The Subcommittee met in the Chapman Conference Center at Miami Dade College, 300 Northeast 2nd Avenue, Miami, Florida, at 1:30 p.m., Luis Fraga and Lisette Nieves, Co-Chairs, presiding.

PRESENT:

Luis Fraga, Co-Chair
Lisette Nieves, Co-Chair
Marco Davis
Jose Diaz
Sara Lundquist
Mark McLendon
Darline Robles
Ricardo Romo
PROCEEDINGS

(1:52 p.m.)

CO-CHAIR FRAGA: Let's go around the table. The Commissioners know each other. But we don't know our guests who are here. So I thought we'd go around the table and just say who we are, what we do and I'll start with myself. I'm Luis Fraga. I'm at the University of Washington.

MEMBER DIAZ: My name is Jose Diaz. I'm with a group called FL Dream and we work with immigrant youth to apply DACA.

CO-CHAIR FRAGA: Wonderful.

MEMBER McLendon: I am Mark McLendon. I'm actually from Venezuela. I know. I get that look a lot of times. I'm the CFO for Tarrant County College. It's a community college in Fort Worth.

CO-CHAIR FRAGA: Fort Worth.

MEMBER McLendon: Yes, we have probably about 100,000 students. And we've got about 27 percent Latino.
MEMBER ROBLES: Darlene Robles, University of Southern California.

MR. CELA: Jose Cela with SER-Jobs for Progress. We're a national organization of 30 affiliates, non-profits around the country. I'm a director from Miami.

MEMBER ROMO: I'm Ricardo Romo. I'm President of the University of Texas San Antonio.

(Off the record comments.)

I was just in Fort Worth.

CO-CHAIR FRAGA: Oh, were you?

MEMBER ROMO: I had to give a talk at a conference in Fort Worth. Yes.

MR. DAVIS: Marco Davis. Deputy Director of the Initiative.

MEMBER LUNDQUIST: Sara Lundquist, Santa Ana College, Santa Ana, California.


CO-CHAIR FRAGA: And our transcriber is.
(Chorus of hi's and thank yous).

CO-CHAIR FRAGA: Thank you for doing this for us. We appreciate it very much.

We gave you an outline of what we're planning to do for our second symposium and that's the primary focus of our work for at least through June.

CO-CHAIR NIEVES: Yes.

CO-CHAIR FRAGA: And then after June once we get our report done. So we wanted to ask if you had any questions or responses to any section of our symposium.

They're the three areas that we're focusing on, the college/university rating system, post secondary education and work force development and the -- What are we calling the third one, Sara?

MEMBER LUNDQUIST: The community college. We have a more extended name for it. But that's for today's conversation.
CO-CHAIR FRAGA: Right. I thought we had --

MEMBER LUNDQUIST: We did. We have a little phrase.

CO-CHAIR FRAGA: The Community College completion agenda I think or something like that is what we're trying to decide on. And wondered if you had any responses or if our fellow Commissioners that have not been involved directly in putting it together if you had any thoughts or responses.

We could have added at least 100 other topics there. We chose these because of their timeliness we thought. We also chose them because of developments in federal policy. And we wanted to make sure that Latinos were not left out of explicit consideration of certain policy decisions.

So that's how we came to that judgment. And we were informed as I believe both Sara and Lisa had said earlier by a previous meeting that we held and a discussion
about what issues seem to be important at a
meeting similar to this one and getting input
from a number of different people. So that's
how we decided on it.

But we wanted to give ourselves an
opportunity to rethink that or rethink
specific dimensions of those larger three
themes or anything of that sort. If anyone
has any response. Lisa and Sara, I don't know
if you have any further responses or comments
that you would like to make.

MEMBER LUNDQUIST: I only wanted
to add one thing which we haven't had a chance
to really highlight which is that the 2012 USC
symposium resulted in 18 focused
recommendations for policy and practice from
our higher education group. And the 2014
symposium will open with a progress report on
the status of those 18 issues.

I just want to throw open for our
collective consideration the possibility that
on some we will be able to identify
substantive progress. On others we might refresh our strategy agenda. And it is possible we will retire some of those recommendations.

I only wanted to point to that to underscore the depth of our commitment to action and progress on these recommendations. As we prepare for our symposium, the idea is very distinctively different from an academic research paper that sort of closes by listing a set of questions for further research.

We want to pose an action for urgent progress. And we want to commit to helping to create momentum to achieve progress in those areas and to have that kind of vitality be associated with the convenings that we have which are big pillars that mark our journey across this landscape. So that's the only reflection that I wanted to add to the context that we're creating. Thank you.

CO-CHAIR FRAGA: Anything else?

CO-CHAIR NIEVES: No. I think as
we discuss a little more I throw out some things.

CO-CHAIR FRAGA: Great. Any thoughts anyone has? Anyone?

MEMBER DIAZ: I just wanted to know has there been any thought or any indication on like a program like DACA does for access to post secondary education for Hispanic youth as far as a conversation. Is there anything you can share on that?

CO-CHAIR FRAGA: As appropriate certainly in our first symposium, the issue comes up about how to best serve the needs and interests of and resources of.

MEMBER DIAZ: Right. Because the reason why I bring it up is because a lot of youth applying for DACA down here in South Florida are doing it so they can access higher education.

MEMBER LUNDQUIST: Absolutely. Or are already in higher education.

MEMBER DIAZ: Yes. And certainly
like initiatives like giving in-state tuition waivers for those, maybe college access with DACA's access and also FIU has certainly helped in that. That's something we focus on and we have workshops on it to education the youth on how they can get scholarships and all that stuff.

CO-CHAIR NIEVES: Yes. We are hosting it at the City University at New York which has one of the most robust kind of DACA support systems for students. So I just want to say that in fact a student keynote address is actually going to be someone who went through the process of that, organized the Dream club across the university.

I put that out there because it's always -- I would say instead of it being an individual issue, it's an effect across the work that we do if that makes sense.

MEMBER DIAZ: Yes.

CO-CHAIR NIEVES: So it's always there. I also want to acknowledge that this...
has enormous regional impact. And sometimes
when we discuss DACA we have to be very
conscious of what is this region doing, what
percentage of students does it impact here
versus here. Right.

And it shifts. Right. It's not
the number one issue for every area. So we
have to respect that piece as well. But I
don't think that we've ever had a convening
where it's not come up as an issue or
discussed it.

MEMBER ROMO: Two things. One is
some of the battles in some of the states are
just to keep it and retain it. In other
states, to gain it. So you have battles.
That's why the battles. And those battles are
different.

CO-CHAIR NIEVES: Yes. They are.

MEMBER ROMO: So in Texas we're
trying to keep what we have which is in-state
tuition for the students. And another one
that's coming up is we've been giving in-state
tuition for students from Mexico who for a long time came over from -- went back and forth. Now it's harder.

So we're trying to maintain that momentum of being a fair, progressive state in that respect. But I will say just this past Thursday I was a keynote speaker for the Cesar Chavez March which is the largest march in America in San Antonio.

And I went and spoke. What I found is the students were very, very astute about saying here's 25,000 people and of 25,000, 22,000 or 24,000 are connected to justice and wages and jobs for not just farm workers anymore but for people.

So the partnership is there. I mean the dreamers showed up. We gave some moments to the dreamers to speak and one who spoke and she said I got here at age two and didn't know until I was 18 that I wasn't an American citizen. And it's a great story because there were 500 people. "So I went on
to do with this and then I went on to TSA. And my father was a gardener and say Mariachi songs to make some extra money. I graduated from college with no debt."

We just gave this person affordability. So we hit affordability and we have access. But access now extends not just to access to Hispanics but access now to dreamers. So it's an ongoing battle. But I think what they did is what you're doing right now. Come talk to people and get partners.

CO-CHAIR NIEVES: Can I add one thing on that issue that we're probably dealing with more on the practitioner level? When we did the symposium last time, there was all the excitement and energy about the application. And what we discussed was waiting to see -- Luis said it. Did anyone get their card yet? We wanted to know if it was happening. Right. That's where we were two years ago.

MEMBER LUNDQUIST: Yes.
CO-CHAIR NIEVES: We are in a place right now where we have tens of thousands who are feeling a little depressed about it. And I have to say this piece which is what we've done is opened the aspirations. But we've still limited it.

And it's like what's going to happen next. I can only think about my life in these increments of time.

And so I say that which was not a discussion we had two years ago. So today it is a kind of a different discussion. There is "Yes, thank you. I have my car. I can travel." I can't believe how many want to go to Disneyland. I thought it was just a football player, whatever.

CO-CHAIR FRAGA: It's because they're in New York.

CO-CHAIR NIEVES: I know. Maybe they're in New York. Or Disney World. But all jokes aside, it really is not "Wait a minute. Why do I have to think about my life
in these short terms spurts? Why can't I think about my future in the long term?"

CO-CHAIR FRAGA: Right.

CO-CHAIR NIEVES: So that's another piece about the piece we're talking about well-structured reform, immigration reform, that I think we're going to start hearing a new voice that we didn't hear two years ago.

CO-CHAIR FRAGA: Yes.

MEMBER LUNDQUIST: And, Lisette, if I could just build on that. I think what we heard this morning is that for every DACA student we have we have one who hasn't petitioned yet for DACA.

CO-CHAIR NIEVES: That's true.

MEMBER LUNDQUIST: So I felt this title wave one for whom the clock is ticking towards their expiration. And now they do feel held hostage. And I just think it's important to remember without comprehensive immigration reform which is the refrain to the
symphony of our Commission that you hear all the time, without that, these student will be stuck in a cycle of getting tiny increments of permission to continue their lives and to plan a future.

And there's a cliff after the community college because without any federal aid to these students even if you're fortunate enough to reside in a state that gives you in-state tuition there's a cliff. Your costs will raise exponentially even for the university, public university, system as you move out of community college.

So I don't think we're giving that much attention to -- There's another class ceiling at the associates level because of the exponential increase at that next level. So please know that our attention is riveted on these issues. Our authority doesn't extend directly to them. But you'll find them close to heads and our hearts.

MEMBER ROBLES: I had a
conversation at the break and the three of you organizers have been fabulous leading everything. But I haven't read of the conference because it's been just my fault.

What I want to know is where does K-12 play into this because that's my background. And often times we have higher ed over here. Yet we're your pipeline.

CO-CHAIR NIEVES: Right.

MEMBER ROBLES: So if there's some way to include that in any of these when we have our conference call in the next couple of weeks.

CO-CHAIR NIEVES: Yes.

MEMBER ROBLES: What we can do to make that linkage across because we're your pipeline and how to infuse that. I don't know if it's possible, but let's talk about that.

CO-CHAIR FRAGA: Go ahead. You had a comment on this.

MEMBER McLENDON: I do. I wanted to transition to another subject. I think
DACA is very important, but we need to put the horse before we put the cart.

If I look at the gateway for Latinos to higher education it's community college. We service at least 80 percent.

CO-CHAIR NIEVES: Absolutely.

MEMBER McLENDON: And if you look at it, there's very few institutions who control the biggest number. If you take the Big 5 what we call ourselves in Texas, we service between three-quarters to one million students.

If we succeed or fail, Texas will follow us. If Texas fails, the country will fail just for the mere fact that out of the three million high school graduates, one million, the increase of 50 percent will come out of the State of Texas.

So it is imperative that we look at what we're doing today with what we have before we extend the pipeline. So I'm going to say this in a comment and I think I'll
expand it more and in there I'll make it shorter. I look at the number seven. The number seven to me is important. And I'll tell you why seven is very important and then I'll come exactly to the conclusion.

A child between seven and nine is in the third grade, right. The way that Texas determines their prisons' beds is how many kids in third grade fail. That's how we count our beds.


MEMBER McLENDON: So we already know in the third grade we have a problem. So what some of the measures is let's test that child and we find out that it's glasses. It had nothing to do.

The second thing is when we look at the transfers over in Tarrant County we look at least at what is a grade level that all these high school students have. Most of them when we present them with an Accuplacer
they're sitting, the majority, 70 percent, on 7th grade English and Math.

This student even though he has a high school degree or GED cannot go into college. So what we have to do is we have to do remediation. So I think open access is fantastic. And we're for it.

We will take anybody or everybody. But what happens is a lot of funds are taken to take that child over. The one who fails out of that program and never gets to college has a great opportunity to join the TDC. TDC is the Texas Department of Corrections.

I had an opportunity to go there and talk to the commissioner. And I encourage your entire committee to go see what happens in the Texas prison systems. The Texas prison systems tells me for every individual that we have in prison which is a disproportional amount of African American and Latino males are there.

CO-CHAIR NIEVES: Absolutely.
MEMBER McLENDON: It costs $37,000. And if you figure that he is or she is supporting another one it's costing us $70,000 for every year that individual is in there.

So we have to look at holistically how do we better those numbers. Some of the things that I think that you can help us is you are addressing a lot of the right things. One, how do we look at an early engagement of the child? Second, how do we start measuring their progress in the 7th or 8th grade? Third, how do we establish a career for the child? And then, fourth, how do we make community colleges better equipped to deal with some of the problems?

And my recommendation to you is that all of these work together. But we need -- how do you say -- a summarized, cookie-cutter approach to hit the 80/20 rule. And this Commission would be more successful if it picks the highlights.
We can't solve every problem. We can't fix every child. Not every child needs to go to Stanford. We have programs for airplane mechanics. We have programs for firemen. We have programs for welders that will allow them to go from a $5.00 to a $25 to $40,000 a year.

But we get so much information. We get so many theories. We get so many specialists that after a while it's sometimes a little perplexing. So I think that if we could narrow our focus to saying "Here's ten things you can do" or "Here are eight things to do" instead of 45. I think there are so many that I think it's overwhelming.

The other thing I'm going to say is my wife is a schoolteacher. And I'll just say the last anecdote because I think the opinion of everybody is important. And she's a Catholic schoolteacher.

But when we moved to Fort Worth -- she's from Peru -- the phone in my house I
wanted to unplug it because it will not stop ringing for Latino or bilingual teachers.

CO-CHAIR NIEVES: Absolutely.

MEMBER McLendon: So she is going to a school. Now she is going to public school. So the difference between a faith-based teacher and a public school teacher is different. Their demeanor is different. Their cordiality is different because the system is changing.

But anyway when she goes to these schools she came one day telling me this child was hanging on to her skirt and wanted to go home with her. And she said, "Why? Why do you want to go?"

He said, "Well, last night my sister was trying to stab my dad because my dad wanted to hit her with a stick because she's pregnant." And so the child says, "I don't want to go home. I want to go with you because you're so sweet."

Now that little angel in the first
grade when he goes to the fifth grade is already using inappropriate language. And when he goes or she goes to the seventh grade turning him around is a difficult state.

So all I'm saying is I think that all the things that you all have in mind are excellent. But you could kind of summarize them for us and come to the organizations. We need to have people at the table who are going to make the difference of the bigger numbers.

And so you need to have -- Like in Texas, if you come and you talk to the five largest community colleges, we will ensure that the other schools will do the same just by that. So you need to have us at the table.

CO-CHAIR FRAGA: So you may be -- Can I respond to you? You may have done this already, but if you look at our first report from our first symposium and we have looked at the three specific areas, right.

MEMBER McLENDON: Right.

CO-CHAIR FRAGA: One was accessing
financial aid. A second was increasing academic competence and directly get at the K-12 sort of issues.

MEMBER McLENDON: Right.

CO-CHAIR FRAGA: And the third one empowering Latino families. We have some very specific recommendations.

The reason we did it that way was to serve the purpose that you just described to try to provide not a cookie-cutter way of getting it done, but how to initiate more creative thinking but based upon actual experiences of educational institutions in combination with research, in combination with developments and federal policy.

So some of what you're saying I think has been part of our approach. And we did it by making some tough decisions as to what we would leave out.

So what you're asking us to do I think we've done. And what we're doing in this next session is we're trying to do it in
the same sort of way by focusing in specific
areas that we think are particularly critical
in moving the needle for our Latino students.

MEMBER McLENDON: Could you
prioritize?

CO-CHAIR FRAGA: We did.

MEMBER LUNDQUIST: We did.

MEMBER McLENDON: Even within
those recommendations, you did?

CO-CHAIR FRAGA: We did.

MEMBER McLENDON: Okay. I'm
sorry.

CO-CHAIR FRAGA: The way we set up
the recommendations is that there are
immediate ones. So there are six in each
area. The first two are immediate. That is
we recommend that they be enacted right away.

MEMBER LUNDQUIST: Now. Yes.

CO-CHAIR FRAGA: The second two
are medium term. That is enacted within the
next two to four. These are not
recommendations just for the Federal
Government. They've got a large Federal Government component for a Federal Advisory Commission. Right.

But there are things in there about institutional responsibility, about states. Part of our logic in looking in these policy areas is that they acknowledge the fact that the Federal Government isn't just the only actor. But you need to instill action at all different levels.

MEMBER McLendon: Right.

CO-CHAIR Fraga: Federal, state, local and institutional. And so the recommendations that we make facilitate that sort of understanding. And then the last two are long term, ten years or more, in terms of what we think might affect the research and philanthropic and larger policy agendas that are being pursued. We did that very intentionally as we put those together. We're hoping to follow a similar model in what we're going to do in this particular circumstance.
In the K-12, I just wanted to respond very quickly. The whole idea of the rating system I think has to have a fundamental understanding of what the capacities are, your point as well, of many of our students at access institutions and increasingly other institutions. You can't talk about that without talking about K through 12 very explicitly.

CO-CHAIR NIEVES: Right. And our workforce in higher education (1) is having someone who has a statewide -- Right here in Florida -- called Take Stock in Children. And the person who runs that literally I mean, as you know about this, used to be a college president and now is running that. It's for children across Florida building the pipeline to higher ed.

And I think the piece that we don't often talk about is that one thing they do want to do is work. Right. And the choices that Latino males make to not to go to
school is usually related to going to work.
Not going to take drugs. Not going to be
engaged in violence.

We know that about decision
making. So if we know that why are we not
creating pathways that respect these choices
within it?

MEMBER LUNDQUIST: Within the
system.

CO-CHAIR NIEVES: So that's one
that's going to be looking at that, too. I
think that as we said we can't think
vertically about this. We have to think
horizontally about it.

I do want to recognize that there
are still certain things that we know we could
do better on. And I will say coming from a
state where municipally that's who runs the
show because we can't count the state to run
the show.

I'm just being honest. Just
funding wise $1.0 million in the school
system. New York City pays for 60 percent of that bill. No other city does this. Right. So the governor and the mayor have this fight. I'm just saying that as an example.

CO-CHAIR FRAGA: Right. It's different circumstances.

CO-CHAIR NIEVES: And it's really interesting. It's different circumstances and I don't think that's always a negative thing. But it's an interesting relationship about power play and who makes decisions, who doesn't and stuff like that.

What we do know is that there are some things that we continue to do in HSIs that we know do not serve our young people. And it's not about political will. It's about leadership. If we know putting someone through a standard 16 weeks of remedial education is going to guarantee that more than half will not continue, why do we do it? When we know what Miami did, they've done boot camps and it works.
I'm just giving this. We know this. We know this.

CO-CHAIR FRAGA: We know that.

CO-CHAIR NIEVES: And we don't do it. That is not a Federal decision. That is not even a state decision. This is about will and leadership that can make that happen. And I throw that there because this is about us holding each other accountable as well.

MEMBER LUNDQUIST: And, Lisette, I want to build on that just to narrow the lens a little out of commitment to accomplish the recommendations that we have and to invite our colleagues joining at the table to know that this Commission is really centered around Goal 2020 which is a completion centered goal.

It's not a goal of how to improve the systemic efficiency of the public higher education system or the elite privates or the non-elite privates. It's about completion. And so I want you to know it's about Latino completion.
So that does require us to look enormously at the front area of entry higher education institutions. But I want to just refocus your attention on that because we actually believe that having the courage to narrow our focus is the only thing that will enable us to actually succeed in accomplishing our recommendations.

We're trying to be courageous about that. And we're trying to find the very best priorities knowing that if we have this many our boat won't float.

MEMBER ROMO: Yes. I think we pretty much settled it. I mean we did our work. We got the priorities of what's going on. If anybody has any additional thoughts they can send them. I think we are now looking at the future.

CO-CHAIR NIEVES: Yes, very future oriented.

MEMBER ROMO: And now the pressing thing as a priority is the ranking/rating
system.

CO-CHAIR NIEVES: Absolutely, yes.

MEMBER ROMO: So I'm going to leave shortly. If you want to engage in that I'm happy to have a conversation going on that.

CO-CHAIR NIEVES: Let's do it.


MEMBER ROMO: Is this on the ranking/rating system?

CO-CHAIR FRAGA: Yes.

PARTICIPANT: The only question I had was the one about the higher education and work force. What was the hot button there? Or what was the thing?

CO-CHAIR NIEVES: So quite often in thinking about the rankings and ratings, it came up like as if it was planted. "Well, if we have to measure what the salaries are and the jobs that they go to related to their majors."
And I'm a political science and philosophy graduate at every level and I get it. We're killing humanity. I mean gloom and doom on this all the time.

There was a report that just came out by Gallup that said 90 percent of chief academic officers felt highly confident that they were preparing their graduates for the workforce. Ten percent of the largest employers in this country, only ten percent, felt that college degree with that.

CO-CHAIR FRAGA: It's the opposite.

MEMBER LUNDQUIST: There's a gap.

CO-CHAIR NIEVES: And it's a complete opposite.

CO-CHAIR FRAGA: Not 80/20.

CO-CHAIR NIEVES: And so I put that out there and some of that is because (a) there aren't robust ways of engaging the two. And you know what? I get it. You know what? Teaching someone to do something and creating.
I'm not saying college presidents have to do all things. But there is where there is a third sector that has a strong role in figuring this out as well, too.

I feel strong about that. Everybody knows my bias on that. I've had to work with both often. But I just think that's where that came from.

I think the last piece is that young people looking at the return on investment in ways they hadn't before. And you'll see those shortcuts and they'll assume that I can get this job doing X. And this is what I'm going to do. There has to be other ways we think about that.

I guess the last thing is very few higher ed institutions as we know this -- and I'm not beating up on the higher ed institutions on this -- have robust placement structures for their students. They haven't looked for a job in 30 years themselves. And I don't mean that in a bad way.
This is a reality. It's change.
And then the last part in higher ed is we haven't talked about this. If we potentially can see 25 percent of the jobs lost due to technological innovation, we know that this is data that's come out. What does that mean for those most vulnerable in the workforce which is disproportionately Latino?

And so there is this kind of ultra forecasting that has to happen that we're all dealing with. I would say those are the things. And quite often they get subsumed under the rankings discussion but not discussed alone in a way that I think we could be ahead of it and providing recommendations and not necessarily just getting it under the rankings.

Does that make sense? That was some.

MEMBER McLendon: I look at a little bit different now in a most respectful manner.
CO-CHAIR NIEVES: Sure.

MEMBER McLendon: What we are hearing from industry in the United States and actually more in international is that the steam demand is for very elite populations. That's not my reality. I'm not worried about that.

I'm worried about placing 27,000 students. We are in the top 20 schools in the nation for graduates. We send about 4,000 -- We graduate nearly every year 4,500 graduates. It's a tremendous number.

But we leave more behind than we graduate. There is a bigger demand in North Texas which is one of the strongest economies in the nation for technical people.

CO-CHAIR NIEVES: Absolutely.

MEMBER McLendon: Technical people who have computerized skills and who have a basic knowledge. And we're working with people like Chase. We're trying to work with Lockheed. We're even having this -- We're
trying to even help people in China.

And what they want is a new
technician or a new labor force who not only
used to be the manual skilled individual but
is the manual skilled individual who has
computer competence and has customer service
and has reading ability and has general
knowledge.

And this kind of individual is
what allows places like Lockheed and Bell and
Chase that has a 3,000 to 4,000 call center.
Those are the jobs that we see that they
cannot fill.

Of course, the stem is an area
that's not being filled. But that area that's
not being filled is not my reality. Thirty-
five hundred people that we graduate are the
possible engineers or doctors or whatever.
But at least 45,000 students are the ones that
are left behind that if we don't get them into
a job or we don't improve their thing they're
going to destroy their credit. They're going
to have a problem.

So I'm not being selfish. I think we can work in both things and getting the degrees. But I'm thinking for us in the community college there are so many professions for students that do not or are not set -- You know, not everybody can be a physics instructor.

CO-CHAIR NIEVES: No, no. I just want to end on --

CO-CHAIR FRAGA: -- your focus.

CO-CHAIR NIEVES: Right. And I was going to say. This has always been our focus. I think it's important to know that how we have characterized stem in this country has been elite in nature. And that's not exactly what all the demand driven jobs are in stem. So I think that's important to know.

CO-CHAIR FRAGA: That's right.

CO-CHAIR NIEVES: I created a stem program. Thousands get employed on Wall Street. They have a seminar of community
college. Okay. Nobody calls them stem, but that's exactly what they are.

I leave that there because I think that's part of pushing back. And some of that has to do with how and where we've looked at hard sciences and how we've created that in the academy.

I don't need any disrespect for that. But I want to let Dr. Romo speak a little bit about the rankings please so people can get a good five/ten minutes on that.

CO-CHAIR FRAGA: Absolutely.

MEMBER ROMO: We've got four minutes to have to go catch a plane.

CO-CHAIR FRAGA: I think the people are the airport can get you.

CO-CHAIR NIEVES: We'll need that help, too.

MEMBER ROMO: I went to an accreditation session and heard numerous individuals sort of say "It's going to come. This is something." And part of it is it's
something that's going to happen because you
don't have to have congressional approval.

CO-CHAIR NIEVES: Yes.

MEMBER ROMO: So you can just
declare -- You can just tell Art Duncan "Did
I not tell you to do this" and it's going to
start moving. There will be a point there
where they will have to have some
congressional stuff.

And I credit the President for
giving us a heads-up. And we need to rethink
how we do this. And I certainly understand
his frustration with many of the things that
are going on in education.

And some of them have to do with
this affordability crisis. Part of it is
driven by --

CO-CHAIR FRAGA: That's part of
it.

CO-CHAIR NIEVES: Part of it is
driven by it, yes.

CO-CHAIR FRAGA: It's a large part
CO-CHAIR NIEVES: It is.

CO-CHAIR FRAGA: You're right about that.

MEMBER ROMO: And so we have a lot of work to do. And I think we ought to do and I think you've already talked about getting some researchers to look into this. Get some graduate students and some other people to start finding out what kind of position papers are out there.

There are some good position papers out there. ACE had a position paper. In fact, the person that was the vice president for ACE spoke on the ranking system and the rating system.

CO-CHAIR FRAGA: And the person who is the lead author on that report is one of our respondents.

CO-CHAIR NIEVES: Is speaking. Is one of the respondents, yes.

MEMBER ROMO: Excellent.
CO-CHAIR FRAGA: I just spoke to her last week.

MEMBER ROMO: You done good. But the first thing we have to do is --

CO-CHAIR NIEVES: On record.

MEMBER ROMO: -- fully understand what it is they're trying to solve.

CO-CHAIR NIEVES: You're right.

CO-CHAIR FRAGA: Yes.

MEMBER ROMO: And how you solve that problem. And what you see in terms of some proposed solutions. And then determine from different ideas as to whether or not we can take a position.

Our position may be that we tweak something or that we just say no.

CO-CHAIR FRAGA: That's right.

CO-CHAIR NIEVES: That's right.

MEMBER ROMO: But it does --

CO-CHAIR FRAGA: That's why we're bringing it to the meeting.

MEMBER ROMO: And as described by
some of the early press you might assume when you read this that it's okay. So if you have Pell grants and you have Federal grants, they will not -- and if you have a school that doesn't have a good retention rate or graduation rate, i.e., graduated by four years like Stanford, Princeton that graduate 90 percent of the class in four years, you could be impacted by that.

I think that's us. I mean our Latino students for economic reasons do not worry about four years. It's either work and go to school or not.

CO-CHAIR NIEVES: Right. The choices.

MEMBER ROMO: It will not be go to school full-time.

CO-CHAIR FRAGA: That's right.

CO-CHAIR NIEVES: Absolutely.

MEMBER ROMO: So if you're not going to -- If that's the reality, yes. I mean the majority of our students, 50 percent
of our students, are taking 12 hours.

    CO-CHAIR NIEVES: That's right.

    MEMBER ROMO: They're not taking

    15.

    CO-CHAIR FRAGA: That's right.

    MEMBER ROMO: They understand

that. And if you bring them in they'll tell

you very quickly --

    CO-CHAIR NIEVES: Why they can't.

    MEMBER ROMO: -- why they're doing

it. So of course the interesting thing about

San Antonio in Texas is the economy is pretty
good. So things are kind of moving along.

These young people can get jobs. There's like

a demand for them. There are signs up there

"Want to hire."

    So I think we ought to think in

terms of -- One way we define it is if you do

it the way you think you ought to do it it

will impact Hispanic students in this respect.

There are a lot of Hispanics at institutions

like mine where the graduation rate we're not
going to move that needle very fast. It's going to stay at -- The graduation rate is way off because of what we have in terms of the kind of students we're getting.

Now remember the New York Times said and Obama quoted it "If you come from a family in the bottom quarter then one in 10 will graduate."

CO-CHAIR NIEVES: Will graduate, yes.

CO-CHAIR FRAGA: Yes.

CO-CHAIR NIEVES: That's clear.

MEMBER ROMO: If you come from a family in the top quarter, eight of ten will graduate. So you have this tremendous gap.

CO-CHAIR NIEVES: Yes.

MEMBER ROMO: And those are my students.

CO-CHAIR NIEVES: Absolutely.

MEMBER ROMO: I mean I walk up. I find they are from the bottom quarter. So if I'm going -- You can just imagine that I have
some people say "Well, wait a minute. If they're from the bottom quarter, they're not going to graduate in four years." You have a very tough situation.

We basically are not going to move the graduation rates because that is our base. Those are the folks that come to my school. So just on the matter of graduation rates, we have that.

Secondly is the whole factor of what they do when they graduate. Some of these students want to go to graduate school. And graduate school always isn't easy. There are many people, my daughter who went to Harvard, graduated from Princeton, hang out for a year, worked in New York, get a flat. By the scales what she did hurts the school because she didn't go get a job right away. And then she didn't get a job for the next five years because she was in graduate school. So those are the things. Too many people. Too many people
who are basically not moving in the direction of graduate, get a job. I'm an engineer now. All is good. They're not going to --

CO-CHAIR NIEVES: But there are caveats that they were be engaged in higher ed. Right. The question is how many in school and working and how many in school or working.

MEMBER LUNDQUIST: Right. That's a false negative.

CO-CHAIR NIEVES: Exactly.

MEMBER ROMO: Thank you all.

(Off the record comments.)

CO-CHAIR FRAGA: These are the four questions that right now are focusing our attention on the rating system that I've given to the person who is going to write them and I'll address them.

First, can a system of rating colleges and universities benefit Latino students and families by providing them with more transparent information about costs and
completion rates? That's one.

Two, what are the risks that such
a system will stigmatize and punish colleges
and universities of which Latinos tend to
enroll? That's an HSI focus in part.

Three, can such a system serve to
provide disincentives for institutions to
enroll more Latino students?

CO-CHAIR NIEVES: That's the big
one.

CO-CHAIR FRAGA: Especially those
students who have challenges in the K-12.

CO-CHAIR NIEVES: In our rating
system, the K-12, we did that.

CO-CHAIR FRAGA: Yes.

CO-CHAIR NIEVES: We quickly moved
the kids out to either alternative sites.

CO-CHAIR FRAGA: That's right.

That's how you bump up --

CO-CHAIR NIEVES: Created new

schools.

CO-CHAIR FRAGA: That's how you
create new schools. Right.

And then the big question is can a system be designed that focuses on information and accountability simultaneously. If it could, what would it do? What would it look like? How would you measure?

One of the proposals that exists now in the Department of Education is that the number of Pell students who you have be counted as a plus to balance the low completion rates. The number of first generation students be counted as if you will a plus to balance the completion rates or the earnings that occur subsequently.

So all of this is in the mix right now and in the discussion. It makes it I think absolutely critical.

MEMBER LUNDQUIST: Not to make those things invisible.

CO-CHAIR FRAGA: That's right.

MEMBER LUNDQUIST: And that's what we object to.
CO-CHAIR FRAGA: Yes. Exactly right. But in a recent conversation I had with a very senior Department of Education official, no one from the White House Initiative, this is coming.

CO-CHAIR NIEVES: Yes, we know.
MEMBER LUNDQUIST: We know it's coming. It's coming.

CO-CHAIR FRAGA: They are entirely committed. In fact, it's possible that there will be the initial outline of it before we even have our meeting.

CO-CHAIR NIEVES: Right.

CO-CHAIR FRAGA: So we have an agreement that they will let us know what the outlines of it might be before our meeting.

PARTICIPANT: What are the concerns of the traditionally top tier --

CO-CHAIR NIEVES: I want to be respectful, but we have to get back.

MEMBER LUNDQUIST: We do.

PARTICIPANT: I just had one quick
question. What do the Harvard type

universities think about this?

CO-CHAIR FRAGA: They don't care.

CO-CHAIR NIEVES: They're not

worried about it. They don't have -- The

schools that are worried are the higher

performing state colleges that count on Pell.

Because along with this is saying do we not

pay tuition up front. Hold back a percentage

of Federal aid until we see them graduate.

CO-CHAIR FRAGA: That's right.

CO-CHAIR NIEVES: That is going to

hit a public system much harder than it will

be a private. I'm just being honest.

CO-CHAIR FRAGA: Right.

CO-CHAIR NIEVES: So that's a

reality. And the for-profits will feel that

as well, too.

CO-CHAIR FRAGA: The for-profits

will feel that.

CO-CHAIR NIEVES: So that's

another.
CO-CHAIR FRAGA: One of the ways -- We've got to go back. One of the ways I've been thinking about this is that we should take university endowments and money devoted to athletics into account as part of the formula for determining what an institution's commitment is. That would transform this. And you tie it -- this is the best one --

CO-CHAIR NIEVES: And this is a former Notre Dame person.

CO-CHAIR FRAGA: And Stanford.

You link it to likelihood of funding for research. It isn't until you link it to research funding, any sort of a rating system, that the highly selective institutions will take it seriously.

(Whereupon, the above entitled matter was concluded.)
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CERTIFICATE

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Educational Excellence for Hispanics

Before: US Department of Education

Date: Tuesday, April 1, 2014

Place: Miami, Florida

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