

Capital Reporting Company
Meeting of President's Advisory Commission on Educational Excellence 12-11-2013

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MEETING OF PRESIDENT'S ADVISORY COMMISSION

ON EDUCATIONAL EXCELLENCE

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Consumer Financial Protection Bureau Auditorium

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Capital Reporting Company

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

2 MS. NIEVES: This is our first, kind of,
3 subcommittee meeting in a while, other than our
4 call. So this is a great opportunity to kind of
5 recap what's happened thus far. The good news is
6 you got a chance to hear quite a bit of it that
7 we said that in there. But really look at how
8 are we thinking about, as Sara put it so clearly,
9 the partnerships that we're going to build,
10 strategically, that are going to support a
11 potential event that we'll probably have in the
12 spring. I'm thinking more than late winter, just
13 as far as time. So more in the spring. And then
14 spending the little bit of time that we have
15 talking about some areas we may want to hone in
16 on and focus on regarding that.

17 I do want to say there are two things up
18 front when we talk about the event that we want
19 to have or the symposium. We do not need to
20 spend time talking about venue as much, or
21 budget. Let's just not do that in this meeting
22 because we can handle that at another time, since

1 the venue we had before is open to having us
2 again. But I would say there are probably three
3 or four other higher institutions that would be
4 happy to host us cost free, as well. So we can
5 do that.

6 Budget, we're not going to go into that.
7 We can save that for other calls. But know that
8 we still have money in the budget. And we still
9 haven't engaged stakeholders.

10 I'd love to actually just start with,
11 Sara, you're talking a little bit more robustly
12 about kind of how we're thinking about some
13 strategic partners that are out there that we
14 could be thinking about in building a symposium.
15 And let's spend five minutes on that. And then
16 we can go into what would a symposium look like
17 in higher ed.

18 MS. LUNDQUIST: So I think, first of
19 all, what we're hoping to be able to do is to
20 create a model in the Lumina relationship that
21 will be a model other subcommittees can think of,
22 but also a model for ourselves. And I'd like to

1 emphasize how excited Lumina is about the idea of
2 being part of a coalition of funders. They were
3 positively energized by being part of the group
4 that underwrote our initial symposium. And now
5 wants to think -- I think they've committed early
6 on, so they're a probably a prime sponsor for our
7 2014 symposium. But are eager to be in
8 conversation with us and other possible funders
9 to build the coalition.

10 And I would like to emphasize that the
11 symposium is certainly viewed by Lumina as a
12 means to an end. Their theory of change really
13 is informed by the idea that you gather people
14 together to think and produce action plans that
15 have urgency and measurable results.

16 MS. NIEVES: Uh-huh.

17 MS. LUNDQUIST: And so very friendly to
18 our idea of scholars not talking to themselves
19 but practitioners and stakeholders, which we had
20 included before.

21 So I think the challenge for us at this
22 point is if you think about Lumina's focus on

1 completion, student success, employer networking,
2 state and federal policy priorities, and
3 rethinking the ways that we finance higher
4 education, then in that context the question for
5 us is where did we leave off?

6 MS. NIEVES: Uh-huh.

7 MS. LUNDQUIST: What assessment do we
8 want to make of opportunities to make a leap
9 forward in the foundational work? And what areas
10 now across our committee's domains need further
11 attention, either because the Higher Education
12 Act ramp is forming or because we have other
13 state opportunities that could be very, very
14 significant, focusing on those five states where
15 the majority of Latinos reside in the United
16 States and their families. So as a jumping off
17 point, I would offer that as a perspective where
18 a symposium could be an opportunity for us to go
19 public with our 2014 strategic plan.

20 MS. NIEVES: Yes.

21 MS. LUNDQUIST: What do the other
22 commissioners think about that?

1 MS. MARTINEZ: I think it's great. And
2 I think looking for other strategic partners --
3 like when you were talking I was thinking about
4 EdTrust with the success --

5 MS. LUNDQUIST: Yeah.

6 MS. NIEVES: Yeah.

7 MS. MARTINEZ: All for something success
8 network.

9 MS. LUNDQUIST: Yeah.

10 MS. MARTINEZ: I think it's great, Sara.
11 I like it.

12 MS. NIEVES: And I would add also the
13 Edwin Gould Foundation. They supported us for
14 the first symposium. They supported us in
15 rolling out the recommendations in New York and
16 would host us. And they're all about college
17 access and completion. It would be great to have
18 them at the table. They're smaller, you know,
19 but I think they would be an interesting partner
20 that we could align with too and -- I guess the
21 other piece is in thinking about these partners.
22 They're interested in this, but their stake in

1 this is not one that controls the outcome of who
2 we have there and who we don't have, you know.

3 MS. MARTINEZ: Right.

4 MS. NIEVES: And I think that's
5 important that we -- whoever our partners are,
6 that we're thinking about these strategic
7 partnerships. It's not just about their agenda.
8 They're about wanting to be a vehicle that
9 supports the work that's come out of the
10 commission.

11 MS. LUNDQUIST: And I want to throw it
12 back to you, Luis, because one very positive
13 signal, one of many that we got from Lumina, was
14 cultivating an audience very, very deliberately
15 for this.

16 MS. NIEVES: Yes. Uh-huh.

17 MS. LUNDQUIST: That it would be an
18 invitation only symposium.

19 MR. FRAGA: Right.

20 MS. LUNDQUIST: And they would have
21 higher education leaders, people on the forefront
22 of policies, and perhaps some other scholars that

1 we wanted to have in the room. But the idea of a
2 little bit of social engineering and advocacy
3 engineering --

4 MS. MARTINEZ: Yeah, I agree.

5 MS. LUNDQUIST: -- around this, not just
6 self-initiated participation.

7 MS. NIEVES: That's good. And Luis,
8 would you --

9 MR. FRAGA: I would say that's
10 absolutely true. And they want to put together a
11 broad coalition.

12 What's less clear to me -- and this may
13 not be something we have time to discuss here in
14 full detail, but I want us to put it on our
15 agenda. Is how this integrates with any strategy
16 of legislative influence. So I think we want to
17 be informed by what the -- either, you know,
18 formal positions are of the Department of
19 Education as it pursues its advocacy on Capitol
20 Hill. Or does Lumina have a legislative affairs
21 arm? That's not clear to me. I don't know how
22 they're trying to disseminate their information

1 to have a direct influence on policy decision
2 makers, whether at the national level, at the
3 state level, at the local level. My guess is
4 they have opportunities, they have relationships,
5 they have people. But we need to be informed by
6 that so that we can add that to any specific
7 strategy that we have.

8 And I'd like for us to coordinate -- and
9 I think Lumina would very much welcome
10 coordinating with legislative affairs
11 strategists, whoever they are, from with whatever
12 sector they are, coordinating elements of what we
13 choose to focus on at the next symposium, or what
14 might be in the symposium after that so that it
15 follows and flows, if you will, from a very
16 intentional strategy of affecting not just
17 discourse generally but discourse as very precise
18 moments of decision making.

19 MS. NIEVES: Yeah.

20 MR. FRAGA: And making sure that we're a
21 player in that regard.

22 MS. LUNDQUIST: From my experience as a

1 foundation agent, I know that they'll be very
2 sensitive to the fact that federal law will
3 prohibit them from doing anything that -- except
4 what might be called educating the public about
5 the stakes of this. And that's what I think --

6 MR. FRAGA: And that's what I'm saying.

7 MS. LUNDQUIST: They feel our deep
8 commitment to that very same thing in terms of
9 commissioning new policy papers or essays,
10 knowledge essays as well as coordinating an
11 articulated list of those which they have already
12 commissioned, which are under development now
13 that could accelerate the fueling of our
14 recommendations. There was a lot of interest in
15 coordinating that, which I think is another
16 exciting dimension, efficiency and silo breaking.

17 MR. FRAGA: You should all know that
18 they also mentioned that they very much
19 appreciated the Latino specific focus of the work
20 that we had done and felt -- correct my language
21 here, Sara, if I'm not quite capturing it
22 accurately right now. Very much welcomed the

1 opportunity to push their own thinking and to
2 push their own paper writers that they have
3 commissioned to make sure that they had a full
4 emphasis, not an exclusive one, but a full
5 emphasis on the uniquenesses that may appear with
6 regards to any of these issues as they affect
7 Latino communities.

8 So I think they saw that as added value
9 to the work that they're already involved in,
10 fully consistent with where they go, fully
11 consistent with what their president has said.
12 So I see that as a great opportunity for us to
13 extend our influence as well.

14 MS. NIEVES: So I think that's -- I
15 think it would be great to keep, obviously, with
16 Lumina. That makes sense, right. But I would
17 say there were two others that were brought up.
18 So EdTrust, too.

19 MR. FRAGA: Right.

20 MS. NIEVES: And maybe we could agree on
21 --

22 MS. MARTINEZ: Well, that's really

1 (inaudible), the success network is.

2 MR. FRAGA: Yeah.

3 MS. NIEVES: That would be great to meet
4 with the folks of EdTrust, agree on -- and we
5 could cover that. Who would do that?

6 MS. MARTINEZ: The other -- I can do
7 that. But the other group is NASH, maybe.

8 MS. NIEVES: (Inaudible.)

9 MS. LUNDQUIST: NASH.

10 MS. MARTINEZ: I'm looking at Luis,
11 because have you worked with them?

12 MR. FRAGA: No, I have not.

13 MS. MARTINEZ: They're the National
14 Association of System Heads.

15 MS. LUNDQUIST: I know. No, I've
16 attended some of their conferences.

17 MS. MARTINEZ: I don't know if they'd be
18 relevant.

19 MS. LUNDQUIST: I'm just trying to think
20 of -- I want to understand their accomplishments
21 more.

22 MS. MARTINEZ: I can help with both

1 those groups.

2 MS. NIEVES: Okay. And the other one --
3 and I can take that one if anyone wants to come
4 with me to New York. It's easy for me, Edwin
5 Gould.

6 And I guess what I'm saying is this is a
7 diversity of foundation partners. EdTrust puts
8 out a lot of reports as well, too. So it's them
9 signing on the same way that Lumina does, right?

10 MR. FRAGA: That's right. That's right.

11 MS. NIEVES: Edwin Gould does not. But
12 what they do is they link the practitioner's to
13 the research. And they incubate the
14 practitioners, which is -- it's good to have them
15 in the mix too because it shares our values.

16 So I'm just saying these are just folks
17 that potentially reach a broad group.

18 I just want to shift us a little bit
19 just because I know we have to cover a lot of
20 things. Is then go through a little bit of the
21 internal government strategy. Luis, we outlined
22 a little bit, we have Marco here too, about what

1 are some of the partners that we know we want to
2 meet with to talk about the work that came out of
3 the last symposium. Because that's a whole other
4 strategy, too, right?

5 MR. FRAGA: Right.

6 MS. NIEVES: So we have the -- kind of
7 the larger partner. We have internal government.
8 And then I would add -- the last one would be at
9 the local commissioner level, what are some
10 strategies we're doing on the ground where we're
11 promoting our work too? And I think the more we
12 present that, that could -- great. So the
13 internal.

14 MR. FRAGA: So certainly here within DC,
15 I mean, two groups that come to mind immediately,
16 maybe three -- actually three, are of course the
17 Congressional Hispanic Caucus, and their ed folks
18 in particular, if they have some specific ed
19 policy people or members of their caucus who are
20 on ed committees or anything of that sort.

21 MS. NIEVES: Uh-huh.

22 MR. FRAGA: Second would be Jacu(ph) and

1 fully understanding where they are, what their
2 agenda is in terms of any legislative strategy.
3 I'm thinking particularly here the
4 reauthorization of the Higher Education Act. And
5 certainly anything regarding the -- I don't know
6 what we're calling it. But we didn't have a term
7 for it this morning. The college score card or
8 the -- you know, assessment of --

9 MR. DAVIS: The college rating system.

10 MR. FRAGA: The college value --

11 MS. NIEVES: The ratings versus
12 rankings.

13 MR. FRAGA: The ratings versus rankings,
14 the college value system. Whatever that is going
15 to be called.

16 MS. NIEVES: Yeah.

17 MR. FRAGA: And then the third one here
18 in Washington, DC Excelencia in Education,
19 because they have done, in my view, some
20 excellent work, raised some issues. So we should
21 --

22 MS. NIEVES: And were supportive of our

1 symposium.

2 MR. FRAGA: And so I think they would
3 want -- they participated in our symposium at our
4 invitation. We would like to make sure that we
5 continue to develop a relationship and keep them
6 fully abreast of what we're doing.

7 Is there anyone else, Marco, who we're
8 thinking of? Certainly the Department of Ed
9 folks.

10 MS. NIEVES: Yeah.

11 MR. FRAGA: Doesn't need to be said.
12 The legislative affairs office, as appropriate.
13 And any of the other folks who are doing policy
14 strategizing here in the Department of Education.

15 MS. LUNDQUIST: I'd like to compliment
16 that. I'd like to agree with that. And I'd like
17 to compliment that by seeing if we could assist
18 the formation of a state policy based coalition.

19 MR. FRAGA: Yeah. That's a good idea.

20 MS. LUNDQUIST: I think this will also
21 link to Lumina. And for example --

22 MR. FRAGA: Very clear(ph).

1 MS. LUNDQUIST: -- if we could identify
2 anything like, you know, from, you know, the New
3 York, Florida, Texas, California, the big five
4 states, like a campaign for college opportunity
5 would be a terrific state based nonpartisan think
6 tank for very specific fact finding and
7 immediately actionable opportunities.

8 So if we could identify a coalition like
9 that that could be part of our symposium. I
10 think this is an incredible momentum opportunity
11 for the things that we'd like to see become
12 national standards.

13 MS. NIEVES: Okay.

14 MR. FRAGA: So would these be state
15 organizations, Sara, or --

16 MS. LUNDQUIST: They could be state
17 advocacy organizations.

18 MR. FRAGA: -- universities or --

19 MS. LUNDQUIST: They -- it could be a
20 university. It could be a system office of a
21 university. It could be a coalition of
22 interagency partners at the executive level in a

1 state.

2 MS. NIEVES: Yeah. I do want to add one
3 other thing, too, on the internal government
4 strategy. It'd be great for us to meet with the
5 department of labor that actually does give out
6 funds --

7 MR. FRAGA: Very true.

8 MS. NIEVES: -- for workers and
9 continuing ed and language acquisition and
10 skills. And as we talked about looking at
11 certification programs, too, as another pipeline.
12 So just something that we could see where the
13 alignment has been, because I know (inaudible).

14 MR. FRAGA: And President Romo from UTSA
15 and Chancellor Cigarroa of the University of
16 Texas System are members of our subcommittee.

17 MS. NIEVES: Yeah.

18 MS. MARTINEZ: Oh, yeah.

19 MR. FRAGA: So we should utilize them
20 fully.

21 MS. NIEVES: Yeah.

22 MR. FRAGA: At least with regard to the

1 Texas component.

2 MS. LUNDQUIST: I think they'd be
3 dynamite.

4 MS. MARTINEZ: So then -- oh, and I
5 would support all that. And add, of course, that
6 your office will be working with the new
7 appointees when they get done for post secondary
8 ed. But Erica Miller, who came from EdTrust and
9 who is a really good friend, is going to be
10 assistant secretary for secondary ed.

11 MR. FRAGA: Right.

12 MS. MARTINEZ: And start relationship
13 building with the incoming folks, though they may
14 not be (inaudible).

15 MR. FRAGA: Great idea.

16 MS. NIEVES: We have about 18 more
17 minutes.

18 MS. LUNDQUIST: Oh, no. Stop the clock.

19 MS. NIEVES: Time goes fast.

20 MR. FRAGA: No, we have --

21 MS. NIEVES: You said about quarter to
22 we were going to --

1 MR. FRAGA: Okay. That's true.

2 MS. NIEVES: -- get some -- open it up.

3 If we need to take an extra few minutes,
4 the group will understand.

5 A couple of things that I thought was a
6 little bit about -- you know, if we don't do it
7 here, maybe we could send e-mails to each other.
8 But just a little bit about what are the
9 strategies we've done to disseminate the
10 information regarding this. Right now we don't
11 have that written down. And I know we've done
12 it. I know I've done it at least half a dozen
13 times. I know you have as well. But really
14 documenting that so that the commission knows and
15 they can see that we're getting that out there.

16 So be really deliberate about that. I
17 know you were speaking at something. I was
18 speaking at something. So let's try to do that.
19 And if not, we could also agree on what are some
20 talking points for what came out of that so that
21 folks can just weave them into their invitations.
22 And that can go down as spreading the word.

1 MS. LUNDQUIST: I'd like to build on
2 that and suggest that in the very earliest stages
3 of forming an agenda for our early spring
4 symposium that we open with a progress report.

5 MS. NIEVES: Yes. Yes.

6 MS. LUNDQUIST: What good is it if we
7 have a symposium and we can't report areas of
8 progress and areas of stagnation, if there are
9 any. Are they still relevant enough to take our
10 time and energy or do we need to refresh those
11 strategies? Then lead into our presentation of a
12 strategic framework. And then the substance of
13 the program is the engagement of those. But to
14 open with a progress report is something you
15 can't do on your inaugural symposium, but you
16 most certainly can on your second.

17 MS. NIEVES: Right. And that progress
18 report is as much from the Department of Ed. How
19 many have downloaded these reports? How many
20 have shared them? Those kinds of things. This
21 is all valuable.

22 But I want -- Marco.

1 MR. DAVIS: If I could, taking a step
2 back, thinking about sort of the strategy --
3 actually weaving two themes together just now. I
4 want to sort of -- in thinking about your
5 strategy in terms of audiences that you want to
6 engage and possibly maybe the route to do that,
7 given capacity, might be sort of in your more
8 individual sort of efforts. Or at least
9 something that could be initiated at the
10 individual level.

11 Much like our conversation with Lumina,
12 which I think we both found very fruitful and
13 Lumina found very fruitful, I would encourage you
14 all, also, to think about target audiences beyond
15 these organizations that you have mentioned who
16 are stakeholders in the Hispanic community. So
17 thinking strategically and deliberately about
18 getting on the agenda to present our workshop at
19 the American Association of Colleges and
20 Universities national gathering. Right. The
21 American Association of Community Colleges and
22 those things. And specifically thinking about

1 folks who do not already hear this information.

2 MR. FRAGA: That's true.

3 MR. DAVIS: And being proactive about
4 engaging them. And again, you all have standing,
5 I think, throughout your professional lives that
6 could facilitate that. And again, also because
7 of the capacity for us, we may have our hands
8 full with the ones you've outlined, particularly
9 here in Washington, the ones we work with.

10 MS. NIEVES: Okay.

11 MR. DAVIS: That's an idea.

12 MS. NIEVES: And that's --

13 MR. DAVIS: The American Council on
14 Education. I mean, the list goes on, right. And
15 you know these associations better than me. But
16 again, in my mind I think that's a place where
17 this conversation needs to happen more that isn't
18 already.

19 MS. LUNDQUIST: Uh-huh.

20 MS. NIEVES: Uh-huh. Absolutely. And
21 that would be helpful, also, because I know with
22 the Board of Regents in New York, a letter coming

1 from Alex saying that we would like to present to
2 them some of the -- I mean, there's certain state
3 Departments of Education.

4 MR. FRAGA: That's true. That's true.

5 MS. NIEVES: This is where leveraging
6 the White House is important to position us as
7 well, too. And that might be something we can
8 all agree on in our local areas that would --
9 that's an easy lift for you guys. And that helps
10 enormously getting us in the door.

11 MS. LUNDQUIST: And I'd really like to
12 challenge us to become better at customizing the
13 key actions that we close our dissemination
14 activities with. Because each audience has a
15 differential --

16 MR. FRAGA: That's true.

17 MS. NIEVES: Yes.

18 MS. LUNDQUIST: -- and potentially
19 highly complementary capacity to advance this
20 agenda. And I think people welcome being
21 directed. Here is what is happening. Your role
22 is X. So it's Friday afternoon, on Monday

1 morning put this on your to-do list. Because I
2 think that the more vague we are about the
3 mobilization, the more diffuse the response will
4 be. And it might be something as much as someone
5 liking your speaking style, but not having a
6 to-do item. Our goal should be everyone leaves
7 with to-do items.

8 MS. NIEVES: Well, I would think that
9 right now that, when we're talking the outreach,
10 that we wouldn't want to waste the opportunity to
11 talk about, also, the symposium, which I want to
12 transition to, right. Which is saying this is
13 what we've done in the last. This is what we've
14 learned. This is what we're going to next.

15 Who do you know in these three areas
16 that we should be reaching out to that would be
17 very interesting in providing information on X?
18 Would you be willing to be a guest at this event?
19 Would you be willing to be a sponsor or a write
20 on for it? So I think they link together.

21 MS. LUNDQUIST: I agree.

22 MS. NIEVES: Right now this is the

1 advantage of that. I wouldn't want to just go in
2 and do a presentation. It would make sense. And
3 also, I know particularly from New York State, we
4 have a new mayor in our city. We have more
5 students in the city than most people have in
6 states. And so they're dealing with, you know,
7 radical questions around what does education mean
8 from K through 16.

9 MR. FRAGA: That's true.

10 MS. LUNDQUIST: Uh-huh.

11 MS. NIEVES: And so this is a great
12 opportunity to meet with folks who are really
13 open. And we may actually get some really
14 interesting practitioners that want to be part of
15 the symposium. I'm just throwing that out as an
16 example.

17 MS. LUNDQUIST: Yeah. I love it because
18 it takes me into an overlooked domain group,
19 which is our municipal leaders.

20 MS. NIEVES: They're huge.

21 MS. LUNDQUIST: And I think our
22 municipal leaders are enormously powerful. And

1 I'll take responsibility for working with the
2 League of Cities.

3 MS. NIEVES: Yes.

4 MS. LUNDQUIST: And from the talent
5 dividend to the CEOs for cities. The national
6 convening is going to take place this winter in
7 Los Angeles. And I'll be happy to try to link
8 that one.

9 MS. NIEVES: Great.

10 MS. MARTINEZ: I just want to add one
11 more group that I forgot about -- thought about
12 and forgot about. The Complete College America.

13 MS. NIEVES: Yeah. Just got with them.
14 They're great.

15 MS. MARTINEZ: Yeah, they would be. And
16 they have a very similar agenda as we do --

17 MS. NIEVES: Yeah.

18 MS. MARTINEZ: -- around remediation and
19 around the achievement gap. So they also, going
20 to Marco's point, are a good dissemination
21 vehicle because they do advocacy. And then they
22 have the state networks that you're talking

1 about, Sara.

2 MS. LUNDQUIST: Uh-huh. They do. And
3 the profiles.

4 MS. NIEVES: And we should do a follow
5 up with them, too, about direct commission stuff.
6 Because it'd be great for them too.

7 MS. MARTINEZ: So I work in DC and all
8 these people are in my building.

9 MS. NIEVES: Good. That works.

10 MS. LUNDQUIST: The power of address.

11 MS. NIEVES: I met with them in Florida.

12 MS. MARTINEZ: We'll go hang out one
13 day. You come down to DC and I'll go to New
14 York.

15 MS. NIEVES: That works.

16 Folks, since we now have a little bit --
17 well, we've still got some time. But let's talk
18 a little bit about the symposium and some kind of
19 topics that we may want, to as I say, double down
20 on.

21 I know these are just -- we're just
22 throwing fragments out. Don't worry. We can

1 weave them together. But it's just getting the

2 --

3 MS. LUNDQUIST: Themes.

4 MS. NIEVES: -- ideas on paper of what
5 are some of the themes that -- is everybody
6 comfortable with that?

7 MR. FRAGA: Sound fine.

8 MS. NIEVES: I'm going to throw out one
9 now just because it's one that Luis and I have
10 talked about. Sara, we've rolled this around,
11 too. Obviously, we cannot ignore it.
12 Cecilia(ph) mentioned it too. The ratings versus
13 rankings, really. You know, and really having a
14 group of thought leaders in higher ed and how
15 they're processing that.

16 And we know there's one voice we've
17 heard very clearly that is very nervous and
18 anxious about it. I'd also love to see people
19 who are really ahead of it in other states that
20 are doing some really interesting things and
21 embracing it and saying this is so -- you know,
22 and we have a responsibility to add that in the

1 mix. And so I would really want that to be one
2 of the anchor areas that we look into.

3 MS. MARTINEZ: That's great.

4 MS. NIEVES: How do we feel about that?

5 MS. LUNDQUIST: I love it. And I think
6 it really begs the question of the actual overall
7 design of the symposium, which we can talk about
8 later.

9 MS. NIEVES: Yes.

10 MS. LUNDQUIST: But do we want to have
11 any pre-symposium seminars that might feed into a
12 larger dissemination session where the way that
13 we're broken up now we could have thematic
14 conversation. And this -- with the idea of
15 financing higher ed, this is the institutionally
16 anchored side of it, the ratings, the
17 productivity, the machine of it. We also want to
18 talk about the policy opportunities like the zero
19 debt college education, which happened outside
20 the institutions. So I'd like to squeeze open
21 the financing part to include that.

22 MS. NIEVES: Uh-huh.

1 MS. LUNDQUIST: And maybe a second
2 dimension of it, which is the financing, loan
3 forgiveness.

4 MS. NIEVES: Great.

5 MS. LUNDQUIST: Very friendly merger of
6 the two is the work study, link to career
7 pathways. But those finance things.

8 MS. NIEVES: Yeah. I'd say the
9 financing, loan forgiveness.

10 And something very credible about what
11 do we mean by alternative pathways. I just -- I
12 throw that out there. We keep throwing this term
13 as if it's just this tiny fraction when we know
14 the majority are not full-time students. They're
15 already consuming higher ed in an alternative
16 fashion. Who is doing incredible work with that
17 population and moving them through a pipeline
18 faster? There's just certain pieces that we want
19 to get a sense of that are -- it's just a -- we
20 could do a whole list. But I just think that,
21 you know --

22 MS. LUNDQUIST: I want to endorse it.

1 And I want to say that I have a very, very strong
2 belief that there are a lot of things between now
3 -- between here and a fully blown alternative
4 pathway that still benefits students.

5 MS. NIEVES: Oh, yeah.

6 MS. LUNDQUIST: You do not have to get
7 to the finish line for a student to have a
8 powerful work-based learning experience. And
9 there aren't nearly enough of them.

10 MR. FRAGA: Because we've talked about
11 it already today and we'll talk about it again
12 later this afternoon, dreamer students --

13 MS. NIEVES: Yes.

14 MS. LUNDQUIST: -- is something that I
15 think we need to take on our next -- take on at
16 our next symposium.

17 MS. NIEVES: Uh-huh. Yeah.

18 MR. FRAGA: The complexities issues,
19 something that I was talking with someone about
20 before, so far, as far as I know, the office of
21 civil rights has not issued any clarifying
22 documentation to institutions of higher education

1 as how to work with the docka(ph) students, those
2 who are officially certified, have gone through
3 the process, who paid the \$600, have gone through
4 the actual process. What are their
5 responsibilities? What are these students'
6 rights? How are they similar? How are they
7 different? Seems to me is very important.

8 The other one is one that Manuel brought
9 up a year ago or so.

10 MR. GOMEZ: Yeah.

11 MS. NIEVES: I was going to say that;
12 technology. I was going to bring up.

13 MR. GOMEZ: Technology.

14 MR. FRAGA: Is it technology? Whether
15 it's, you know, mooks(ph) or whatever it is that
16 they -- the changes in technology --

17 MR. GOMEZ: Don't use the word mooks(ph)
18 by itself, because it's given me a lot of
19 problems because the immediate reaction is that
20 that's mercantilistic(ph) and it is to exclude
21 the minorities. I totally disagree with that.
22 But I make that very clear that it will happen

1 but --

2 MS. NIEVES: It's happening.

3 MR. GOMEZ: It's happening.

4 MS. MARTINEZ: Right.

5 MR. GOMEZ: Comcast, the guy who was on
6 the end of the table is from Comcast. They're
7 involved in this. They're already involved in
8 big money.

9 MS. NIEVES: I think the question
10 becomes what the increasing use of distance
11 learning, hybrid learning, different types of
12 learning --

13 (Multiple voices.)

14 MS. NIEVES: And how do we -- how are
15 colleges managing this right now?

16 MR. GOMEZ: It will be a reinvention of
17 the way you teach and communicate. It will
18 happen.

19 MR. FRAGA: Yeah. From flipping the
20 classroom to providing greater access to reducing
21 costs to --

22 MS. LUNDQUIST: The whole menu.

1 MR. GOMEZ: Access to information is no
2 longer the professor's task. Take that away.
3 Okay. The professor is not there to give them
4 information because any student is as good as a
5 professor at finding information. It's what he
6 does with the information after that is the role
7 of the professor. So the role of the professor
8 will change dramatically. And the role of
9 research in universities will change, because
10 research universities are piggybacking on the
11 education to finance themselves.

12 MS. NIEVES: Well, this is --

13 MR. GOMEZ: And that will also change.

14 MS. NIEVES: So far we have five. And
15 I'm going to throw another one that I've heard
16 both of you mention, too, in the past, too. And
17 one is the piece that we cannot ignore. I know
18 we've mentioned it before. It was mentioned at
19 one of the first commission meetings, but a
20 pipeline Latino and diverse talent in higher ed.
21 Right. We haven't ignored this as a persistent
22 and continuous challenge. Who is going to be

1 teaching in the future? It's not just a K

2 through 12 --

3 MR. GOMEZ: I mentioned that also.

4 MS. NIEVES: Yes. Yes.

5 MR. GOMEZ: I mentioned that issue. And
6 it's been -- that's on the table. And I want to
7 bring it up again.

8 MR. DAVIS: Right.

9 MR. GOMEZ: The percentage of Hispanics
10 or Latinos that are in higher education that are
11 the future leaders is not representative of the
12 (inaudible) population. The system of tenure
13 fights against that. And university will have to
14 revise their tenure system for two reasons. One
15 is that professors are staying there until they
16 die on their job. That's a fact. And it is
17 putting rigidity into higher education and
18 (inaudible). And those things have to be dealt
19 with. Those are not trivial issues.

20 MS. NIEVES: So definitely -- so there
21 is the pipeline. And then there was another one
22 mentioned. Sara, we had talked about this in the

1 past, too. It's just the unique pieces that
2 administration has talked about of community
3 colleges specifically and really making sure that
4 that doesn't get lost or blurred when we have
5 four-year institutions in there too.

6 MS. LUNDQUIST: Uh-huh.

7 MS. NIEVES: So that -- a panel really
8 thinking about --

9 MR. GOMEZ: Transition from two to four.

10 MS. NIEVES: No. Just in general. What
11 are -- how two years are understanding this idea
12 of transparency and accountability and outputs is
13 very different than the way four years are.

14 MR. GOMEZ: That's true.

15 MS. NIEVES: And I want to make sure
16 that that voice is there, since we know that the
17 recorders of new Latino students going into
18 higher ed are going into community colleges.

19 MR. GOMEZ: Another issue that we have
20 not mentioned --

21 MR. FRAGA: Two year publics.

22 MS. NIEVES: Two year publics.

1 MR. FRAGA: Two year publics.

2 MR. GOMEZ: Another issue I want to
3 mention is the graduation rate definitions
4 (inaudible) for the realities of the student who
5 works and studies. And it is affecting the way
6 they are financed. And that's not been
7 discussed.

8 MS. NIEVES: Yeah. And I do think on --
9 this was in the symposium, the group that Sara
10 led, they actually talked about lifting the
11 credit requirement proposal saying, you know, who
12 should be able to accept financial aid.

13 MR. GOMEZ: That --

14 MS. NIEVES: And that was a huge -- that
15 was a huge one. Because, yeah, that does impact
16 -- if we really look at -- you know, it would be
17 great to open it with who -- why we had the first
18 symposium was because it wasn't clear on what
19 were the effective practices. It wasn't clear.
20 We'll be honest, right? We were looking for the
21 date or the book, right, Luis?

22 MR. FRAGA: Right.

1 MS. NIEVES: It wasn't clear. And Sara
2 said I know that great people who are doing --
3 financing higher ed, right? I know that great
4 people are doing this. Monica and I worked on
5 the college completion. Luis worked on the
6 families. You know, I think the piece that came
7 out here is that also -- the other piece that
8 people aren't getting is what do we exactly mean
9 by the Latino student? Who are they? What are
10 their age? When do they go to school? How do
11 they consume higher ed? And how does it vary by
12 region?

13 Luis, you did a presentation on that. I
14 think that presentation needs to be done again in
15 opening this. And we'll see some shifts. But we
16 didn't even include age and gender that much in
17 there. And those are huge shifts for us. And
18 that, I think, is also going to help weave this
19 narrative.

20 MS. LUNDQUIST: I'd like to build a
21 little bit on that, Lisette, because I have a
22 debt of gratitude to the scholars at the Lumina

1 Foundation that did the front end work on the
2 most simple data template of Latino educational
3 attainment from the 2010 community survey out of
4 the census. And I can tell you that the number
5 one attainment level in my community, 47,000
6 adults, is 9th or less.

7 And so if you take a look and you
8 disaggregate that by age for all Latinos, you can
9 see that your strategies for completion are going
10 to be very different for your 35 to 47 year olds
11 than they're going to be for those who have not
12 completed but have some college.

13 So if we're serious about traction on
14 the finish line of completion, we're going to
15 look at alternative pathways. We're going to
16 look at credit by examination. We're going to
17 look at some blended adult centered lifestyles.
18 But we're not going to take our eye off --

19 MS. NIEVES: Absolutely not.

20 Absolutely.

21 MS. LUNDQUIST: -- the pipeline. So
22 it's this profound concurrency, this paralyzingly

1 intense concurrency of these things that gives us
2 our only chance of making respectable progress
3 towards the president's goal.

4 MS. NIEVES: So -- yeah, so we will -- I
5 know we have probably another minute before we
6 open it up.

7 MS. LUNDQUIST: I'm done.

8 MS. NIEVES: But I think -- I want to
9 say this and I want to give each of us a minute
10 to do kind of a closing, too. And I'll just
11 start with this. I felt like that was like a
12 brainstorm on steroids, right? Just think of --
13 just thinking about the ideas that we have. But
14 it was also -- the piece that we can't forget as
15 commissioners is constantly moving into the work
16 that we've done before, too. How do we translate
17 and show that these things make sense, that they
18 go together. Right.

19 The opportunity to present all of the
20 findings that we had from the last symposium is
21 also the opportunity to talk about the future and
22 this new symposium. So I'm going to suggest that

1 we get talking points out to each one of us
2 around what are the things we want to highlight
3 regarding the last symposium. We have that. We
4 do. But then also in our next subcommittee call
5 to agree on what are the areas we want to focus
6 in on here of these topics or examples that we
7 want to put out there. Just for our own
8 discipline so when we're going out there it just
9 feels more streamline.

10 MS. MARTINEZ: I think we have a really
11 good foundation to build off of, similar to what
12 you're saying. And then to really think about
13 building off that and then pushing it out to
14 other people who share our agenda so that we're
15 developing the advocates at the same time that
16 we're hosting kind of these high level meetings
17 under the name of this initiative which brings
18 power. So I think it's really a nice time to
19 push out and create more partners in this work
20 and use the symposium for that.

21 MR. GOMEZ: Would you entertain the
22 following idea? What will be the university of

1 the future? It's futuristic. Because it will be
2 transformed.

3 MS. NIEVES: It will.

4 MR. GOMEZ: Dramatically transformed.

5 Discussing that subject at all would be very
6 valuable. Because when you do futuristic, there
7 are people who think on the short-term and that's
8 useless. They also go too far in the future and
9 that's also useless. Something in between. What
10 will be the realities faced by institutions of
11 higher education. And I would not leave out the
12 research in the universities in that issue,
13 because the research in the university and the
14 four year colleges are very different than the
15 two year college. So those three.

16 MS. NIEVES: And that's a great opening
17 topic for someone who will kick off the
18 symposium, right?

19 MR. GOMEZ: Right.

20 MS. NIEVES: Because I think that is a
21 provocative --

22 MR. GOMEZ: (Inaudible). Open to new

1 ideas.

2 MS. NIEVES: Sara.

3 MS. LUNDQUIST: Yeah. I would love us
4 to highlight the equity entrepreneurs that have,
5 in fact, overcome some of the restraining forces
6 to create new models of Latino success in their
7 institutions. I would love to see people be more
8 transparent about what those critical
9 preconditions to making those changes are to
10 minimize the setbacks that we have when we try to
11 replicate and scale up. And I'd like us to
12 really talk strategically about the next level of
13 opportunity towards scale with a clear
14 understanding of what progress looks like.

15 I think these things are very, very
16 important to our credibility as a group that
17 wants to catalyze change is to hold ourselves
18 accountable for what those results look like
19 beyond dissemination. They may initially be
20 dissemination. But long-term it goes far beyond
21 dissemination. And so we can talk about some of
22 those goals and where other agencies hand off and

1 help us go to the next level within and beyond

2 our commission anchor, so --

3 MS. NIEVES: Absolutely.

4 MR. FRAGA: I'm just going to go back to

5 a point that I started out with, which is that we

6 -- and whatever we choose to focus on in the next

7 symposium that it be fully informed by the set of

8 immediate opportunities regarding legislative

9 influence that we may have.

10 MS. NIEVES: Absolutely.

11 MR. FRAGA: Not that we're restricted to

12 that.

13 MS. NIEVES: Moment in time. Moment in

14 time.

15 MR. FRAGA: Not that we're restricted to

16 that, but that we fully mind that opportunity.

17 MS. NIEVES: Sure.

18 MR. FRAGA: Because otherwise we're --

19 MS. NIEVES: Capitalize on it.

20 MR. FRAGA: And it's important. We're

21 building agendas for the future.

22 MS. NIEVES: Yes.

1 MR. FRAGA: And so all of that is very
2 important. We need to do this too.

3 MS. NIEVES: Yes.

4 MR. FRAGA: And I don't think we were as
5 intentional as we would have liked to have been
6 in our first symposium. I want us to be more
7 intentional about that in the next one. And I
8 think we've got a lot of support from the
9 Department of Education to think in a very smart
10 way about how to do that.

11 MS. NIEVES: Absolutely. You know, in
12 some ways I do -- I guess I'll add this last
13 piece. I do think we were more intentional than
14 we thought, because I think particularly when
15 we're talking about the college completion and
16 access, those topics are the ones that are
17 freaking people out the most regarding ratings
18 versus rankings, right?

19 MS. MARTINEZ: That's true.

20 MS. NIEVES: So that hasn't changes.

21 MR. FRAGA: Tremendous implication.

22 MS. NIEVES: Financing that hasn't --

1 ironically -- families, how do we think about
2 that? That's the whole language of how do we
3 recognize other supports that allow someone to be
4 successful or not. I would actually say we could
5 actually rebrand a lot of that material as it
6 relates to that. I thought we were more cutting
7 edge than we thought. And I'm not patting myself
8 on the back. I'm happy to say if we were not
9 doing that.

10 The piece we did not do that I think
11 we're behind the mark on was technology. We did
12 not touch technology. And I will acknowledge
13 that. But I do think Luis was -- the
14 remediation, that's not going anywhere. They're
15 all -- this is huge.

16 MR. FRAGA: What we did is relevant.
17 But it wasn't linked to current legislation,
18 wasn't linked to current acts.

19 MS. NIEVES: No. Not in the same way
20 that -- we could be more --

21 MR. FRAGA: Whether at the state, local
22 --

1 MS. LUNDQUIST: Right. We want to do
2 all policy domains.

3 MS. NIEVES: Absolutely.

4 MR. FRAGA: Or even institutional level.

5 MS. NIEVES: Absolutely.

6 MR. FRAGA: That's a possibility.

7 MS. NIEVES: And Marco.

8 MR. DAVIS: One small thought. Not an
9 additional item, but actually something I think
10 to weave into your overall planning for the
11 symposium, which is on the heels of a
12 conversation I had with Luis earlier this year,
13 is to think about incorporating in some practical
14 and effective way the voice of students
15 themselves. So I think that's one thing that
16 long after the fact --

17 MR. FRAGA: Yeah, that's true.

18 MR. DAVIS: -- reflecting, Luis, we
19 realized at that first symposium was missing in a
20 way. And I think, again, this is an opportunity
21 to really incorporate students' perspectives
22 directly. And there's ways to structure it so

1 that there's actual participation from at least a
2 few students who I think could enrich the
3 conversation in different ways than to --

4 MS. LUNDQUIST: And that may be the
5 dreamer part of the agenda that we want a panel
6 of at least some strong representation in that
7 group and then beyond.

8 MR. FRAGA: (Inaudible). Absolutely.

9 MS. NIEVES: Yeah. Or have them woven
10 into each panel, right? I mean, I think there
11 are some other things that -- versus it being a
12 separate panel. I would say the people we did
13 select to write the papers had very close
14 relationships with students and understood that
15 voice. I do want to say that. Because that was
16 an -- that's why we chose them to do that. But
17 you're right, direct -- hearing it directly from
18 the student we didn't have.

19 MR. DAVIS: And/or at least having them
20 attend, you know. Think about having them at
21 least be in attendance and, you know, be able to
22 weigh in in the dialogue, even if not necessarily

1 on the panels, right? I think --

2 MS. LUNDQUIST: And an exciting post
3 symposium forum that many commissioners were
4 unable to attend is that USC did a feedback with
5 its doctoral students. And the doctoral students
6 reacted to our work in terms of how it influenced
7 their research and what they would --

8 MR. DAVIS: Did they like it?

9 MS. LUNDQUIST: Yes, they did. But it
10 was an entire symposium after the symposium that
11 I attended. And so it wasn't a formal part of
12 the proceedings. But I think another way of
13 honoring every part of the pipeline is to think
14 about every form of completion. And students
15 that have different goals, not just the graduate
16 students but the other students in dignifying
17 their journeys could be an important way of
18 sending a message about what completion is, to
19 demystify a rather narrow definition of it.

20 MS. MARTINEZ: And to possibly show the
21 different pathways they took to get to that
22 completion.

1 MS. LUNDQUIST: Absolutely.

2 MS. MARTINEZ: And have -- yeah, I think
3 that'd be really great.

4 MS. NIEVES: So we've gone about five
5 minutes over. Before the rest of the crowd -- I
6 want to be respectful of that. We will have a
7 future call where it's going to be about
8 logistics. The last symposium didn't happen
9 because it was willed. It happened because of
10 labor and people were engaged in it. And I just
11 want to make sure we're very clear on roles and
12 responsibilities around that. So we can do it,
13 right? So we can manage it ahead of time, as
14 well as narrowing down some of this.

15 But with that said, thank you. And we
16 want to open it up for comment; any thoughts,
17 ideas, comments. If you could say your name
18 first and then --

19 MS. ROGERS: Sure. Norma Martinez
20 Rogers. I'm from the University of Texas Health
21 Science Center in San Antonio. And I would just
22 make a few comments.

1 One is I would hope that when you
2 include higher education you also think about
3 health professions, of completing health
4 professions, as we are so underserved and
5 underrepresented in the health profession by
6 minorities. As a matter of fact, there's only 3
7 percent of us that are nurses out of 3 million.

8 Community colleges, the emphasis of
9 community colleges is good for some professions
10 but not for all professions, in particular health
11 professions. What happens to us is that an
12 associate degree in nursing is now -- those
13 hospitals that are going to Magnet hospitals,
14 they're asking them to get their bachelors. So
15 if they don't get their bachelors within three
16 years of a hospital becoming Magnet, they no
17 longer have a job.

18 The other issue is about faculty
19 advisement to students. How do they advise
20 students to get the degree? It's not just a
21 matter of completing a degree, it's a matter of
22 completing a degree in which you could become a

1 productive citizen. Because what we have now is
2 we see more and more students, Latinos in
3 particular, having gotten a degree in fine arts,
4 can't find a job, and so they're coming back to
5 us with a degree in fine arts and then applying
6 to go into nursing school because the job is not
7 outsourced. And so therefore they're not
8 eligible for any funding because they've already
9 used up their pell grant.

10 MS. NIEVES: Absolutely. And I think
11 that's something we've seen across, too. And I
12 think this is -- shaking up the system is also --
13 the employment sector here, the higher ed
14 institution here.

15 MS. ROGERS: Yeah.

16 MS. NIEVES: That just can't function
17 any -- there has to be greater alignment. And I
18 think health professions has shown greater
19 alignment than most other areas, right? There's
20 no question. The question is what are the other?
21 It depends. It varies. You're going through a
22 whole unique situation.

1 MS. ROGERS: The issue is having the
2 student having prepared to come into a health
3 profession, in the sciences and in the math
4 areas. So we partnered with University of Texas
5 San Antonio to have a project called Juntos
6 Avanzamos. So we prepare the students and the
7 parents to work to get their students prepared.
8 But you've got to have the family involved. And
9 then once they get into our school at UT Health
10 Science, we have a project called Juntos Podemos.

11 MS. NIEVES: Thank you.

12 Anyone else?

13 MR. DARRYL GOMEZ(ph): I'm Darryl
14 Alejandro Gomez(ph) from Rutgers University New
15 Brunswick. And I wanted to add to -- or suggest
16 that we add to the agenda disseminating
17 information to students. I really support
18 Michael's(ph) suggestion and the subcommittee's
19 support of that in terms of including more
20 students as a part of this discussion. But I
21 think that it can't stop there. I think we also
22 have to make the efforts to disseminate all of

1 our findings to the students as it's published.
2 In my own personal experience teaching, I've
3 encountered Latino students who were
4 underperforming. And I literally sat -- held
5 them after class, sat there and read them
6 statistics. And it changed their entire
7 approach. And I think that we need to emphasize
8 empowering the population that we're studying,
9 right? Because we're doing all this great work
10 on their behalf. But we need to empower them to
11 also work on their own behalf.

12 And I wanted to also just piggyback off
13 of what Norma said in terms of, you know,
14 specializing in health, et cetera. I just also
15 wanted to advocate on behalf of the fine arts,
16 because diversity enrollment is incredibly low.
17 And with minority enrollment dropping and all
18 sorts of funding issues, not only within the
19 university but overall within the economy, we're
20 seeing a drastic drop in diversity enrollment in
21 the fine arts. And, you know, community and
22 family has everything to do with that. There's a

1 lot of emphasis on stem, which is important. The
2 fine arts are important as well.

3 MS. NIEVES: I'm a stones through away
4 from Rutgers. Just let me -- come in.

5 I do want to say this: The commission
6 has said it before, commissioners, but it'd be
7 great to say it in front of this group, too.
8 When you look at the findings, these findings
9 help every student, right? This is an American
10 issue, not just a Latino issue, right? When we
11 know that more than half the students that apply
12 for college need some form of remediation, this
13 isn't a Latino only problem. All right. This is
14 a national problem. And so I think you're right.
15 And part of talking about strategic partnerships
16 and sharing this information is that the
17 solutions, the policy recommendations are ones
18 that help many communities, most importantly just
19 the broader American landscape. So I'm counting
20 on you to reach out to us. Reach out to me.

21 MR. DARRYL GOMEZ(ph): Will do.

22 MS. NIEVES: All right. We had someone

1 over here. Yes.

2 MR. FONTAINE(ph): Yes. My name is
3 Kelvin Fontaine(ph). I'm with (inaudible).

4 MS. NIEVES: Oh, yeah.

5 MR. FONTAINE(ph): (Inaudible) research
6 fellow there. And I want to follow up on some of
7 the points that the two previous speakers made
8 about defining completion rates and success in
9 career, you know, attaching that to career
10 pathways. Since I didn't go into the fine arts,
11 I study the political science. I don't consider
12 that finance and (inaudible).

13 MR. FRAGA: Yay for political science.

14 MR. FONTAINE(ph): And I find myself
15 (inaudible) fellowship at Lulack(ph) following
16 those two degrees. So I wonder if this -- you
17 know, there's the assumption that once you get
18 the degree you're ready to go, you're successful.
19 That's an assumption in the degree, completing
20 the degree and success.

21 MR. FRAGA: That's true. That's true.
22 It varies. It depends.

1 MR. FONTAINE(ph): And I wonder if
2 there's a support system that can help the
3 student even after completing the degree to
4 actually --

5 MR. FRAGA: That's true. That's true.

6 MR. FONTAINE(ph): Work in the career
7 field that they wanted to pursue. And I don't
8 know if that's within the scope of this
9 commission to address that issue. But I just
10 wonder if that can become part of the agenda of
11 the early spring symposium as planned by the
12 commission.

13 MS. NIEVES: I think that there are
14 going to be many ways that we kind of -- we're
15 going to see the disruption in higher ed. We
16 have one higher ed institution, Northeastern.
17 And I know folks have heard about it in Boston,
18 right? And I throw that one out there. They
19 have one of the highest hire rates post
20 graduating. But most of their students -- all of
21 their students are required to be spending at
22 least a year throughout their four years on

1 internships, right, and working hands on. And so
2 for them they have both the academic competency
3 but they've had, also, the exposure and
4 experience in facilitating a working environment.
5 And I throw that out there because it's true.
6 You know, people say, "Well, how can you" --
7 well, they manage it with 14,000 students. All
8 right.

9 So this is an interesting question of
10 what does it mean to be fully integrated. And
11 they have all types of majors doing all types of
12 things. So I think it's a great question on what
13 does support mean? How do we think differently
14 about how people learn? And maybe we need to
15 highlight that.

16 How about some -- we have about five
17 more minutes. Yes. Right here, then you and
18 then you.

19 MR. BROWN: My name is David Brown and
20 I'm a program manager at the National Science
21 Foundation in the division of undergraduate
22 education, which is in the directorate for

1 education human resources. There are four
2 divisions that comprise that directorate:
3 Undergraduate education, graduate education, the
4 division of research on learning, and then the
5 human resources division, which is about
6 broadening participation in stem. Sorry we're
7 back to the 900 pound stem gorilla.

8 But before I came to NSF I was a faculty
9 member in the department of chemistry for 16
10 years at a two year college, HSI, eight miles
11 north of the border with Tijuana, Mexico. And so
12 I bring to NSF a perspective that not many do.
13 And I don't mean to --

14 MS. NIEVES: Uh-huh. Absolutely.

15 (Multiple voices.)

16 MS. NIEVES: That's very true.

17 MR. BROWN: But I was taking copious
18 notes here from the discussions this morning.
19 And what I'm hearing in the room, I hear things
20 like that Latinas tend to continue onto college
21 with a greater rate if they have Latino teachers.
22 Well, NSF -- one of the other things, within our

1 directorate, I'm on a working group for trying to
2 engage more HSIs to submit proposals to NSF.
3 There's nearly a dearth of proposals coming into
4 the education directorate to support these stem
5 education endeavors.

6 And so one of the things -- so we have
7 programs to prepare teachers, Robert Noyce
8 Teacher Scholarship Program for preparing stem
9 teachers. There's the Advanced Technological
10 Education program that develops career pathways,
11 two plus two or two plus two plus two even, to
12 make the college-ready and career-ready pathways
13 available. There's a whole host of opportunities
14 within NSF that I'm out beating the bushes, that
15 why I'm here today, to try to engage more
16 Hispanic serving institutions. The majority of
17 which are two year colleges, by the way --

18 MS. NIEVES: Uh-huh. They are.

19 MR. BROWN: -- if you look at the
20 numbers. And so one of the things you may want
21 to consider for your symposium is a funding
22 opportunities facet. You know, there are --

1 somehow I want to get the word out there that
2 there are opportunities to do this. And yes,
3 Jacu(ph) is good at doing that.

4 MS. ROGERS: Very good at doing that.

5 MS. NIEVES: That'd be great.

6 MR. BROWN: But maybe having somebody
7 from an agency talk more in depth about the
8 possible types of projects.

9 Anyway, I'm just throwing that out
10 there. I'm a resource. I'm here in town.

11 MS. NIEVES: That would be great.

12 MR. BROWN: Keep in touch.

13 MS. KINYONAS(ph): I just wanted to
14 mention something briefly, kind of on a similar
15 vein. I'm Amanda Kinyonas(ph) with the
16 Department of Energy. So something I'd like to
17 address is some low hanging fruit here. And I
18 work for the Department of Energy. And a number
19 of jobs in the security of our country really
20 depend on energy. A lot of jobs are tied to
21 transmission line workers, wind turbine
22 installers, I mean, building retrofit installers.

1 And a lot of these professions are access to the
2 middle class. And they don't require a four year
3 degree.

4 I think we should look at our community
5 colleges and developing additional problems to
6 help train these folks to go out in the field and
7 create that access to the middle class. So just
8 consider that.

9 MS. NIEVES: Thank you. Absolutely.

10 I had one more person there. And then
11 we'll end with you. How's that?

12 MS. KINYONAS(ph): Thanks.

13 MS. NIEVES: Wilfredo.

14 MR. GOMEZ(ph): My name is (inaudible)
15 Gomez(ph). I'm working with the Mellon Mays
16 Undergraduate Fellowship Program and the Woodrow
17 Wilson Foundation. I find this question of
18 Latinidad and Latinidades particularly
19 interesting in questions of higher education. I
20 think that one of the things that I've observed
21 in sort of working with students in certain
22 pockets of Urban New Jersey, even New York City

1 is the changing landscape of Latinidad, right?
2 And so, like, the question of, I think, regional
3 distinctions and what happens in colleges and
4 universities when folks are sort of meeting one
5 another for the first time and sort of having to
6 be a little bit more self reflexive about what
7 their own understanding of Latinidad is meaning.
8 Or even the way they might be performing or
9 embodying or certain types of Latinidad that may
10 or may not be comfortable with other folks.

11 You know, so I'm thinking about this
12 question of sort of, you know, how do we think
13 about this sort of person who might be both
14 thinking maybe about sort of urban diaspora or
15 the processes of socialization, like what happens
16 to the person who is both Dominicano and
17 Mexicano. Right. How do they think about, sort
18 of, their Latinidad in comparison to someone who
19 is just Dominican or Mexicano. And not to say
20 that's it's that simple. Right.

21 But also thinking about our own sort of
22 cross cultural Latinidad. And so we're thinking

1 about the experiences of African Americans and
2 Latinos and the interactions in (inaudible). But
3 also thinking about continental Africans as well.
4 Right. And Latinos and sort of their children in
5 those kind of spaces. Right.

6 And then there's this issue of sort
7 of -- I guess this issue of how you perceive two
8 identities. So there's a question that out of
9 these kinds of things, what do folks look like?
10 What happens if you're sort of -- you might be
11 Ethiopian and Puerto Rican, but phenotypically
12 you look black. And sort of people subscribe
13 that identity to you, apart from how you, sort
14 of, self identify. How do these narratives fit
15 into the ways we construct and deploy narratives
16 around Latinidad?

17 I think this is something that I think
18 needs to be sort of complicated(ph). And if
19 there's a way, since we're talking about sort of
20 incorporating student experiences and voices, a
21 way in which those kinds of experiences and
22 narratives can be incorporated into this

1 conversation to have a richer and broader
2 experience.

3 MS. NIEVES: Yeah, you know, it's
4 interesting -- well, once you say -- i.e. the
5 diversity is incredible even within the group,
6 right?

7 MR. GOMEZ (ph): Right.

8 MS. NIEVES: I think that's important.

9 And I think one thing that Luis had done
10 in the past was also really look at regionally
11 how did we look at outcomes and how they're
12 different. And how we witnessed consumption
13 patterns is different, right? So I know in New
14 York City what I see African America boys going
15 through is going to be similar to what Puerto
16 Rican boys are going through, but won't be the
17 same if I'm looking in South Texas. So there are
18 certain things that I know that are different.

19 And certain things -- so we do see that.
20 And that also adds a lot to consumption patterns
21 in a variety of ways. So we don't want to ever
22 promote one size fits all. But we always try to

1 (inaudible) regionally where there are
2 differences. And that is -- and that has a lot
3 to do with how people self identify, collectively
4 as a group identify. So I thank you for bringing
5 that up because it's not an easy one. But as
6 soon as we start regionally looking at things,
7 that really comes up as part of that.

8 Now, you get to make the most profound
9 statement, because you're the last person. And
10 then Marco, we'll let you go.

11 (Multiple voices.)

12 MS. BUSTILLOS: Very quickly, Leticia
13 Bustillos, National Council of La Raza. I just
14 want to encourage -- and I apologize if I'm being
15 redundant here. Is as we talk about remediation,
16 again, we know it's a big national issue, is to
17 include K-12 into the conversation, not because
18 we want to point fingers or blame them, but
19 rather we want to see greater alignment so that
20 we can minimize those percentages so that way --
21 again, it's not -- the onus is not just on the
22 student, but looking at our policies and our

1 practices to insure that those numbers don't have
2 to remain constant year after year. That's it.

3 MS. NIEVES: Thank you. Thank you,
4 everyone.

5 (Whereupon, at 2:05 p.m., the
6 proceedings were concluded.)

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1 CERTIFICATE OF NOTARY PUBLIC

2 I, LAUREN SHIELDS, the officer before whom
3 the foregoing deposition was taken, do hereby
4 certify that the witness whose testimony appears
5 in the foregoing deposition was duly sworn by me;
6 that the testimony of said witness was taken by
7 me in stenotype and thereafter reduced to
8 typewriting under my direction; that the said
9 deposition is a true record of the testimony
10 given by said witness; that I am neither counsel
11 for, related to, nor employed by any of the
12 parties to the action in which this deposition
13 was taken; and further, that I am not a relative
14 or employee of any counsel or attorney employed
15 by the parties hereto, nor financially or
16 otherwise interested in the outcome of this
17 action.

18

19 _____
20 Lauren Shields
21 Notary Public in and for the
22 District of Columbia

21 My commission expires:
22 November 30, 2017

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