of this stuff is on the
website. But just let me give you a -- sort of a
general idea of deferred action. And to those of
you who may know, deferred action is prosecutorial
discretion. It essentially keeps people from being
deported for a couple of years, and it also gives
them an authorization to work. We call it an
employment authorization document.

The first of these DACA approvals --
As a matter of fact, I always remember the very first DACA meeting we had was in this room. Congressman Gonzalez hosted a meeting here. Well, I guess you guys hosted the meeting, but it was -- And then when -- when the renewal came out, on that day, Chris and I were out in a remote area in West Texas on June the 5th, and we were out doing DACA outreach. So I think that's one of the things that we do best, is do outreach activities.

So for the renewals, it is -- it is for those who -- who had DACA in the beginning. By the way, all of this is on the website. And my colleague Chris will also hand out an information sheet for you so you don't have to write any of this down. So for the renewals is anyone who did not depart the United States on or after the 15th of August of 2012, that continuously resided in the United States since they submitted their most recent DACA request, and of course if they have not been convicted of any criminal activity.

It's the same form. It's called a 821-D. Except for the renewals, it's actually a little bit easier. The renewals basically say -- When you go into the -- to the form, it basically says, look, if this is a renewal, then click this
button. And all the information sort of magically transfers over, and you don't have to submit all those forms again.

We -- The fee is, let's see, $465, I think. $465. And that pays essentially for the -- for the biometrics and also for the employment authorization card. Because, in reality, as most of you know, the deferred action is not an immigration status. It essentially prevents someone from being deported for a couple of years, but it does give people an employment authorization card.

We often tell -- tell folks to please go to the website. And we found this particular group of young people to be tremendously resourceful, to be extremely knowledgeable, tech -- and tech savvy and to be very well organized. And oftentimes when we go to meetings, they know more about deferred action than we do, and they ask some very insightful questions.

So we have met with people all over this area, this region that I was telling you about, and I'm always pleased to hear some of these stories. Because they say to us -- They walk up to us, and they say, "You know, for the first time, I have relief in my life. And for the first time, I
can go to school and think about my future. And for the first time, I can get a job, I can open up a bank account, I can buy a car, I can do all the normal things that people have been doing for generations."

So there's two things I really want to emphasize to you, because I really want to get to the questions and answers. But one is, we often tell people -- And those of you who come from so many different communities all over the country and who connect with immigrants in a very meaningful way, I thank you for that. And I thank you for your service and for your compassion and your passion to be willing to reach out.

And I always tell the folks that -- couple of things. One is, please be mindful of immigration scams. We call them in our vernacular, notarios. Other people call them something -- There's an acronym that we use in government, the unauthorized practice in immigration law, UPIL. That doesn't translate. To me, it's scammer, it's a notario, it's somebody who's going to take advantage and promising hope to people where there is no hope. And those people are operating in our communities all across the country. And the vulnerability is,
is that they're operating in remote areas where no
one is around.

So in our area here in San Antonio --
If you go into the area where I grew up, I grew up
in San Angelo. It was out in West Texas. You grow
up in that area, and there's always a Dona Maria
who's over -- or hanging out in Big Spring
sometimes, and she can help you. Or if you go to --
go to New Mexico, there's also somebody in Espanola
who's probably willing to help you. But please, we
always tell people, be mindful of people who are
promising you hope, because it's obviously not true.
So that's the first thing.

The other thing I wanted to emphasize
to you is really how you can help. You know, I was
looking at the purpose of the initiative and why you
all are here. And your purpose states a couple of
things: To work directly with stakeholders, to link
individuals and organizations, to increase
awareness, and to communicate and share the programs
and the resources that are available to the
community. This is really an important resource for
the immigrant community.

And to the extent that we can partner
with you in your individual communities, the USCIS,
we're always happy to do that. It never -- I
don't -- I don't ever care whether I -- First of
all, it has to be in a safe environment. So if you
work with -- with us in setting up an immigration
forum of some kind, it has to be someplace where
people feel safe. And -- And I don't really care
whether people come here, they're legal or illegal.
It doesn't really matter to us as long as they get
the information.

So lately, in the last couple of
years, let me give you an idea, we've been working
again in remote areas. We've been talking to
Dreamers in colleges and universities. Again,
they're very well organized, and they talk to each
other. We've been going on college tours and
meeting in college campuses with as many people who
will listen to us. We -- We've met with CAMP, the
College Assistant Migrate Program, in the state of
New Mexico, some really switched-on people over
there.

We've partnered with Mexican
consulates. And wherever -- wherever the Mexican
consulates are and they're having mobile consulates,
they're the ones going into the remote areas. We
work very closely with them. We work -- have had a
lot of outreach sessions in Hatch, New Mexico and
also in San Juan, which is in the lower Rio Grande
Valley of South Texas, for migrant farm workers to
try to reach them as well.

We've met with bilingual teachers and
Hispanic liaison officers in schools. We've met
with police departments. We've met at public
libraries in trying to encourage librarians and give
them information. So we're trying to do the best we
can. I just want to leave you with that. But
there's still a lot of people that we need to --
that we need to reach.

So the people that came forward, as I
mentioned, the 10- to 11,000 people who have already
renewed, that two-year time is up, but they're
still --

I saw -- I read an article in the
LA Times -- so you don't need to give me any
attributions for this -- in LA Times yesterday where
it said something like 41 percent of an estimated
1.6 million people had come forward. Well, that
means there's still a lot of people that still need
to come forward and that we still need to find. I
was shocked really in terms of the numbers in the
state of New Mexico. I keep referring to that,
because I spent a lot of time there just two weeks ago, and I'm going back there again next week. But there are only about 3- or 4000 people in the state of New Mexico. So this tells us that we -- collectively we -- we need to reach out to as many people as we possibly can to encourage them to come forward. So I'll leave you with that.

CHAIRMAN PADRON: Thank you very much. We have time for one or two questions. Lily and then Adrian.

MR. ORTIZ: Chris, can you go ahead and pass out those pamphlets so they can be looking at them.

MS. GARCIA: First, I apologize for being late. I have a note from my mother. And just on the DACA clinics, NEA just sponsored several and are building. We're trying to get our local school affiliates, community colleges, members to do the DACA clinic and to support them in that.

And this will be totally shameless, but I'm totally shameless. As a fundraiser -- And I've told some of you before that my husband and I were working on a book. It's ready. It's ready. So it is called "Agitadoras," Rabble-Rousers. It's bilingual. 100 percent of the proceeds will go to
United We Dream. It's all on social justice rabble-rousing, starting with Mother Jones and ending with Gabby Pacheco, who was at the university with Dr. Padron. So I just wanted to point that out.

My husband, Alberto, who's still waiting for that paperwork to come through -- he's in Mexico waiting for his paperwork, so --

MR. ORTIZ: We'll talk.

MS. GARCIA: -- yeah, we need to talk.

He's the artist and donated all of the art and the book layout. And I did the stories of our social justice warriors. So -- And I wanted to give this as a gift to Dr. Padron.

CHAIRMAN PADRON: Thank you very much. Thank you.


MR. PEDROZA: Mr. Ortiz, thank you for that presentation. I'm from Albuquerque, New Mexico, so thank you for that outreach effort there in New Mexico. And you're right when you talk about the movement really being led by students as far as the outreach. We have, in New Mexico, Dreamers in
Action that work very hard there in New Mexico to put on clinics. And they're constantly seeking resources and trying to fundraise grassroots fundraising just to keep their efforts going to increase that outreach and those numbers.

What -- What hope is there to bring more resources to some of these grassroots groups? Because as you know, you know, having done this for so long, many times it is that individual small grassroots outreach that makes the biggest impact. And many times, those resources aren't getting to those smaller groups. And they have to travel and pay -- These are students that are struggling already, but they believe so much in this effort and in this outreach that they do it regardless of the resources available.

Can you talk a little bit about maybe any potential resources that could come down to those smaller groups to be more effective in their outreach?

MR. ORTIZ: I have two comments. One is, I was tremendously pleased in how -- how -- again, how well organized they are and how they then connected from a national perspective. And so these Dreamers in Action connected on a national level and
have received funding or grants or something at least to continue their efforts.

The second thing I saw them do is that they had created public service announcements. And I -- I assume that those public service announcements were not only here to create awareness but perhaps also to create some sort of fundraising mechanism for them.

I did get the impression yet that they had aired or that they had found a way to get them aired, but they had produced them, and they were dynamite. So to the extent that anyone can help, not just that group, but others, to get this aired, I think it would be able to give them greater attention and perhaps more fundraising effort.

CHAIRMAN PADRON: Mr. Ortiz --

We really need to get moving. We have a significant -- Can we do that during the break? He's going to stay here for a few more minutes.

MS. GANDARA: It's really quick.

CHAIRMAN PADRON: Okay?

Mr. Ortiz --

MR. ORTIZ: Yes.

CHAIRMAN PADRON: -- we really thank
you for your service to the nation and for your time here. If you would kindly stay so Commissioner Gandara and others who have questions and comments, will you entertain those?

   MR. ORTIZ: As I mentioned, we're always happy to meet with anybody anywhere, so absolutely.

   CHAIRMAN PADRON: Thank you. Thank you very much.

   We're going to continue. And we have with us, as you can read on the screen, Gina Rodriguez, the Director of Latino Affairs for U.S. Department of Health and Human Services, who's going to brief us on the Affordable Care Act.

   MS. RODRIGUEZ: Thank you so much for allowing me to be here today. I really appreciate the opportunity. And many of you were extremely helpful during the last open enrollment cycle. And many times people wonder, you know -- Because they didn't -- if they already had coverage, they didn't enroll, and they wonder how did it impact them. But the Affordable Care Act impacted everybody. It really strengthened our entire infrastructure. So we no longer have a ban on preexisting condition.
Many times in the past, like if they had -- if a child had asthma when they got -- they were trying to obtain coverage, they wouldn't take the child. And it could be something from asthma -- or for women, if they had had breast cancer or they were going through the coding and identifying people who may have had an ICD billing code for -- that would have been like for breast cancer, and they were knocking them out of the system. So we -- we now have a lot of protections that -- that impact all of us, not just those who have enrolled.

And also, there's now no more lifetime limits or annual caps on our coverage. And that's for everyone in the system. And we've also strengthened the system for coverage for seniors and individuals with disabilities.

So one of the key things that happened was that it also allowed for subsidies to make affordable insurance much more -- to have increased access for Latinos across the country. So during the last enrollment cycle, the federally facilitated marketplaces are the ones that were our key markets. The state-based marketplaces, they did their own exchanges. So some of those are with heavy Latino populations, like California or
New York, Colorado, New Mexico, Nevada.

And then there were the partnership states that were -- states like Illinois and Michigan that did come into the health insurance -- the healthcare.gov portal or (Spanish), but they did their own outreach. But the briefing today will focus on the federally facilitated exchanges.

So as -- as we know, we had a successful enrollment period with over 8 million enrollees. And we know that of them, a total of 2.7 million, or 34 percent, were between the ages of zero to 34 years old. And nearly 38 -- I'm sorry -- 3.8 million selected their coverage during the very last month of enrollment. So many people waited till the -- till the last minute.

And so the -- the number of young adults that selected the marketplace coverage really doubled during the last month, for -- from nearly 1.1 million during -- during the first five months to more than 2.2 million in the last month. So over the course of the initial enrollment period, there was a lot of interest, and we measured that by 98 million website visits and 33 million calls to the call centers.

And unfortunately, because the
application was a bit long, we had some difficulties collecting data on race and ethnicity. So we had about 35 percent of the individuals who enrolled were -- they -- you know, it was an optional question, but they -- they didn't select a race or ethnicity question. So our data in terms of the race and ethnicity part is a little bit -- it's not very reliable.

But we know that there was a huge emphasis on Latinos and the ACA because we actually were the greatest group of the ethnic groups with -- with no -- that were uninsured. So we really focussed our efforts. And one in four of the uninsured individuals are Latinos. And that was 10.2 million out of 41.3 individuals. And eight out of ten were actually eligible to -- to obtain a subsidy. So that's something that we really need to keep -- continue, like, the awareness campaign on, because when they did go ahead and apply, a vast majority of them were eligible for -- for subsidies on this.

So one area that I think has been very challenging for us is also with states with high Latino markets like Florida and Texas not expanding medicaid. So if -- if Texas, Florida and
now Pennsylvania did just barely expand coverage --

But between those three, that would have had -- we
would have increased access to an additional one
million Latinos alone. So, you know, that's pretty
significant considering the overall income.

So we still have our work cut out for
us. And then so as a -- as a result, like last
year, we really embarked on a concerted effort to
ensure that we were providing access points to
Latinos and that were culturally and linguistically
appropriate. We did have shortage of a sisters, but
we -- so we tried to enter that they we were all in
one place in key markets.

So here in San Antonio, we had one of
the most successful ones, I think. With the local
support, we were able to have, like, thousands and
thousands enrolling. And they were -- It was like
continuously throughout the different events.

But also -- So we have a coalition of
Latino key leaders and obviously it includes the
initiative as well, but also NCLR, LULAC. And so
together, we were hosting events throughout the
country. And we were able to provide the enrollment
opportunities in a family-friendly environment and
with the bilingual sisters.
So now that -- of those individuals that have enrolled, we're embarking on a new initiative, which we're calling the Health Education Resource Summits. So that's from now until open enrollment starts up again, which is November 15th through February 15th. So it'll be a shorter period of time to do the same level of enrollment. And for Latinos, we -- we have to continue the push.

So we'll really -- We know that it takes many -- like as many as four different touch points for them to actually go through the entire application. So we're trying to get ahead of that, and of those that did enroll, try to help explain the basic terminology.

I know some feedback we got like from Blue Cross Blue Shield was where before they -- their questions were like, "Well, how much is my co-pay? What's my cost share amount?" Their questions now that they're getting, they're having to train on is how you respond to, "What -- What is a co-pay? What -- What is -- What does cost share mean?" And many people, they thought because they had coverage, then they wouldn't have any -- any of that. And that is the case for preventive services. They don't really have any co-pays up front, so we
encourage them to go and get their well visits. But there's still a lot of work to be done on the education front.

So with that, we are -- we are embarking on this new -- you know, HRS campaign, but it's basically a health literacy effort. So last year, we did 62 enrollment summits across the country. And right now, we have 25 lined up for the education part.

We, as you know, had many barriers along the way. And one of the key things, I think, for the Latino market was the fear of deportation and the fear of, like, public charge. So USCIS did put out a memo that -- that ensured that people knew that -- that that would not be used for enforcement purposes, that the healthcare.gov (Spanish) information would be kept separate. Although we did have the hub to -- to that we -- we make sure that the individuals that are coming through are actually eligible, that it would not be used for enforcement purposes.

So even the President did an Univision town hall. It was Univision, Pre-Media and Telemundo, all three of them, came together. And it was a really great opportunity for him to get
out there and -- and -- and publicly share that with individuals who -- who we really realized that they needed to have that kind of awareness.

So we need to -- We are -- We're continuing the push in the interim and knowing that we -- that we don't -- that we need to continue, you know, to be in the communities so that individuals know that -- that we're there and that -- and we're working through our trusted partners.

So our goals for the next go-around are to continue to strengthen the marketplace and maximize coverage. We do have some challenges with the capacity, so we're going -- we're embarking on another campaign to also -- to increase certified application counselors. We actually have 3000 navigators that were grantees from the last cycle. And we are about to announce the new cycle of grantees -- should be early next week.

So -- But the vast majority of them, over 25,000, were certified application counselors who were actually not navigators that were paid, so -- They -- They were paid through -- through different formats. But they were basically a volunteer. So we continue to train them and -- and make sure that they're aware of the mixed status
family issues that were really pervasive. And I think that we have such a great hurdle in trying to get through a lot of that.

But -- But one of the asks that I would have for you -- for you all in terms of how you might want to consider getting involved is maybe if you would consider hosting an open -- kickoff event for open enrollment for November 15th. Or -- Or if -- if you don't think that that might be feasible, then supporting an event through the -- like helping to amplify when there are events that are being hosted through local community health centers as they are -- they've been extremely helpful in getting that information out. Or posting information on your websites for the Latinos or the students in your universities to get covered. And providing information for those that graduated recently, students or alumni. Or authoring -- We have some drop-in articles that were circulated. And -- And making sure that that gets out under -- you know, under your name and your local papers or student papers. Or hosting a call for students. That might be helpful.

And then also for Hispanic Heritage Month, we'll be focusing on Latino youth. So we'll
be kicking that off on September 15th with -- with a "Born in" -- "Born in 88" Twitter chat. And -- And "Born in 88" is just, you know, to -- for the young adults that were born that year are qualifying this year. They're coming off of their parents' coverage, and they have a special enrollment period to be able to come into the marketplace. So they don't actually have to wait until November 15th, nor do people who get married. So that allows them a special enrollment period. So we have another campaign called "Get Hitched, Get Covered." And then when -- when individuals have a baby too. So I think I'll leave it at that. I know that we're way over our time.

CHAIRMAN PADRON: Yeah. Ms. -- Ms. Rodriguez, thank you for taking the time to be with us here today.

MS. RODRIGUEZ: My pleasure.

CHAIRMAN PADRON: I ask the commissioners if you have any questions you would like to direct to her? Commissioner Gandara?

MS. GANDARA: Well, you can't say I'm not involved, right?

You know, about a year or two before ACA went into effect, I actually did an analysis
here in Texas of Texas Latino children and found that 60 -- actually, a little more than 60 percent of Latino children in Texas were uninsured. Just frightening, because a child who has no access to healthcare is not prepared for a good education. So have you tracked on that at all? Has ACA done much? Particularly given that Texas has not opted to expand medicaid, has -- has that number gone down very much in Texas?

MS. RODRIGUEZ: So, as I mentioned, some -- some children did come in from the marketplace, but mostly children qualify through the Children's Health Insurance Program, which has been around a little bit longer. So we did -- We did -- We are doing a huge emphasis to make sure -- It's actually a different campaign called "Enroll 365." And that's so that people know that medicaid is open all year round. And for CHIP, that's the same case. And so CHIP has definitely decreased the uninsured children even where their parents were undocumented. So we actually had a lot of lessons learned from that, because they did come to the system. They did, you know, get covered. The children did get covered under -- under the CHIP program. I don't have any study on specifically to -- with regard to
CHIP and Latinos, but I can -- I can certainly find one and -- and get back to you. That's -- My -- My area's just the general marketplace. But I -- I definitely work with the -- that group as well, and we'll get something on it.

CHAIRMAN PADRON: Commissioner Tienda.

MS. TIENDA: I'll be brief. I know we're short of time. But we heard about the interagency commissions and all the activities they are coordinating. And we've been focusing a bit on formal education, K-12, the way we're divided. But you've brought out something (inaudible), and that is nonformal education. Knowledge is power. And focusing on that interagency commission, there may be some real opportunities to --

Because I don't think we can do advocacy. That's not really what we do. But working through these commissions -- and the idea that knowledge is power and learning is a lifelong proposition. Information is something that always needs to be done. So with the health sciences -- and UTSA is second to none, is one of the other centers of excellence -- where -- where this campaign in a state that has the colonias with all
these tropical diseases that we thought had been eradicated, showing these big contradictions with the premier health centers and trying to close the gap -- not just an achievement gap, but actually health delivery gap -- could be an important way to put -- showcase Texas as a state that can actually catapult to first place, but it requires strong leadership.

MS. RODRIGUEZ: And -- I mean, that's an excellent point. And we -- we do recognize them as the -- Our demographics are aging. And the Latino -- Latino demographics are 27 years old. I mean, there's a great -- There's a great fit there for them to train -- go into the -- into nursing, our, you know, personal -- becoming personal assistants and -- and the whole realm.

Now, I wanted to make sure that -- that you all knew about -- Through HRSA -- HRSA, the Health Resources Services Administrations, we do offer college reimbursement, tuition reimbursement for those who go into nursing and med school as well. And it's like -- You know, they -- they are open, and they take applications at least like once -- at least once a year. I know sometimes I've seen them go, like, twice a year. It just depends
on the their funding.

But -- But that -- that, as a part of the requirement, they have to go into underserved communities. And many of them, after they're done with their two-year commitment, they actually wind up staying. So that's super helpful to help with the underserved communities and also to provide that -- Like if a Latino's going into that and they're offering the bilingual, you know, component, bicultural component, then they understand -- that's like the optimal way to serve individuals. And I think that we need to make sure that everyone's aware of that and push that out some more.

CHAIRMAN PADRON: Anyone else? If not, we're going to take a break of 12 minutes. Please be back by 11:30, and we'll continue with the report from the subcommittees.

(Off the record, 11:18 to 11:35.)

CHAIRMAN PADRON: Okay. So we're moving to that part of the agenda where we will have subcommittee presentations. We're going to start with the Early Learning Subcommittee. And I understand that Sylvia and Adrian are going to take charge.

MS. ACEVEDO: Great. All right.
Thank you. And it's a real pleasure to be able to report out on the Early Childhood Committee. We got some great feedback after our summit last year. And in California, they had a statewide conference on early learning. And I was pleased to be part of it. But also, perhaps more importantly, Shakira tweeted all week and generated a tremendous buzz. And what was amazing is she was dropping an album that week. And even though she was dropping an album, she made sure that four of the five days she had "Early Learning" highlighted in her tweets. So that was -- her reach is in the millions, and so that was just amazing.

Additionally today, we're really happy, because here in San Antonio, we're going to have an Early Childhood Roundtable. And, you know, it has just been amazing. I used to live in Austin. And at -- over 12 years ago, Austin and San Antonio were about the same in terms of the number of kids they covered in early childhood. But then I saw the San Antonio community come together and put together a plan and execute the plan. And now, early learning is a top priority in the San Antonio community. And as a result of that great work here in San Antonio, they've been able to continue to
grow. I think they recently passed a sales tax. But that was based on the decades-long work that that community has done.

And so today, after the commission meeting, we're hosting a roundtable of those business and community leaders who are going to tell us what steps did they take to make that a reality. And we're also commissioning a White Paper. Because one of the things that we've learned in our summit is that since the Latino population has exploded in the United States, there isn't a lot of research, there isn't a lot of documentation about our community, and what are some of the effective and best practices. So we're going to do that for the roundtable.

But also -- as they say, "Imitation is the most sincere form of flattery" -- we're really going to take a page from the Higher Ed Subcommittee and a have a symposium next spring where we're going to ask for research papers again to augment and to add onto that incredible body of knowledge.

So before I hand it over to Adrian, I also want to mention on our committee is Nancy, Mo, Maria representing Shakira. And now I would like to
turn it over to Adrian.

MR. PEDROZA: Thank you, Sylvia, for your leadership on the Early Learning Subcommittee. As Sylvia said, it really is about building this -- this national movement around the importance of early learning for our communities. And I was fortunate to be a part of the Los Angeles Universal Pre-K, the Nation -- what was it called -- Preschool Nation Summit in New York City. And so the effort was really about connecting the Los Angeles efforts across the country in New York City. And we were fortunate to hear about Mayor de Blasio's initiative around making preschool universally accessible to the residents, to families there in New York City.

And what was exciting about this -- this Preschool Nation Summit was that we -- it was building upon what we feel we were a big part of, a sparking with our summit, early learning summit in Miami that many of you all participated in. And in fact, I think a lot of commissioners are remembered being videotaped there by the LAUP group by Preschool Nation. And they premiered that video there that showed many of you speaking about the importance of early learning. And Celia Ayala, the
CEO of LAUP, recognized the White House Initiative in her opening remarks for helping to spark this Preschool Nation effort.

And so it really is about creating a ripple effect, right, as we -- as we talk about the importance of early learning. At every venue, every opportunity we get across -- across the country, we create ripple effects, and -- and -- and different efforts come about from events like what we had in Miami.

At the summit, I was able to be a part of a panel. Also, Suzanne Immerman covered much of the administration's priorities around early learning, including the Race to the Top Early Learning Challenge, the Preschool Development Grants, Home Visiting and Strong Start Act. So we really got to highlight the administration's priorities around early learning and also talk about what we need to be doing at our state level, how we need to make sure that we are starting to invest state by state in early learning. And so we're seeing this wave across the country of municipalities, of counties, of states making significant bold investments in early learning.

And so as the administration is
really elevating the conversation about the importance of bold, of a 75-billion-dollar investment. He's also challenging -- The President's also challenging us state by state to make those bold investments. And so it's exciting that we are having these conversations. In New Mexico, certainly, I always have to talk about our bold initiative to create over $150 million of investments -- (inaudible)investments in early learning that we work at our state level to try to push through our state legislature. And each year, we get closer. And I believe when Mayor de Blasio -- when he spoke in New York City about being relentless in his efforts, I think that's a message that we all have to take with us, that we have to be relentless in our efforts to talk about the importance of early childhood.

There was a panelist that talked about this being a civil rights issue, that access to quality early learning for our families, for Latino families is a civil rights issue of our time. And so I think that's a challenge to all of us, not only on the commission but to communities across the states, that if we are believing that this is a civil rights issue, then we need to be bold and act
with urgency as we push for -- for funding for early childhood services.

So with that, thank you, Sylvia.

MS. ACEVEDO: Thank you very much, Adrian.

And I'd also like to mention that Manny Sanchez, who's graciously offered to host our early childhood symposium in Chicago after the winter, in spring sometime --

MR. SANCHEZ: In the spring.

(Laughter.)

CHAIRMAN PADRON: Okay. Any comments or questions?

MS. ACEVEDO: Patricia.

MS. GANDARA: Sylvia. Oh, you're surprised I would mention something --

I don't know if you've seen it, and I know we have some ATS people in the audience too, but there's a new, really nice piece done by Deborah Ackerman on early childhood and Latinos and what are best practices and what is known as the big synthesis of the research. So I want to put you guys in touch with that. Because I'm not even sure it's fully published yet, but it's -- it's coming out momentarily.
MS. ACEVEDO: That's wonderful. We realize that there just really needs -- there's a dearth of great research that is focused on the Latino population and we want to augment that. But also knowing what exists is great too, so thank you, Alfredo.

MR. ARTILES: Dina Castro is hosting a conference in DC in October with Gene Garcia, releasing the results of a multi-year center that he led in North Carolina on English learners and Latinos in early learning stages. So I think they're going to be releasing a number of reports in addition to a couple of books. I can put this --

MS. ACEVEDO: That'd be great.

MR. ARTILES: -- for the subcommittee to get in touch with you, and they will be happy to share that knowledge.

MS. ACEVEDO: That's wonderful.

Thank you very much. I appreciate that.

CHAIRMAN PADRON: Lisette.

MS. NIEVES: First of all, congratulations on the progress, to you and the committee. I would add that the Center for Hispanic Children and Families just did a report on early childhood in looking at culturally relevant
approaches as De Blasio rolled out his universal pre-K. And she was one of the key, kind of, folks that really helped train teachers. So I want to make sure you get a copy of that, because I think that would be valuable as well.

MS. ACEVEDO: Yeah. All of this is really important. One of the things that we discovered when we did the national summit, there are parts of the country that have very little experience in understanding how to reach Latino populations, like in Arkansas, Alabama, Georgia and others. So all this is research body will really help them, and best practices will help those communities more rapidly integrate the population. So this is all great, so thank you very much.

Anything else? Adrian.

MR. PEDROZA: Can I just add on that note, that definitely the Early Learning Subcommittee recognizes that family engagement is a big part and should be central to early learning, especially when you look at our Latino families. And I know AVANCE'S well represented here with Mr. Richard Noriega. And AVANCE as well as (Spanish) and other parent engagement curriculums and programs were talked about at this Preschool
Nation Summit as being central to our work with Latino families around pre-K and early childhood.

    MS. ACEVEDO: Thank you.

    CHAIRMAN PADRON: Any other comments or questions?

Okay. So we're going to move to the K -- K-12 Education Subcommittee. Dr. Gandara.

    MS. GANDARA: Thank you. I'm representing Dan Cardinali today also, who I know we all miss, but he couldn't be here, and he cochairs. I'll try to be brief.

So the K-12 committee has had two major (inaudible). And one of those is the Integrated Student Services for which we had a forum last spring in Los Angeles. And as a follow-up to that, we have been attempting to organize a meeting that would be hosted by Roberto Rodriguez from the White House to explore the ways that we can further move the agenda with concrete actions and involving the private sector. And we are in the midst of that right now -- unless there's any update, Alejandra. Okay.

Also, I wanted to remind people or point out that at that forum, there was the release of child trends report on Integrated Student
Services that is sort of up to the minute, what does -- what does the research say about Integrated Student Services and with a particular emphasis on Latino students and -- and education. And that is available to anyone who wants it at childtrends.org/issreport/. So we will continue to keep both the committee and the commission apprised of further efforts in that regard.

So the second focus of the group has -- of the committee has been on teacher recruitment on this major initiative, which we heard some from Marco Davis about a little earlier. I do want to point out, however, that there are three prongs to this initiative. We basically have touched the first, which is kind of teacher recognition to raise the profile. But the other two prongs, which we now really need to begin moving forward with are helping -- encouraging young people and helping them find the pathway to teacher education and exploring and -- exploring ways for them to actually pay for this.

And so the -- the (inaudible) report talks about this in broad terms, but we will be discussing these things in the committee this afternoon. And so much of what I would have to say
is really going to be dealt with in committee. So we invite everybody to join us at that in which we'll -- with respect to teacher recognition, we will be discussing efforts with teach.org but also Hispanic Heritage Foundation where we may -- we may decide to do a partnership around the recognition issues. We -- We need input on that.

With respect to teacher recruitment, we had a webinar, which was listed up there, but I just want to give sort of a shout out here to UTSA, because Belinda Flores from the campus here was one of the people who ran that with Christina Alfaro from San Diego State. Very informative, really nice, and I look forward to having a little summary of that too.

Out of that comes the -- This was on August 20th. Out of that comes the idea that we could consider doing a policy paper within the committee on proven strategies for teacher recruitment. And that will be discussed in committee.

Third, with respect to ways to pay for the preparation required to become a teacher, which we know is a significant barrier for many Latinos, we do want to discuss either policy paper
or this being part of another policy paper on resources for becoming a teacher. And one of the areas we would particularly like to point out is that up until the year 2000, we had Title VII federal grants to support teacher preparation and to support individuals who would go into becoming faculty to provide -- to do teacher preparation, and those disappeared. So there is a history of the federal government being involved in this, and we think it's time to raise that conversation again.

Another idea that had been floated, which we would like to float again in the committee, is the idea that -- that there -- a pathway to citizenship could be through becoming a teacher or preparing to become a teacher among these Dreamers. These are ways to think synergistically about policies that could be very positive for our community.

I also want to raise that the committee in a previous meeting felt very strongly about proposing to the full commission that we make a statement about the terrible toll that the broken immigration system is having on Latino children and their education. And we all jointly crafted a statement. At about the point I think it was going
to be posted, the issue of the unaccompanied minors hit, complicating things somewhat. It's probably reasonable to think about having some discussion if we find the time in the committee about the unaccompanied minor situation, where we stand on this and how this affects education of young Latinos.

And then another issue that I think would be great to discuss across the commission, but certainly I want to raise in the K-12 committee is the dissemination of materials in such a way that we get greater penetration. We're actually generating some really terrific stuff from the initiative as well as individual commissioners. And my concern is that we're not -- we haven't found perhaps the very best ways or as maximally effective ways as possible to get the information disseminated.

So along those lines, I want to take, like, two minutes of my time to do a little dissemination here. Lilly's book, which she pointed out to us -- I'm sure many people would be interested in. Lilly, we need you to let us know how we get it. Okay? So can you get that information out about how we get it?

MS. GARCIA: Do you want me to just
CHAIRMAN PADRON: I think it would be better, because there are some people that are not here, that you e-mail it to all of us so we would have it available. And the ones who are not here will be able to also benefit from it.

MS. GARCIA: Thank you.

MS. GANDARA: Monica Martinez has also just released a book called "Deeper Learning," how eight innovative public schools are transforming education in the 21st century. Monica has a couple of copies which she could pass around that people can take a look at.

But it is important to know that these things are coming out, and they're coming out from folks who are working here, who are with us. We are going to do -- Tomorrow evening, here at UTSA, we are going to do a book presentation, which is also being supported by our president of UTSA, entitled "The Bilingual Advantage." That's coming out in two weeks. And the subtitle of it is "Language Literacy and the U.S. Labor Market."

Just to tantalize any of you who might still be here and want to come -- It's obviously free, and I have a couple of fliers here
about it. But just to tantalize you a little bit, until this set of research studies that were just completed, education economists have consistently found that bilingualism does not pay in the U.S. labor market, that a monolingual individual and a bilingual individual in the same job, the monolingual makes more money. That sounds very counterintuitive, but it gives you an idea about why it is so important that we have new research that looks at a new era and young people coming out into the labor market now. So we will be doing that.

And then I wanted to also remind people that Eva Longoria partnered with us in the Civil Rights Project to do a report and a really attractive, very engaging video called "Making Education Work for Latinas." Not the Latinos, but the Latinas, this way. And it is up at the website, can be accessed. And it's a wonderful entree for any of you wanting to engage this topic, because it's -- it's a well-made video piece that can start the conversation going about what do we need to do for Latinas. And I just want to make sure those resources are out there and people know that you can access that. So we'll have a lot to talk about in the K-12 Committee this afternoon.
CHAIRMAN PADRON: Thank you, Dr. Gandara.

Any questions or comments?

Okay. We're going to move to the last subcommittee, the Postsecondary Education Subcommittee. And Luis Fraga and Lisette Nieves will take charge.

MR. FRAGA: Thank you very much, Mr. Chairman. I'll start and then pass it on to Lisette.

As many of you know, in August of 2012, our Postsecondary Education Subcommittee organized a major symposium at USC, entitled "Enriching America through the 21st Century, Increasing Latino Postsecondary Completion." We focused on three areas, postsecondary education and Latino's access and financial aid, where three members of the University of Texas San Antonio faculty presented an excellent essay all from their Department of Education, "Increasing Academic Competence and Empowering Latino Families."

All of the essays that we commissioned became immediately available on the White House Initiative website as well as 18 specific policy recommendations that we derived from
those essays, two immediate, two medium term and two long term, in each -- six went in each of those three areas.

For 2014, we decided that we would hold another symposium, which we did in June of 2014 in New York City. And it was entitled "Postsecondary Access and Completion For All Latinas and Latinos in America's Future." We again decided to use the same logic that we did in our first symposium, to identify three new policy domains that we would focus upon. To remind you, that logic was, one, that the area be -- that the area have rich evidence-based research to guide innovation and creativity; two, that the area allow for a vertical and horizontal scalable policy proposals at institutional, local, state and national levels to leverage innovation and creativity; and three, that the policy and politics, if you will, in the area be movable to facilitate bipartisan coalitions of support for policy change.

Based on those three criteria, we focused, in our second symposium in June, on, one, moving to the center of the postsecondary education landscape a focus on two-year institutions where, in fact, most Latina and Latino students are enrolled;
two, workforce development with a logic of understanding that early engagement and understanding workforce development promotes success both in education and in access to the workforce; and three, the soon to be, I think, formally proposed -- unless I missed it, I don't think it's been formally proposed yet -- the College University Rating System and the way in which the College University Rating System is, at least in theory if not in practice, designed to promote both accountability and accessibility for Latino students. Again, in theory. With all the challenges associated with it, we wanted to get out in front and say: Well, what are the issues, what are the challenges, and how do we address that?

We again commissioned three essays from education scholars with expertise in these areas. We again followed the same logic that we had in the first symposium of having these essays assessed, not by other scholars but rather by policy advocates and education practitioners.

One of the essays, the one on the College University Rating System, was written by another University of Texas San Antonio family member, Andrea Nunez, who did a wonderful job on
that essay.

The reason for having the policy advocates and practitioners respond to the essays is to promote the sort of dialogue that rarely happens in education circles where researchers engage directly with people who are doing the hard work of trying to get legislation passed and who are actually running education programs and balancing budgets. And we had a tremendously rich discussion there as well.

To talk more about the nature of our June meeting and our June symposium -- and I want to publicly thank Lisette Nieves for all of the work that she did mobilizing an incredible network of people, of stakeholders in the education arena in New York and in the northeast region generally -- Lisette Nieves will talk in a bit more detail about that particular symposium.

MS. NIEVES: Thanks, Luis.

We were happy to host it in that small town of eight and a half million people in New York City. (Laughter.) And I think the reason why we wanted to also do it is that we were on the west coast for the first symposium, we wanted to be on the east coast for the second symposium. The
third symposium, we would love to be in the midwest
or the southwest. I just want to put that there
first -- out there.

The regional differences, the
sub-ethnic data, all of that's so important for us
to understand when we talk about Latinos. And I
want to say a little bit about, first of all, who
sponsored it. We were fortunate to have the Edwin
Gould Foundation provide support for it. The City
University of New York provided enormous support.
And we were using the Roosevelt's town home
residence to host the event where he actually did
his first presidential inaugural address. So it was
pretty powerful when you think about opportunity.
And then the third was the UNO Foundation as well as
some others. So I want to make sure that we
recognize them. Because so much of this work has to
be a collaborative across, and so those sponsors
stepped up quite ably.

The second thing is the approach that
we chose. I think the approach that's pretty
important for us is that we often talk maybe
sometimes in these circles that we kind of know what
other people are writing and doing. And the truth
is that people who are doing the work do not get to
sit across researchers. They don't. Right?
Implementation, quality implementation and forums, what I would say, quality academic research as well.
And if we stay isolated, we really can't move the needle on seeing kind of persistence and continuation in higher ed.

So we are really proud that we had a hundred people in attendance over the two days. And they were a mix of providers from many K-12 providers to higher ed. Again, we may function in silos, but the rest of the world doesn't necessarily agree with those silos if they're working with the whole Latino family.

The second thing that -- The third thing I think is pretty significant about it, that we have a student voice at every part, at every transition. And that's critical. And what does it mean to curate student voice so that it's not just "Please get up and tell your story." I think that's not -- that can be a positive or a negative. It's about being very deliberate about curating that voice.

What are the narratives that we know make up the Latino, as we say, educational voice.

So we had four young adults, older-returning Latino
with two children, fastest growing population at the City University of New York as one voice. (Inaudible), young adult, who was consuming higher ed through an alternative program, now successful on Wall Street, as another voice. A young person, who is a DACA recipient and someone who's about to be looking at graduate school. And another person, who has just finished her master's in bilingual ed certification and had done her first year of teaching and has been rehired as a teacher in the public school system, talking about what it meant to get through school, to persist, but more importantly, what it meant to be under-supported and serving Latino students back in the community.

And so each of those narratives were woven through and, I think, anchored the discussion to made it -- to make it that much more realistic.

I want to thank the commission, all of your support was there. Alex and your team were great. We were able to be able to put all of this on YouTube. Some sessions might be a little bit more for bedtime reading -- I'm just joking. No. But particular student's speeches and the narratives I think are enormously valuable.

The other thing that was, I think,
critical in the approach was, we were able to have
the newly appointed chancellor for The City
University of New York give an address there, which
is important. When you're first coming out
(inaudible) event for Latinos, you understand that
that's a significant population for you, which
allows me to then apply my pressure afterwards.

And then we also had the first
speaking engagement by our Under Secretary for
higher education there as well, Ted Mitchell, which
we were fortunate to do that. So all of that came
together.

And the next steps include collecting
final drafts from the three domains. I think that's
important. And to know that -- I think, Marta, you
had said, "To what end do we use some of these?"
And I think when you have practitioners in the room
who are calling you right afterwards and saying, "I
have never seen wage data collected to -- connected
to certificates and connected to bachelor's degree
recipients for Latinos ever before" -- And they're
right. Dr. Cardinali did that for us for the first
time. We had research that had not been done
before. We were really proud of that. And they're
using that in their grant proposals, how they
describe -- describe and discuss their work. So I want to say that practitioners are hungry for this, but more importantly, that researchers are hungry to connect to people who care about their work as well.

So we are collecting the final drafts from the three domains. We're looking forward to get those. Luis and I thank you all for all those who are on the higher ed committee. If you could throw your hands up so everyone sees them. Yea. Milly Garcia -- Dr. Garcia was also a respondent, and we thank her for that too. If we could -- We'll all be working together to make sure that the revised papers match to the short-term, medium-term and long-term policy recommendations that we have.

The last thing I think that I want to end with is just that when we're thinking about next steps or thinking about other work that we could do on the higher ed committee, we may literally be looking in our smaller group talking about these domains a little bit more, weaving in a little bit more particularly around technology, we've been talking about that, and other bits like that.

But in all, I just want to thank everybody who was there. It was unbelievably exciting. We did not have mariachis. I'm sorry.
But -- But what we did have was a group of people, I think, who forever think about the work that they do in a very deliberate way now linked to research. So thank you.

CHAIRMAN PADRON: Lisette and Luis, thank you for such an upstanding job. People that I don't even know, when they find out that I'm connected to the commission, they tell me what a wonderful job you guys did, you and the rest of the committee.

We have a time issue. So what I'm going to suggest is that -- Before the public comment, we're going to have a little time to refer to these committee reports. But we have a special guest at 1:15, and that's time certain, Congressman Joaquin Castro, who kindly agreed to come and make remarks. So we cannot be late for that. And our lunch is not in this building, so we have to do some walking. And we'll have not enough time for lunch, so let's start moving there, that's my suggestion, so we can all have something to eat and be back in time for 1:15. So I'm going to adjourn the meeting right now until 1:15, and we'll be back for that.

(Recess from 12:05 to 1:12.)

CHAIRMAN PADRON: Okay. Now that
we're all here, let's begin the second part of our
meeting today.

This afternoon, we're really
privileged to count on the presence of a great
friend, a great American leader, who has been able
to take the time to be with us for a few minutes
today and make some remarks. But to introduce him,
I'd like to give the privilege to our commissioner,
Luis Fraga. He has a special meaning to feel proud
of this young man here. And Luis will tell you why
he feels specially proud to be able to do this.

MR. FRAGA: Thank you very much,
Mr. Chairman.

I have the -- and I think Joaquin is
getting used to this -- the high honor and distinct
privilege of introducing Congressman Joaquin Castro.
Joaquin was a student of mine when I was at --

(Applause.)

MR. FRAGA: -- and despite being a
student... (Laughter.)

I first met Joaquin, I believe it was
in the fall of 1993, when he was a sophomore at
Stanford University. And he and his brother,
Julian, were students in my urban politics and
policy class at Stanford University. And they have
been very gracious -- and Joaquin has always been very gracious -- in allowing me to continue to be part of their lives and to be there at a number of their incredible successes in the course of their leadership and advancement in the United States.

If I may, it was very clear from day one that Joaquin was different and his brother was different than many other students at the university. They had a sense of politics and a sense of responsibility that was -- that demonstrated a maturity that was far, far beyond their actual years. They always had this sense of understanding things more deeply than many other students in the class.

There was, among the most distinctive parts of their character, this groundedness, this rootedness in their home community of San Antonio. When I would ask them what they planned to do in their lives, they -- you know, of course they planned to go to law school. Joaquin graduated from Stanford in 1996. That's when they went to Harvard Law School in 2000. When I would talk to them early on, they said, "Well, you know, wherever we wind up for our advanced education, we're going to go back to San Antonio. San Antonio is home. San Antonio
is where we're rooted."

But the greater rootedness that I always saw in Joaquin was that there was, I think, a principled resolve to take whatever opportunity he would have to serve his community -- and he defines community in different ways -- to serve his community as best he possibly could. There was a sense of commitment to giving back, a sense of commitment to helping those who still needed help that was overwhelmingly impressive, and frankly, for me, and I think for many who meet him, motivation.

When he was elected to the Texas State Legislature where he served five terms, he served as chair -- vice-chair, I believe, of the Higher Education Committee, where one story, he may not remember, he told me about a very delicate negotiation he was proud of regarding modifications in Texas's 10 Percent Plan and was critical in making sure that that plan continued to serve the needs of first-generation college students and did not devolve into something that was much less the case.

He was also the democratic floor leader in the Texas House. I can't imagine how difficult a job that must be to be the democratic
floor leader in the Texas House. But very quickly
earned the reputation for working just as well with
republicans as the democrats and trying when it was
possible to make progress in areas like mental
health, teen pregnancy and juvenile justice, areas
that we know serve our Latino communities very well.

He is now, as a member of Congress, a
member of the House Armed Services Committee and the
House Foreign Affairs Committee. Clearly, there is
foreign policy in his future and very much, I think,
a place where there is a need for reasoned voice in
helping us think through our responsibilities in
areas of foreign affairs. His focus on building
infrastructures of opportunity here in the city, his
focus on San Antonio Reads, his focus on the
National College Advising Corps, his work on the
National Association of Latino Elected and Appointed
Officials all point to someone who is not just going
to be the regular congressmen, but someone who is
going to give back to the community.

It's hard for me to explain what it
means to see the type of success that one of your
students has to do things that few people have the
opportunity to do. It 's even harder to explain
what it means to see them do it with such
commitment, such responsibility, such care and such
a great sense of (Spanish). So please join me in
welcoming Congressman Joaquin Castro.

(Applause.)

CONGRESSMAN CASTRO: Thank you,
Professor (laughter), very much for that
introduction. It was wonderful -- wonderful to have
you here. And I was excited when I saw your name on
the list of attendees. You know, it makes me wonder
where 20 years goes for all of us. But thank you
for that, for being such an incredible mentor and
somebody who's always been a champion of my brother
and myself. We thank you very much.

Thank you to Dr. Padron and all the
commission members for taking time to be here with
us in San Antonio and also for being part of this
initiative to make improvements in Latino academic
achievement, in public education and also in higher
education.

During my five terms with the Texas
Legislature, I served as Vice Chair of the Higher
Education Committee and have remained involved in
higher education and public education issues in
Congress.

San Antonio, I should add, is a very
appropriate place for the commission to visit. This
is a place, in San Antonio and in Texas, that has
been a laboratory -- laboratory of ideas and
activism over the years when it comes to Latinos in
higher ed. This is the place where a group of
parents banded together to challenge the school
finance system that for so long was unequal and
hurtful to minority communities in many communities
throughout the United States. The parents of the
Edgewood District, which I'm proud to represent,
where I started school, where my dad taught for 26
years, came together, and their case made it all the
way to the supreme court, as they say. And when
they failed there by one vote, I took that challenge
to the state courts, and that started a trend
throughout our nation that has led to more equal
school financing. And we're very proud of that here
in San Antonio.

There are also other landmark groups,
like HACU, Hispanic Association of Colleges and
Universities, that started in San Antonio, the IDRA,
a think tank on education policy, and many other
wonderful things that have come out of here.

More recently, locally, we focused
our efforts on early childhood learning. And so
San Antonio, as you probably heard by this point in the day, in 2012, the voters of our city approved a one-eighth cent sales tax to make San Antonio the city that has the most comprehensive prekinder -- prekindergarten education program for its people. As you know, that's very meaningful for the people of San Antonio, for its community and for our future prospects.

Under my brother's leadership as mayor, we also formed a one-stop center called "Cafe College" where students could go for anything they needed related to college access, affordability and planning. And that has become a model for other cities throughout the nation as well.

So we focused on both Pre-K education and public education in the secondary years but also on our college years. And I wanted to go over, you know, kind of some of the highlights. I know -- I know that you guys have a busy schedule, and I'm beset by allergies today, and so I'll make my time quick here. But I want to speak about a few -- few things that I see as particularly impactful but also some of the gaps that I see in our education system as it relates to Latinos and really all American communities today.
And first, let me frame it for a second. And Luis mentioned my overarching philosophy, which is what we -- what I think fundamentally we are trying to accomplish, which is building an infrastructure of opportunity for Americans, and -- and that includes Latino communities.

And so the way I lay it out is this: Just as there is an infrastructure for transportation in America, a system of roads and streets and highways that enables each of us to get to where we want to go on the road, the beauty of this country is that together we have built up an infrastructure of opportunity, a system of great schools and universities, a strong healthcare system and an economy that's built around well-paid jobs so that people can get to where they want to go in life. And we know that education is the surest path to success. It is that cornerstone of the infrastructure of opportunity.

Now, over the years in our communities, we face many challenges in building up that infrastructure of opportunity. Some of those challenges have literally been physical. For example, for many years in South Texas, all the way
between San Antonio and the Rio Grande Valley, you could not get a law degree. You still can't get a law degree in Texas anywhere south of San Antonio. You still can't get a medical degree anywhere in -- anywhere south of San Antonio in Texas. That's changing in a few years as a medical school's being developed in the Rio Grande Valley.

Until in the 1980s, you could not get -- I think it was in the late 1980s -- you could not get a doctoral degree in the Valley. And perhaps in San Antonio, there were only a handful of doctoral programs. So in a very literal sense, in many Latino communities -- and using South Texas is one example -- there is a physical infrastructure of opportunity missing in our community. But that infrastructure of opportunity is not just physical, it's not just bricks and mortar; it's also about the programs and the approaches that we take to improving education.

And so, you know, here's what I'd like to talk about, just some of the gaps that I see in what we're doing. You know, as I did my work on the Higher Education Committee, what I found was that most of the challenges that we face -- And I know that the knowledge here on this committee is
vast. And so, you know, you too, I'm sure, have
come to many of these conclusions, but I offer these
only as my reflections. That many of the challenges
that we faced in a large state like Texas with a
Latino population that is nearing 40 percent now and
will -- will go above 50 percent in the next few
decades, is many of the challenges that we face have
been solved in some jurisdiction somewhere. Many of
those have been solved in some jurisdiction
somewhere, but no jurisdiction has solved all of the
challenges that we face. And the problem is that
there is a lack of communication.

So the way I put it, the problem is
not the only problem. Right? You face a challenge
first, but then once it has been solved somewhere,
there is an equal or greater challenge in scaling
whatever that solution is. Right? And we have
done, I think -- And I'll speak only to the
experience in San Antonio and in Texas. We have not
been as aggressive, I think, as we could be in
spreading the successful approaches that we have
found, which is why I'm heartened by the work that
you're doing is visiting different locales and
taking in testimony but also reviewing the work of
different jurisdiction to figure out what is working
to improve Latino outcomes. Because as I said, I think fundamentally, most of the challenges we face have been solved in some jurisdiction somewhere. And I see your work as instrumental in helping to scale and -- you know, scale up those programs.

In public education, here's one of them that I never got a chance to work on. And if it exists somewhere and you've heard of it, then I'm grateful for that, and I hope that you will expand it out to the rest of the nation.

But I thought what was lacking was, we would discuss education issues in the legislature, is that, you know -- So at the beginning of every legislative session, we would bring in folks from the TEA and, you know, the higher ed board and everything, the universities. And they would talk about what they were doing and the different programs that they were working on, how they were serving their students, for example.

But I noticed that when it was -- when we got to the K-12 years, there were schools -- many -- these services at many schools vary. And I'm not talking about the core services that are included in a public school. Right? You know, every public school has a principal, they have a few
guidance counselors, they have their teachers, et cetera. But what we never got a comprehensive picture of, and what I think would be extremely useful in improving outcomes, is almost a DNA map of each school, or at least each high school -- a DNA map of all of the services that are affiliated with that school.

So let me give you an example of what I'm speaking of. I'm part -- I stayed on one board when I joined Congress, and that's the Board of the National College Advising Corps. It is an organization -- Can you imagine what Teach For America does in placing recent college graduates in our schools? National College Advising Corps does the same thing except instead of teaching, all they do is college advising. Because I think that's one of the big gaps in our -- in our secondary education system.

So my idea is that we create a DNA map that shows you at each high school which services are there, which -- which outside services -- for example, Gear Up, National College Advising Corps, locally Project Stay, organizations that are dealing with all the challenges that our folks face in high school, whether it's teen pregnancy, going
to college, dropping out, all of these things -- to
get a clear picture of what's going on in each of
those high schools. I have not seen any model in
Texas or really anywhere else. And like I said, if
it exists, please tell me so I can help you spread
it. But a model that allows us to look exactly at
the DNA map of all of the services for each school.

What that would allow us to do is few
things. First, it would allow us to figure out
redundancies in an era where budgets are tight so
that we wouldn't -- we would no longer -- we would
understand when we're duplicating efforts. Right?
It would also allow us to understand which
combination of programs is working in a particular
place to solve a particular challenge, whether it's
combatting teen pregnancy in high school, combatting
dropouts, you know -- So it would allow us to not
only eliminate some redundancies and spending on
redundancies, but also allow us to identify
successes and successful programs in those schools.

That is something that in Texas we
have not taken on. I regret that we haven't taken
it on. I think it would be extremely useful for
Texas and for the nation for us to do it. And I
would urge you in your work to please consider that
idea as you go forward.

   Also, when we talk about higher ed, you know, I spent most of my time thinking and working on higher education policy. And scaling is one of the big issues we face. But also, with respect to our high schools, we have spent a lot of time over the last few decades assuming that if somebody is college ready that they are going to college. We have essentially assumed that once we can substantively prepare somebody for college that they are then going to go to college without -- without, I think, fully understanding that the infrastructures for success in those two missions are separate. Right?

   So -- So the way I put it, there are -- there are important things that happen outside the classroom but inside the school. Okay? You have to make sure that a student is college ready substantively but also create the infrastructure and support systems so that once that person is substantively ready to go to college, they are actually guided on to college from high school. And in the United States, we have done a very poor job of late in making sure that that's true.

   We know in Texas, for example, that
our high school -- that our student to counselor ratio is 1 to 420. That's why I stayed on the board of National College Advising Corps, because I think that we need to intervene, that students who could be very successful at some of our nation's best universities never even think of applying to those places. And for the Latino community, that means, folks, if you go on to our best state universities, whether it's UT Austin or A&M or California and Berkley, UCLA, never considered going to those places. They never considered going to Princeton or Yale or Harvard.

And there is a real gap in the infrastructure that we provide for actually guiding students into school. We shouldn't assume that because somebody is ready to go to college substantively that they are going to go to college or that they're going to go to the college for which they are best qualified. And we have a lot of work, as you all know, to do in -- in solving that challenge.

So making sure that -- you know, that we create that infrastructure, that the colleges are better about receiving our -- our high school students -- You know, we did a lot of work in the
legislature around developmental education.

Developmental education is the graveyard of higher education. It is where our dreams go to die, essentially. And reforming developmental education so that more folks are able to get through it and to finish their college careers.

As for Latinos, you know, you know that also in the last few decades, we've done a lot better job at access than we have about completion. The graduation rate at our col -- some of our colleges in Texas is lower than our high school graduation rates. So we have incredible work to do there.

And then the last thing I'll mention -- then if you have any questions, I'd be glad to take them -- you know, there's been a movement afoot lately to expand vocational education. And for many of us, we -- I think that that's generally a good idea. For many of us with a historical perspective, particularly with Latinos and African Americans, of what that used to mean in our communities. Tracking that went on for so many of our folks who were directed into vocational ed rather than directed towards college, it's a bit of a sensitive subject.
I do think that there is an opportunity and that we should expand vocational opportunities, because it is a different world than the one that my dad found himself in, you know, years ago when he was at Fox Tech High School in San Antonio, or my mom, you know, when she was at Little Flower Catholic School. There are new opportunities.

But one of the best programs in San Antonio is put forward that has also become a great model and that I think could be useful is the Alamo Area Academies. It is -- It is a partnership between our community college system, different industries and our high schools. So essentially, our high school students get paid internships. In the aerospace industry, for example, Boeing is here. Lockheed Martin and other companies. They are taught these -- essentially these -- these high-tech skills, and they are able to then, once they -- once they complete that internship, they have the option of -- of taking a well-paid job and continuing their college education or they can just continue on to college.

So it is still very much a voluntary thing where nobody is, you know, trapped against
their will, essentially, as was the case in decades past. But it presents an opportunity that I think -- given where our economy is headed and where the technical expertise of our -- of our economy is headed -- I think represents a wonderful program and opportunity for our folks.

And so with that, I just want to say, again, I'll take questions if you have them. But thank you. Thank you very much for all the work you're doing. I know what an incredible undertaking this is. And sometimes it seems that as you -- as you get further and further into all of this, the more daunting the challenge seems of solving these problems.

But it's through your work, I think, and through the work of many others that we're going to be able to actually move the numbers. And we have to move the numbers, because you know what's at stake. The Latino population is growing in -- throughout the United States, will continue to represent an even greater percentage of the American workforce. And so quite literally, the fate of the American economy depends in large part on how successful we are and how successful you are in your mission. Thank y'all very much.
(Applause.)

CHAIRMAN PADRON: Dr. Romo.

DR. ROMO: Okay. I'm just going to thank you for joining us. And several weeks ago when we were in Washington, you were gracious enough to receive us and to come to some of our events, and we appreciate the tremendous work and interest you've had in higher education.

And I like the way you framed it in terms of the infrastructure of opportunity. And I'm thinking for our community, we definitely have missing parts to the infrastructure. We have, to some extent, a weakened infrastructure in some areas. In other extents, we have a solid infrastructure, but not a great infrastructure.

And so this is what I would like to see us explore. There are universities -- explore this part; and that is, there are universities here that will be the place for our students. No matter -- I don't care if you tell the students -- We have a young student who has got a full ride to Rice. And everybody told her, "Go to Rice." And she said, "I went to visit Rice and actually went to visit UTSA, and I like UTSA better." And so she's going to go to UTSA. And she's going to study physics.
And I think she'll be fine. But in some areas, yeah, we're not Rice. And we want to build great educational centers here in our institution.

And one thing I want to say about those -- about the schools, no one who builds a university, whether it was Thomas Jefferson, University of Virginia, or Mr. Stanford or Mr. Harvard ever saw a great university. They never lived long enough to see it go very far. There weren't great universities after 20, 30 years. It took a while. So I really would like to see us acknowledge that, that we can build great stuff. We may not see it in our lifetime, but it will be something that our great grandchildren might greatly appreciate, that somebody put effort into it.

And I know that you and your brother have done good things for us, and I appreciate that. I'm just trying to think of how we keep more people active in helping us build -- And look at it this way: California has nine schools in the AU and we have three. New York has seven in the AU. There's not that far a gap between some of the schools here, us and Tech and Houston, to get into and qualify for AU. But we need the -- We need the vision, and you're helping to provide some of that. So I
applaud that part, and I just say thanks for the help, and we still need some more.

CONGRESSMAN CASTRO: Oh, absolutely.

Thank you, Dr. Romo, for your vision and your leadership of UTSA over the years. You're on your fourteenth year?

DR. ROMO: Fifteen, yeah.

CONGRESSMAN CASTRO: Fifteen. And the university has come so incredibly far under your leadership and your vision. And you're right. There is no reason why in a city that's 60 percent Latino we shouldn't be able to build a tier one research university. And I was proud to be on the committee, a higher ed committee, a few years ago when we approved a pot of money to allow six or seven Texas universities to compete for tier one status. Because Texas only has A&M -- UT, A&M and Rice, whereas California has nine and New York has seven. So you're right; we've got to keep pressing, pressing for more degree programs, doctoral programs and fighting for our share of resources. So we'll continue to do that.

CHAIRMAN PADRON: Dr. Fraga.

MR. FRAGA: Joaquin, thank you for your thoughts. Could you tell us what you think
it's going to take for the Congress to enact comprehensive immigration reform?

CONGRESSMAN CASTRO: Well, sure, yeah. A change in subject a little... (Laughter.) Well, I mean, you know, the -- You know, I was somebody who thought it would happen last year. You know, I was on all those Sunday shows saying, "I think it's going to happen" -- I was wrong. (Laughter.) It -- The interesting thing about it is that if you put a bill -- if you put that senate bill on the floor, it would have passed in 2013 or 2014.

And the reason that it doesn't pass -- well, the speaker won't put it on. But just a quick brief in congressional politics -- And I say this because I didn't realize this until about a year before I went to Congress. But there is something called the Hastert Rule that's employed. And so the speaker won't put a piece of legislature to the floor for a vote unless it has the support of a majority of the majority, which means a majority of republicans. Because there are enough members now who would vote for it. It would be about 25 republicans and the rest democrats, but -- you know, to garner enough support.
But to answer your question, what do
I think it'll take to pass now? My sense is that
the President will, at some point, take executive
action again. I think that will spur the Congress.
I would suspect that it happens within -- I think
within the next four years. You know, the challenge
you have in 2015 is that you get into a presidential
election cycle, and that can make it tough because
of a lot of the rhetoric and other things that go on
there. And that's why -- Instead of just a two-year
window, I'm going to say a four-year window.

And I have to credit many of the
activists, especially the Dream Act students who
have kept up the drumbeat. The momentum for
comprehensive immigration reform really, I think, in
this latest iteration started in 2006 with the huge
marches in many American cities, but then continue
-- has continued throughout and has really been led
by the youth, and specifically by the Dreamers. It
has not been a movement or, you know, has not been
led by politicians really. It's been led by
citizens or by people.

CHAIRMAN PADRON: Commissioner

MR. ABETY-GUTIERREZ: Congressman,
similar question, but perhaps a soft pitch. For those of us trying to pass early education bill, what advice would you give us?

CONGRESSMAN CASTRO: That's a great question, you know. And the reason that I think it's an interesting question is because education policy -- There's always been politics involved in education policy, but now, as with climate change and other issues, some of these things have become politicized where ideology more than primitivism or benefit is the highest consideration.

I think a few things. Given -- Given the makeup of the Congress now, I think you have to show -- As I mentioned when I talked about that DNA map of schools, that what we're trying to achieve is -- is purposeful, that it's efficient, that it's cost effective and that it will be effective. And, of course, you know, we have to continue speaking to the benefits of early childhood learning. But my fear and what I see sometimes is the issue becomes politicized for its own sake, you know, where the parties take different sides, and then, well, you know, if the party that supports it is not in power, then you're going to have a problem enacting it.

And so I think to the extent that you
can stick to the facts. And in this arena, I think the facts present themselves very well when we talk about outcomes and benefits. To the extent you can stick to the facts, I think that's your best shot.

MR. ABETY-GUTIERREZ: Thank you.

CHAIRMAN PADRON: Congressman, do you have time for one or two more questions?

CONGRESSMAN CASTRO: Yeah, sure.

CHAIRMAN PADRON: Okay. Who's next?

I'm sorry, Sylvia.

MS. NIEVES: No problem. Thank you very much.

My question kind of fits both foreign policy and higher ed. And that's that because of the cuts in higher ed funding from federal and state levels, universities have looked to students outside the United States to fill their seats at high -- you know, at higher tuition rates, but the -- so they come and get educated. But the communities that support those universities from their inception and continue to maintain, it's kind of challenging for them to see that, to see that their kids, those seats that their kids are -- potentially could occupy are not because the university sees that they could get a lot more freight from those other
students.

In addition, in a very competitive global market where we -- you know, we're basically helping a lot of countries that are competitive with us, you know, supporting their intellectual capital that leaves, and then we've really denied an opportunity. So what are you thoughts on that?

CONGRESSMAN CASTRO: Yeah. No, I think you've identified a growing problem. On two fronts, first, you want to be able to serve the people of the community. And fundamentally, as a country, we want to be able to serve first and foremost Americans and make sure that we're growing our talent here before recruiting international students. With that said, you know, some of the brightest minds of course are in our country, but they're also in other parts of the world. And the ironic thing is that once we bring folks over and train them as doctoral candidates, for example, and PhD students, then, because of immigration issues or other issues, they're often sent back to the places.

I was in Shanghai, China in 2010 for the World Expo, and we were touring different facilities in China, in higher education facilities. And, you know -- And the folks there, the organizers
of the tour, were very clear about one of their strategies, which is, they are looking to cherry pick some of the brightest Chinese minds that have studied at American universities and repatriate them back to China once they've gotten all of this training in the United States.

So, you know, you're kind of caught between two goals, which are not -- not always converging but are both very important. Right? How do you serve your community here, but also, we want the brightest minds to remain in the United States, particularly once you've trained them.

So I can say that I think in Congress, that is on our radar. I've heard many conversations about that. Again, it's one in the long list of things that we need to get to. One of the long list of policy items that we need to get to. But at least it's something that people are very much aware of and talking about. So that's good.

CHAIRMAN PADRON: Nancy.

MS. NAVARRO: Thank you very much, Congressman. Thank you so much for everything that you do. I've been very, very impressed with your presentation.
So, basically, since you are now serving in Congress, how do you see the potential for reframing, really, the contributions and also now that we have the numbers, right -- For a very long time, especially in some parts of the country -- and I'll speak about Maryland, you know -- some of us knew what was coming, but then the 2010 census put it in black and white, it was wonderful. So for many of us, it's just a very tangible no-brainer that this is a population that is growing by leaps and bounds and that it is a socioeconomic issue for the survival of this country moving forward.

So how do you see in Congress -- You know, what can be done to help reframe the potential, the contribution of the Latino population so it then becomes a bipartisan interest of sorts, right, because it's a socioeconomic issue versus, you know, constantly having to fight these battles on all these different policy frontiers, whether it's education or access to, you know, jobs or (inaudible) -- I mean, every single policy arena you should have run into the same roadblocks.

And I'm really curious about that. Because when I look at the projections, you know, of
our demographic changes and how it's going to continue to multiply, it just makes all sense in the world that this should be really a partisanship issue in terms of solving it. What do you see as the bright spots, if any, in Congress in shifting that? What do you think it'll take?

CONGRESSMAN CASTRO: A few things.
I -- I mean, I think overall -- particularly when you have a divided Congress and you are going to require the cooperation of both parties to govern to get something done. I think Latino students -- I mean, the American students generally, but Latino students need to be cast as the generators of economic opportunity and economic wealth. And I think, you know, if you -- As an aside, if you watch the immigration debate, what's been very heartening is that you now have people in groups from every part of the political spectrum that have endorsed comprehensive immigration reform, including the U.S. Chamber of Commerce.

I remember, last year, there was a press conference that the President held at the White House where both the president of the U.S. Chamber of Commerce and the president of AFL-CIO were standing right by the President together. Now,
how many times are you going to get those guys to stand together at a podium? Right?

And so I think that, to a large extent, that economic argument, that these folks are the people that are going to be the workers who are supporting themselves and their families but also who are paying in to Social Security to making sure that Social Security and medicare are solvent. I think that that argument -- that argument is very powerful. You know, you -- Of course the politics in our country are also very delicate, and so I think to the extent that we can stick to that argument and push it forward --

You know, and there are -- there are humanistic arguments and others that I think are also very important and powerful. But like I said, you know, when you talk about political realities and winning over certain groups in Congress, I think that economic argument is the most powerful.

And then it also comes down to local communities and state legislatures. You know, I know Maryland passed it own version of the Dream Act, for example. Governor O'Malley and others were very instrumental in being able to do that. And -- And, you know -- And so in some places, in some
states, you'll fare better than others. When it come to the federal government, I think it really is about the future, about the country's economic fate and about this large Latino population of workers, you know, sustaining these programs that are going to be beneficial to all Americans in the coming years.

CHAIRMAN PADRON: One more question.

Yes.

MS. TIENDA: I much appreciate your focus on the economics. And we made this argument at the National Academy of Sciences report in 2006. The problem is that the issue is political. I mean, the politics. So if they're looking at the demography, I can tell you about the economics of the demography, but the politics in the demography is what's at issue. Otherwise, we wouldn't be having all of these states trying to say -- like Texas where you have to have a voter -- you have to have a picture ID to vote. In Pennsylvania, you need a picture ID to vote, you need 55 documents to vote. If it wasn't about the politics and representation. So we represent a threat.

So you go back to 2006, the motto was: Today we march, tomorrow we vote. And in
every successive election, the youth have been coming out. You know, this was historically unprecedented, the youth voting rates in '08. And even though they didn't hold up in '12, they did -- are still higher. And so the margin in the new destinations is changing. And that's what's at issue for the republic. It isn't about the mass. Because you can maintain this country with equality (inaudible) ourselves. That's for sure. But the politics seems to be the big holdover. The same reason that we're not having comprehensive immigration reform this discussion is because of the political stakes here and who's going to vote for what and what it means for the rest of the country.

CONGRESSMAN CASTRO: Oh, I know.

MS. TIENDA: Not the deciders to decide what the demography is unfolding.

CONGRESSMAN CASTRO: And there's no question that there is -- there are those who stoke fear in American politics. You know, you also have many folks in Congress that are not familiar with Latino communities, that don't represent large Latino communities. So there is some amount of acquaintance that needs to be had.

And in one practical item, I would
suggest, and one that I -- you know, I recently
worked on some what I -- just as we passed Pre-K for
SA, or Pre-K for San Antonio, I had built --

essentially allowed for resources for communities to
expand Pre-K throughout the country. Now, you know,
it's going to be tough to pass that in this
political environment, but we want to lay the
groundwork for later. And others, like George
Miller and others who have done wonderful work on

      But one of the things that I

specifically have worked on with regard to that
legislation is allowing local communities to bid for
federal dollars directly to the federal government.
Because what you see here in Texas, for example, is
once the governor says, "We're not going to take
race to the top money," well, there's hundreds of
millions of dollars that are gone to San Antonio, to
the Rio Grande Valley and other places.

      And so I hope that this commission

can sound a drumbeat, you know -- People from all
over the political spectrum, but particularly on the
right, have always said that local control rates.
Well, that's fine. Allow local communities to bid
for money directly from the federal government
surpassing the states who are unwilling to go along with it. (Applause.) If the state government chooses not to draw down federal funds, that's fine. But why should a local community be hostage to one person's ideology? You know, allow San Antonio and other places to draw down on federal funds. And so I think that we can push down on that.

And incidentally, I think that that would also -- I think you would find people on the right who would be supportive of that same idea. If you have, you know, a democratic governor, you have a republican president, democratic governor in California or some -- you know, some other place, on other local initiatives that they would support. I think we can be supportive of those things across the board. And so I'm pushing for that. I hope that you guys will push for that. Because, you know, we're losing out in Texas. We're losing out on a lot of opportunities because our governor and our legislature simply won't compete for or draw down federal resources.

CHAIRMAN PADRON: Congressman, you have been extremely gracious. We wish you more success.

(Applause.)
CHAIRMAN PADRON: Now, the agenda tells me that -- We are fortunate that the speaker that we're supposed to have this morning has been able to make it to San Antonio. So we have with us Ajita Talwalker, who I happen to know through my work with the White House. And she's here to share with us some very important information.

And we're very grateful for your being here with us today.

MS. TALWALKER: Thank you so much. Good afternoon. Thanks so much to Dr. Padron and Alex and Maribel and the rest of the initiative team. I was truly honored to be invited, not just because this is my first chance to come before you and share in the conversation, but because I hold what you all do in this room with such high regard. So much of the progress that we've made around educational opportunity from cradle to career or, as I like to call it, from the smallest to the tallest has been because of the leadership that you provide and the work that you do day in and day out in your respective communities and on your respective campuses.

My work with the White House is focused primarily on the talls, specifically around
all of the postsecondary work for the Domestic Policy Council. And specifically around the goal, the very (inaudible) of the goal the President laid out in 2009 when he first took office, that our country would once again lead the nation -- lead the world with the highest proportion of college graduates.

And everything that we've done successively over the past several years has been in advancement of that goal. The President describes the importance of a college education not just as a luxury but as an imperative, as a prerequisite for economic mobility in the new economy. And a lot has kind of happened since the President set that first goal. And I think we are continuing to evolve, especially given the political limitations that the congressman eloquently outlined before I got up here, to keep that compass pointed at that North Star goal.

We know that college completion has many contours. And because the reality is that not all Americans enjoy the same kind of opportunity to postsecondary education, persistent gaps remain in college enrollment, in college attainment based on income, most acutely with students from wealthy
families attending college almost -- almost always compared with just over half of high school graduates in the bottom quarter. And while over half of students enrolled in college obtain a degree within six years, the completion rate for low-income students hovers at 25 percent for BA recipients.

Gaps in completion rates and attainment, while beginning to narrow, also are persistent across racial lines with 51 percent of Latino students graduating with a BA within six years compared to 62 percent of whites and 22 percent of Latinos age 25 or older and holding an associate's degree compared with 46 percent of whites.

In order for our nation's aspirations around college completion to be realized and to try to close those equity gaps, we know that more explicit attention needs to be given around college affordability and the concept of value while maintaining quality, promoting innovation in competition and ensuring that at the back end student debt remains a manifold. And we know that we have to pay attention to the specific contours around college completion and that that can be a challenge.
To that end, last August, the President outlined an ambitious agenda to stay -- to make sure that college stays within reach of American families. In addition to supporting the tools and resources that support better decision-making about college search, about college selection through initiatives like the College Score Card and the Financial Aid Shopping Sheet, the agenda included directing the Department of Education and the secretary to establish a new system of college ratings, which many of you are familiar with.

The new rating system, unlike many of the private sector, ranking systems is not intended to consider institutions on factors largely correlated with institutional wealth or selectivity but rather to focus on the institutions that are providing access, ensuring affordability and strengthening outcomes for students with a particular emphasis on highlighting colleges that are dedicated to serving the needs of low-income and underrepresented students like many of the Hispanic-serving institutions we have around the table.

This was recognized as an
extraordinarily challenging task. And in undertaking this task, I would like you to know that we are -- we are quite humbled by the difficulties associated with it. And accordingly, the department has conducted over 80 sessions with approximately 4000 participants over the past several months, including a range of college presidents, students, parents, researchers, statisticians, economists, many of which have provided very constructive feedback on ways we can overcome some of the common areas of feedback that we've heard raised.

A common area for feedback was to ensure that the college rating system didn't create disincentives to enroll or to serve low-income students or students from underrepresented backgrounds. Other areas included ideas for better measurement of indicators such as graduation rates and earnings data, particularly for community colleges who were serving students that are -- that are nontraditional but on a increasingly frequent longer term pathway to degree completion as well as ways to try to measure other noneconomic outcomes that a lot of colleges as a mission supports students in achieving, including graduate education but also public service.
Through the outreach, we've sought the help of higher education experts and education leaders that have really helped the department and the administration around the development of ratings. And some of you all have contributed to that conversation, particularly Dr. Nunez from UT San Antonio, who's launched input and assistance in helping us to try to think through how to design something carefully crafted that we hope to be able to share for additional feedback later this fall.

Even beyond the actual creation of a rating system or the ability to highlight or differentiate between institutions that are serving high-need students well, the effort kind of puts us very squarely in the domain of thinking about the usefulness of data in supporting the principle objective laid out by the President, which is -- which is better opportunity, better outcomes for American students.

This is particularly critical if we mean it to be a strategy to effectively meet the needs of students who enter college academically under-prepared or who may require more comprehensive support services to support their social and emotional needs to help them succeed in college.
And each day in my line of work, it feels like we're learning more about the kinds of different interventions on campuses that are changing the way that students learn that are proving to be more effective in the way that students are supported and identifying ways that resources on a campus or in a community can be optimized towards focusing on students from low-income and unrepresented backgrounds.

Some of you may have seen the article in the New York Times a couple of months ago now that talk -- highlighted the story of a chemistry professor at UT Austin, who's now, I think, the associate provost or senior provost, who used the institutional research team on campus to identify patterns of students who are struggling to succeed in the chemistry class in order to design an intervention that ultimately was focused on achieving comparable gains for students with lower -- comparably lower SAT scores, lower -- from lower SES families and who were also first generation.

The result of the intervention included not only better academic performance in the course but longer term impacts with respect to
persistence and graduation. The story goes on to
describe the universities use of predictive
analytics to identify students who may be at risk of
not completing on time in order to target piece of
(inaudible) that are just in time to support these
students through the campus's student success
program.

But what was so incredible about the
story to me was how straightforward the approach
was. It was identifying the problem. It was
measuring the dimensions of the problem using the
data that was available, designing the intervention,
aimed at addressing the problem and then testing the
intervention in order to figure out what works and
how to scale that more broadly.

This approach was interesting because
it can be and has been implemented across a range of
institutions, not just research institutions but
four-year comprehensive institutions, community
colleges. And it's one place where the
administration is particularly excited about seeding
additional work. To that end, one of the things
that we are most excited about is the first time
we've gotten funding in the higher education space
to promote innovation. So we received $75 million
in First in the World, innovation funding money, which the department is running a competition around that is focused on innovative efforts to increase access, persistence and completion especially for underrepresented and low-income students with a focus on driving those innovation resources towards minority-serving institutions.

I think what we are excited about is the possibility that these kinds of efforts can be -- can drive towards improving the actual outcomes around student learning while also reducing costs. And it also, I think, represents an important opportunity for us to really focus on building the evidence base for what works and being able to share across the higher education enterprise.

First in the World fits as a piece of a larger of the administration's efforts that rely on all of us to do more to support college opportunity. In January, the President and First Lady issued a call to action and hosted the first college opportunity summit, which was meant to be a year of action. And at the summit, more than a hundred colleges and 40 organizations announced new commitments that were targeted on making sure more
low-income and underrepresented students had the opportunity to attend and complete college.

The commitments ranged significantly from enrolling more low-income students, increasing the pool of students that were college ready through early interventions, providing better college-advising opportunities and strategies to improve the college search and selection process, all the way to implementing strategies to successfully move students who enter our institutions academically under-prepared to be more successful on a pathway towards a degree or credential rather than relegating them to a sequence of remediation courses that are going to be a dead end for them.

In organizing the call to action, the President and the First Lady were hoping that colleges and universities, businesses, nonprofits and philanthropies could come together to bear resources on designing these actual commitments. And the response was very inspiring. But particularly inspiring amongst the commitments were those that were very focused on using the data that they had to design -- the data they had about students to design the kinds of interventions that
would ultimately be effective and being able to have a (inaudible) for evaluating those things in order to make sure the results were something that could be used, not just across campus but across campuses.

So many of the commitments underscored the work that colleges do to support not just their student but their faculty and the leadership on campus to make it possible for colleges, like Dr. Padron's college, to provide mandatory advising for all students who were first time in college and who demonstrated basic deficiencies or skills gaps.

Last month, the White House announced a second college opportunity summit. And with this summit, we're actually hoping to do a better job -- an even better job of acutely focusing on driving towards the kind of outcomes that are more systemic in nature and, to that end, underscore the President's agenda thus far on the K-12 and the higher ed side. We hope to do this primarily through two new tracks of work.

The first new track of work is around strengthening and building stronger K-12, higher education partnerships within communities as an anchor towards community-driven, collective-action
efforts that improve college readiness, but not just
college readiness but college going, so the
transition to college. And supporting -- The second
is supporting institutions of postsecondary -- of
postsecondary institutions that can build coalitions
committed to producing additional graduates but
through an approach that is a network-based approach
that involves a lot of the -- the aim of what we're
trying to get to, which is how can you, in a sense,
pilot its scale.

So how can you collectively, across
institutions, agree upon a shared set of
intervention with common value, test those across
the campuses; and instead of one pilot happening on
one campus and figuring out how to scale it, how do
we build something that is actually, in a sense, at
scale that has results that are generalized all
across the enterprise?

I hope to get the -- I talked for
awhile now, so I'm aware of that. I hope to get the
chance to talk to a number of you. I know that
there's a subcommittee meeting this afternoon, so
I'd love the opportunity to engage more with you on
that.

I'm happy to answer questions. I
know we're running a bit behind on schedule, so...

CHAIRMAN PADRON: Yeah. We have, unfortunately, very limited time. So what I'm going to suggest as you visit with the subcommittees if they have any questions, which I'm sure they will, we can take that opportunity. And I'll be happy to go with you.

MS. TALWALKER: That's great.

CHAIRMAN PADRON: Okay?

DR. ROMO: I'm sure, Mr. Chairman, they would love to have her paper.

MS. TALWALKER: Oh, sure. Do you mind if I send it?

DR. ROMO: She was working pretty fast.

CHAIRMAN PADRON: Very good. Well, thank you so much again for coming all the way --

MS. TALWALKER: No, thank you for having me.

CHAIRMAN PADRON: -- from DC. And, you know, I personally have witnessed your work and what you're trying to do. And I commend you for that. I know you are very persistent, and that's how you get something done. So thank you again.

MS. TALWALKER: Thank you.
CHAIRMAN PADRON: We're now going to move -- The subcommittees are going to move for the discussions. And I have the groups. Early Learning back here. And K-12 and Postsecondary are going to the gallery, which is next door. We will reconvene at 2:45.

(Recess for breakout discussions, 2:09 to 2:57.)

CHAIRMAN PADRON: We are ready to hear the report from the Early Learning Subcommittee. We need the chair of the Early Learning Subcommittee to start reporting, please. The Early Learning Subcommittee will report now.

MS. ACEVEDO: Hi there. We're very excited about the Early Learning Subcommittee. We're going to have a roundtable right after this. And so we were flushing out how do we were going to handle the roundtable and how we make sure that the learnings that we -- we take from today's meeting are disseminated, because San Antonio has a great story, and we really want to focus on the -- the leadership, the -- the marketing, you know, the brand awareness, the lessons learned and so that we can put it in a White Paper and then share it with the other communities so that they can see what we
can do.

Then the next thing is the symposium.

Again, like our friends in higher ed, we realized that there are some pockets of knowledge that need to be filled in in an evidence-based, research-based way for early learning, especially for the Latino population. So we are looking at late May, early June in Chicago. Which turns out where Heckman -- Dr. Heckman, who has written a lot about the economic advantages of early childhood, is located. And then Ounce of Prevention is also located there, which has a great model for early learning. So for early learning, we got that.

And then what we're also going to do is, this fall, we're going to go meet with HHS, because they do so much with Head Start and a lot of things that fit in directly with early learning. We want to go to DC and meet with them and start putting that checklist together that -- Dr. Padron, the report card checklist, the things that we'd like to see happen in the next year.

Folks, did I miss anything?

CHAIRMAN PADRON: Is Manny hosting that symposium?

MR. SANCHEZ: Indeed.
CHAIRMAN PADRON: Then I won't miss it.

(Laughter.)

CHAIRMAN PADRON: Send me the date as soon as you have it.

MS. ACEVEDO: Okay. It's late May, June. And just right now the areas of focus -- If anybody thinks we need to add something, please let us know. But we're really looking at this -- and Adrian reminded us -- is a system of early childhood. And the research areas that we're looking at or practice areas are family engagement, bilingualism, accreditation, certification, because we know a lot of early childhood was done with the -- the neighbors or family, and then aspect of the physical and cognitive learning from kids, so tying in with Let's Move. If there's any other things that people think we need to add, let us know.

MS. NAVARRO: I don't know if -- Sylvia -- I was kind of late coming in, but -- Of course, one of the things that we want to learn about are the different funding models that have been successful across the nation, but also maybe some innovative funding models that we haven't
thought about. And I know that there have been some
conversations in some of the national association of
county meetings about social impact bonds. Many
jurisdictions are sort of taxed out. But there are
options like that that are very innovative and have
been used for some other type of policy-related
issues. Maybe this is one of them.

So maybe, you know, a summary or just
a real collection of what's worked and also maybe
what could we explore as an innovative funding
strengths for -- to fund these very wonderful and
very important programs.

CHAIRMAN PADRON: Thank you, Sylvia.

Did you want to --

MS. ABELLA: Sylvia, as I was
listening to you earlier -- I just wanted to make a
point -- if you're meeting with HHS, and I hope that
you will also mention that transition to K-12 is
really important for HHS to go -- But in the
literature, noncognitive learning oftentimes,
usually refers to things like persistence and
engagement and that sort of thing as opposed to
health and welfare and nutrition and those kind of
things. So I just would want to make sure -- I
think meeting with HHS, they're going to have that
other agenda -- but make sure that that's really clear, that it's that broad -- broader supports that we really need to pay attention to.

CHAIRMAN PADRON: Thank you.

Anyone else?

Thank you again to you and the committee. Great work.

We move now to the K-12 Subcommittee.

Patricia?

MS. GANDARA: Well, our report's going to be short, because we only got to Item 1 of 17. But I suppose maybe the most important thing is we are committed to having a series of conference calls so that we can get through the rest of the agenda.

But basically what was not totally decided but heavily leaning on was in terms of the Latino teacher initiative and the recognitions that we are very interested in partnering with Hispanic Heritage Foundation where this effort could continue to have a life beyond us and who -- by everything -- everybody has a say as a terrific group of people who really focus on Latino culture. And it's a different way of coming to recognize and coming to identify these outstanding teachers. It's through
their students.

So they -- the students who -- who are identified as being outstanding high school students nationally actually nominate a teacher who was critical in their lives, which allows us to tell the stories of both the teacher and the student, how -- how this played out in their life. So we thought this was especially rich and -- and could add a whole new dimension. So we're going to be meeting on the phone to continue pursuing this to see if this really can't work for us.

And then I was reminded, I don't think we announced, Eduardo, that Lilly is now the president of CTA and the first -- and the first -- I'm sorry. (Simultaneous discussion.) The president of NEA and the first Latina ever to hold that position.

(Applause.)

MS. GANDARA: Thank you.

CHAIRMAN PADRON: Thank you.

Any questions of Patricia?

Hearing none, we move to the next and last subcommittee, the Postsecondary Committee.

MR. FRAGA: I'll report on behalf of our committee. We, as our primary focus of
attention, identifying the policy domains that might be the focus of a subsequent symposium and work that we might do in the future. We identified four tentative ones. And I want to ask anyone who has any other ideas to please tell them to us. Send them to White House Initiative, to Alex, Emmanuel or Marco, or send them to Lisette or myself directly so that we can expand on the possible agenda to consider.

One of the issues that -- the primary issue that came up was state and federal funding and the way in which we need more systematic consideration of the decline in state funding and its impact on our communities and opportunities in our communities, but also the way in which federal funding, as much as it might try to compensate for that, has some significant inequalities built in, such as providing additional money for research-intensive institutions and not balancing that investment and a necessary investment, a good investment, an investment that should be supported but with the needs of institutions that are actually serving large numbers of first-generation students who have no equivalent way of accessing additional resources to do their very important work as well.
Related to that, of course, is the question of, as a second policy domain, institutional capacity. And the implications, of course, the funding for institutional capacity, but also the way in which there doesn't seem to be an arena where we can talk about the institutional — the hierarchical differences and great disparities in institutional capacity and the way in which different systems of funding simply reenforce those asymmetrical statuses that institutions have, such as the size of endowments and the amount of money that goes toward athletic programs and whether or not those two, in combination, need to be considered as we think about state funding formulas and federal funding formulas and where the money should be targeted.

Third was the need to focus on graduate training and the pipeline that exists for a training for graduate and professional schools and where Latinos and Latinas and first-generation students generally and students from a working class background generally fall into that and what their patterns are. There's some good work that's already been done on it, and we want to look at it more systematically.
And lastly, the fourth issue that we identified where, if you will, data challenges and especially data gaps that exist. And one of our members, Marta, brought up the extent to which sometimes a great deal of research is generated when if one looks at the data a little more carefully, one finds that the data are not particularly robust, shall we say, where the data may not be as solid as one might expect and where, therefore, any policy conclusions that might be reached on the basis of the analysis data could be noticeably misinformed. Among the best examples of this, although it didn't come up in our discussion -- I'll add this as a parenthetical comment -- are the inherent limitations as Lisette was mentioning earlier in conversation of IPEDS and the IPEDS data and whether it's rich enough to be able to allow us to make the sorts of conclusions that we want.

Lastly, I want to say on behalf of Lisette that we want to compliment Alex and the staff for the policy forums that have been -- Forums? Fora? Flora? No, whatever the right term is. Somebody Google it and tell me for forum, the plural of forum.

-- that occurred and the way in which
they bring together stakeholders from many different sectors. This is a model that we tried to replicate in our own symposium for the Postsecondary Education Committee and something that we hope will continue into the future.

One of the things we have not done is to have a symposium or arena where our three subcommittees -- thank God we're talking together and working through an agenda -- that might in some way -- that might in some way allow us to leverage, if you will, in a more systematic way the insights that each of our subcommittees has brought up.

Thank you, Mr. Chairman.

CHAIRMAN PADRON: Thank you, Luis and Lisette and the members of the committee.

Any questions of either Lisette or Luis?

MS. NEIRA: I just want to echo that last recommendation, Luis. But I think it's critical that we not only leverage but see where we overlap so that the recommendations are not redundant and that we can get more out of the process.

MR. FRAGA: Thank you.

CHAIRMAN PADRON: Yes?
MS. MARTINEZ: That, or I might recommend, you know, we just need the, you know, smaller talk kind of thing and address the pipeline, two or three committees.

CHAIRMAN PADRON: Very good.

I think it's appropriate to ask Alejandra to work with the staff to brainstorm in how to accomplish that, to bring the three subcommittees into an agenda that would really bring it together. I think that's a great idea.

MS. CEJA: We'd be definitely happy to explore that. And we'll also be exploring the opportunity to convene with the other White House initiatives now that they've got their commissions on board. So we will pursue both of those opportunities.

CHAIRMAN PADRON: Great.

Any other questions? Comments?

Okay. We move now to the public comment section of the agenda. We have three individuals who have signed up to speak. And we appreciate the fact that they are here. And all of you who took the time to be with us today, very much appreciated. It means a lot. These presentations are going to be limited to three minutes each. And
we're going to start with the vice president of TSTA, Ovidio -- let me see -- Ovidio -- Ovidia Molina. Pardon my ignorance, but if you would tell us what TSTA is, I would appreciate it.

MS. MOLINA: Sure. TSTA is the Texas State Teachers Association, affiliated with NEA.

I am here sort of like a proud mama. We have one of our locals, Education Austin, who had been really working hard with DACA students. So we've had NEA grants help Education Austin. And they put on DACA trainings and clinics. They've helped students fill out their paperwork, have it all ready just to mail out with their fees.

Montserrat, our vice president, says that in-state tuition is a must to be able to help students reach their dreams. Nothing is more powerful than seeing a DACA student graduate and begin work in the profession they've chosen. That's the most powerful thing. Because we need role models. We need kids that have gone through it to come back and talk to the students that have to filled out the paperwork. Because they're scared. They're scared that they're giving out all this information and their families are going to be taken away. That fear is what's hurting us. And so thank
you for having this, because hopefully more knowledge will bring more people to fill out the forms to become documented and have a brighter future.

So I'm going to give my time...

CHAIRMAN PADRON: Thank you very much. Thank you for what you do.

MS. GARIBAY: Hi. My name is Montserrat Garibay. I'm a national board-certified teacher, and I'm the vice president of Education Austin. We are emerged local. We're part of NEA and also from the AFT. And we have been -- We got a -- received a grant from the NEA of $15,000. And we embarked in a yearlong campaign of giving resources to teachers and classified staff about what DACA means. And we feel that it's really important that our members receive this information, because it's accurate and is reliable. So we decided to put eight educational forums and five DACA clinics. And in addition to that, we also gave six DACA scholarships to undocumented immigrant students.

And it's been just one of the most empowering experiences for our locals to see our members actually giving this information to the
students. I think when it comes from a teacher, it really empowers the families and it builds -- our membership also really works building confidence with the families.

And as a union, I think it's really important to work on social justice issues, so we're very pleased to do that. But in addition to that, our district -- I -- I work for -- representing the teachers and employees from the Austin Independent School District. And we also -- the district is hiring (inaudible) teachers. And the teachers -- Those teachers are members now, and they're putting these educational forums together and the clinics together.

So I'm passing -- Ovidia's passing just a little pamphlet of information that we have done and all the work that we are doing to make sure that our students and undocumented immigrant families are receiving accurate information from our local and from our union. And so just wanted to share that with you and to thank you. And we're very excited about doing this work for our students and for our families. So thank you for your time.

And also, I just real quick wanted to give recognition to Rick Noriega, our
representative. He actually was the one that passed in-state tuition for undocumented students here in Texas. So I'm just very grateful for all his work.

(Applause.)

CHAIRMAN PADRON: Thank you very much, Montserrat. I think we have a question.

MS. ACEVEDO: Or just a comment. I worked with Montserrat in Austin. And I just want to say, she's one of those teachers you want -- you know, you wanted to highlight. She was working in the one of the toughest Title I schools. She paid out of her own money for the kids who didn't have food. She was there buying supplies for kids who didn't have it. She would be there volunteering for -- Anytime you needed to have a teacher for an after-school activity, she was there. And on Saturdays, weekends, she was there. And so her commitment is -- is much more than a job. I mean, this is her passion.

MS. GANDARA: Can you send an e-mail so we can get her on a list?

(Laughter.)

MS. ACEVEDO: Okay. Thank you.

CHAIRMAN PADRON: Thank you.

Okay. Next on the agenda, we have
Belinda Harmon.

MS. HARMON: Thank you. I'm Belinda Saldana Harmon. I'm director of Community Outreach right here at UTSA in the office of P-20 Initiatives.

And first of all, I do want to thank Dr. Fraga for representing this group so well last February at the Texas Association of Chicanos in Higher Education Conference in the Fort Worth area. And we'll be having another conference this February in El Paso. We'd love to -- I'm on the speakers committee, so I'd love to anyone to be a speaker.

The other important reason that I'm here is, I've heard many comments about parent engagement. Last year, the office of P-20 Initiatives hosted a summit where we talked with three key areas, business, K-12 and higher ed, and talked about what the gaps were still in education and how we could work together to close those gaps.

One of the key areas that was mentioned was parent engagement. And we know that parents are the first teachers, and they are lifelong teachers for their children. And so this Saturday, September 6th, right here at the UTSA downtown campus, we are hosting a P-20 summit
focused on parent engagement with a focus on children K through 8th grade. The parents will be K through 8th grade. Because we do not want to wait until they are in high school to give them critical information. So parents will be attending sessions focused on new legislation regarding HB-5, the soft skills or 21st-century skills, if you will, and how to be advocates for their children's success.

So if you all are planning to stay at all in San Antonio, we invite you to attend. But we are very proud that UTSA is very focused on not only the pipeline, but parent engagement. Thank you.

CHAIRMAN PADRON: Thank you very much.

Last, but certainly not least, Richard Noriega, president and CEO of AVANCE.

MR. NORIEGA: Thank you, Mr. Chairman, on behalf of AVANCE, the national board of directors and the families and children that you serve. I'd like to thank the committee for bringing this very important commission to San Antonio, Texas. I hope you all enjoyed the cool weather here in San Antonio, and certainly soon a cold margarita will help soothe that a little bit.

(Laughter.)
But I also want to thank the commission too for the emphasis in the area of early learning and for the two subcommittee chairs for -- for allowing us to participate in some of that discussion. AVANCE's a 40-year organization and is focused on, as was mentioned by the previous speaker, that the parent is the first teacher in the home is the first classroom. And for 40 years, we have been implementing our two-generation intervention with primarily Latino families. And on September the 13th, we -- we are honored to celebrate 40 years of this -- of this work, this body of work. And of course everyone here, please, are invited. It will be -- It will start with a workshop by Ellen Galinsky, who is the author of the "Mind in the Making," which again speaks to those executive skill functions of -- of brain development and so forth.

But I think that there's a tremendous opportunity with the time that remains in the current administration to help synchronize a lot of the department -- departmental efforts that are occurring to be able to -- with executive action be able to help with the sustainability of organizations that are doing great work out there.
Because I believe that early childhood component is the pebble in the pond, which then everything else kind of flows from that and is absolutely critical. And that is what -- I'm just blessed to be able to do this body of work with tremendous families and folks.

And incidentally, Montserrat is my boss. She's on our national board of directors. So we're pleased to be able to see over 40 years of work and the kind of families that have graduated now become -- done wonderful things that they are the next chair of this commission or President of the United States, as we say.

So thank you again, Mr. Chairman, for -- for allowing me to come. And thank you for your work and for bringing us to San Antonio. And we look forward to the meeting in Chicago next -- next spring. Thank you very much.

CHAIRMAN PADRON: Thank you so very much.

Well, this brings us to the end of our meeting. I have to tell you that I don't cease to be impressed with the level of passion that each and every one of you bring to the table and to the discussions. It's very evident that we have
participation of all of you. The challenge is for me to be able to control the time, but that's a good problem to have.

I think we -- we're making some good progress, but we have a lot of work ahead of us, as I said at the beginning. And I feel that some of the suggestions you have made today will go a long way toward making our -- our work more focused and more -- more robust and more intentional.

So with that, I'd like to close the meeting. Thank you all for participating and wish you well. Thank you.

(Applause.)

(Proceedings concluded at 3:20 p.m.)

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I, TERRY L. LOCHTE, a Certified Court Reporter duly commissioned and qualified in and for the County of Bexar, State of Texas, do hereby certify that the forgoing is a true and accurate transcription, taken to the best of my ability, of the President's Advisory Commission on Educational Excellence for Hispanics, held at the University of Texas at San Antonio Downtown Campus, 501 W. Cesar Chavez Boulevard, San Antonio, Texas 78207, September 3, 2014, from 9:09 a.m. to 3:20 p.m.

IN WITNESS WHEREOF, I have hereunto set my hand on this ___ day of September, A.D. 2014.

______________________________
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