

WHITE HOUSE INITIATIVE ON HISTORICALLY  
BLACK COLLEGES AND UNIVERSITIES

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PRESIDENT'S BOARD OF ADVISORS

+ + + + +

MEETING

+ + + + +

WEDNESDAY  
SEPTEMBER 11, 2019

+ + + + +

The President's Board of Advisors met  
in the Renaissance East Ballroom, 999 9th Street,  
N.W., Washington, D.C., at 9:30 a.m., Johnny C.  
Taylor, Jr., Chairman, presiding.

PRESENT

JOHNNY C. TAYLOR, Chairman  
AMINTA H. BREAU  
JAMES E. CLARK  
PHYLLIS WORTHY DAWKINS  
RODNEY A. ELLIS  
MARSHALL GRIGSBY  
BILLY HAWKINS  
RONALD A. JOHNSON  
NICKOLAS JUSTICE  
HAROLD L. MARTIN, SR.

CONNIE RATH

ALSO PRESENT

SEDIKA FRANKLIN, Designated Federal Officer

JOHNATHAN HOLIFIELD, Executive Director

FRANCINE ALKISSWANI

BRUCE KATZ

JENNIFER SHIEH

JA'RON SMITH

SCOTT TURNER

CONTENTS

Call to Order. . . . . 4

Roll Call . . . . . 6

Welcoming Remarks. . . . . .16

Discussion on Opportunity Zones. . . . . .25

Federal Presentations. . . . . .52

Group Discussion . . . . . .85

Concluding Remarks . . . . . 239

Adjourn. . . . . 245

## P-R-O-C-E-E-D-I-N-G-S

(9:32 a.m.)

MS. FRANKLIN: So good morning, ladies and gentlemen. Thank you for being here.

My name is Sedika Franklin, Associate Director with the White House Initiative on HBCUs.

I serve as the designated federal official for the President's Advisory Board on historically black colleges and universities.

There are a few announcements before we get started. These proceedings are recorded. We are joined here by a court reporter. All remarks on microphone are recorded and become public record and will be entered into the national archives following our meetings.

I'd like to take a brief moment and ask all Board members to review the meeting minutes in your packet. These are meeting minutes from June 13th, 2019.

And Mr. Chair, when you open up, I would like to call for the approval and

1 certification of the minutes to be published to  
2 the Board's website for the national archives.

3 CHAIR TAYLOR: Thank you, Ms.  
4 Franklin.

5 I'm going to now officially call this  
6 meeting to order. And before we do any official  
7 business, it is important, and especially  
8 important today, that we give the pledge of  
9 allegiance.

10 This is a critical day, if you think  
11 about it, in our American history, September  
12 11th. I don't know about any of you all, but I  
13 woke up this morning and flipped on that  
14 television and all of us, I think with the  
15 exception of a few millennials in the room, we --  
16 you know where you were at that moment.

17 I think all of us can relate to that.  
18 So we live in a wonderful country, and we have a  
19 lot to celebrate. And September 11th was a very,  
20 very dark day for our country.

21 So with that in mind, I'd like us all  
22 to please stand and pledge allegiance to our

1 country. Please join me.

2 (Pledge of allegiance.)

3 CHAIR TAYLOR: Thank you.

4 Ms. Franklin will commence with the  
5 roll call and then ask for a -- to accept the  
6 minutes of the meeting June 13th.

7 MS. FRANKLIN: Before we get started,  
8 I would like to ask the gallery and all members  
9 to please mute their phones.

10 Later, there will be a public comment  
11 section of this Board meeting. Public comments  
12 must be registered. You can do that back at the  
13 desk where you signed in with me.

14 It's also important to note the public  
15 comment must be related to the topics at hand.

16 Public comment, unless otherwise  
17 stated by the Chair, will be no more than three  
18 minutes.

19 So without further ado, we'll begin  
20 roll call.

21 Johnny C. Taylor, Junior.

22 MR. TAYLOR: Present.

1 MS. FRANKLIN: Aminta Breaux.  
2 James E. Clark.  
3 MR. CLARK: Present.  
4 MS. FRANKLIN: Phyllis Dawkins.  
5 MS. DAWKINS: Present.  
6 MS. FRANKLIN: Rodney Ellis.  
7 MR. ELLIS: Present.  
8 MS. FRANKLIN: Marshall Grigsby.  
9 MR. GRIGSBY: Present.  
10 MS. FRANKLIN: Billy Hawkins.  
11 DR. HAWKINS: Present.  
12 MS. FRANKLIN: Jerry Hunter.  
13 Jerry Hunter.  
14 Ronald A. Johnson.  
15 DR. JOHNSON: Present.  
16 MS. FRANKLIN: Nickolas Justice.  
17 MR. JUSTICE: Present.  
18 MS. FRANKLIN: Harold L. Martin, Sr.  
19 MR. MARTIN: Present.  
20 MS. FRANKLIN: Bernard J. Milano.  
21 Bernard J. Milano.  
22 Connie Rath.

1 MS. RATH: Present.

2 MS. FRANKLIN: Kevin Williams.

3 Kevin Williams.

4 Mr. Chair, I'm happy to report we do  
5 have a quorum. We can call for a vote on the  
6 certification of June 13th minutes.

7 MS. DAWKINS: I move for approval.

8 MR. CLARK: Second.

9 CHAIR TAYLOR: Hearing it's been moved  
10 by Member Dawkins and seconded by Member Clark,  
11 all in favor --

12 MULTIPLE: Aye.

13 CHAIR TAYLOR: -- of approving the  
14 minutes of June 13th, 2019.

15 MS. FRANKLIN: Wonderful. It's  
16 official.

17 CHAIR TAYLOR: Okay. By the way, if  
18 anyone doesn't -- so thank you. Let the record  
19 reflect that it was unanimous.

20 So listen, we're going to jump right  
21 into this. We're awaiting the arrival of the  
22 Secretary. A couple of the members of the Board



1 are en route. One of them had commencement, Dr.  
2 Breaux, so she's running slightly behind. So we  
3 know who's here.

4 And one of the other members let us  
5 know that he's having a medical procedure, Mr.  
6 Hunter -- Board Member Hunter, et cetera. So we  
7 are fully here in so many ways.

8 It's no surprise. The whole  
9 conversation that we saw yesterday, the  
10 excitement around the opportunity zones. We all  
11 knew that that would become an area of focus for  
12 us. Frankly, much of the business community is  
13 talking about it right now.

14 So this group has decided that we're  
15 going to focus on our three pillars. One is, of  
16 course, public-private partnerships. That also  
17 ties to opportunity zones.

18 The second one is opportunity zones  
19 itself. And then thirdly, infrastructure, to be  
20 able to take advantages of some of the  
21 opportunities presented by the opportunity zones.

22 So if you recall from our last

1 meeting, and the minutes reflected it, we knew  
2 that there were 10, 12, 15 things we could do,  
3 but we focused in on three things, particularly  
4 given the fact that we have what we know to be  
5 12, 14 months to do our work and whatever happens  
6 after that, we'll get to that after the 2020  
7 elections.

8 But for now, we know that we have a  
9 window of opportunity, a limited opportunity to  
10 take advantage of this new initiative. As the  
11 President said yesterday, 50 of the -- over half  
12 of the HBCUs are located in opportunity zones.

13 There's some 9000 of them. It's about  
14 8800 or so, but -- that we know that we have the  
15 opportunity to take advantage of those, and we  
16 have industry chomping at the bit to do business  
17 in these opportunity zones or near the  
18 opportunity zones.

19 So we're going to have some discussion  
20 today because one of the questions that was asked  
21 earlier was what happens if you're not  
22 technically physically located in an opportunity

1       zone. How too can you participate in that?

2               So we're going to have all of those  
3       questions answered today. For those who were at  
4       the meeting yesterday, the initial meeting, there  
5       was a track -- I don't know, the days are  
6       blurring together. I think it was the first day  
7       we met with the HBCU president, on the  
8       president's track, and I want to thank our  
9       members who participated on the panel.

10              There was a -- I asked the presidents  
11       in attendance, if we convene a meeting with real  
12       depth -- so this group is going to spend two and  
13       a half hours today, but a day and a half of the  
14       absolute experts, including the original  
15       architect of the whole concept.

16              I've met with them. If we will  
17       convene them in Washington, D.C., will you show  
18       up. And not your delegate, but you plus the  
19       right person or two on your team. We'll take  
20       care of it.

21              So I got confirmation from my chief of  
22       staff that we do have -- she has -- she will pay

1 for it, and we're going to get this on the  
2 calendar right away. We're going to work  
3 Executive Director Holifield to get the people  
4 lined up so that we have the people from  
5 Treasury, the people -- and most importantly, the  
6 people from the industry, from the funds  
7 themselves.

8 So it's not enough to be in an  
9 opportunity zone if you don't have an opportunity  
10 zone fund to put the money into and then put it  
11 into the market.

12 So we're going to actually have  
13 representatives of the funds in place as well at  
14 this meeting, so a lot of work to do in a fairly  
15 short period of time, but this is not -- to be  
16 clear, it is not a federal government convening.

17 It is not a -- we are going to fund it  
18 and pay for it as an example of a public-private  
19 partnership. Okay? So we will be doing that,  
20 and Emily Dickens who, for those in the room,  
21 here to the right, my chief of staff and who runs  
22 Government affairs, will be the lead on this,

1 also a proud double graduate of North Carolina  
2 Central State University.

3 She lets us all know that. Emily,  
4 would you stand so that people know who you are?  
5 And we'll -- as my introductory remarks, we want  
6 to make sure that this happens quickly, and we  
7 want to bring the experts to the table.

8 So that is forthcoming in fairly short  
9 order. But to be clear for the record, this is  
10 not -- this committee doing this, it is an  
11 example of a public-private partnership, and we  
12 will convene.

13 And I've actually spoken with Ms. Rath  
14 to see if Gallup might be willing to -- even if  
15 we have to pay for it -- provide the space for  
16 it. We just want to make sure you're treated  
17 well and you have a good experience when you get  
18 here. So we're going to move this along quickly.

19 Okay. With that, the Secretary, as I  
20 said, will come in fairly short order.

21 We're going to have a slight change in  
22 the agenda. There's going to be an announcement

1       this morning from the White House about  
2       opportunity zones.

3                   And so as a result, the two people who  
4       were supposed to initially present, Ja'Ron Smith  
5       and Mr. -- I think his name is Scott Turner --  
6       are going to come in, but we're going to reverse  
7       their order.

8                   So we're going to start immediately  
9       with someone who knows this area very, very well,  
10      Bruce Katz.

11                  I think Bruce is being chimed in via  
12      phone, right, Ms. Franklin?

13                  Yes. So he's going to come in via  
14      phone to begin the presentation. He's a  
15      technical expert on opportunity zones. He has a  
16      presentation that will appear on the screen, and  
17      I'm really careful. For those who don't realize  
18      when I'm saying this, I'm trying to make sure the  
19      record reflects for the people who are on the  
20      phone as well so that they know when I'm pointing  
21      at things and they have to know what I'm pointing  
22      at or the record won't reflect it.

1                   But Bruce Katz is with an organization  
2                   called The New Localism, and literally is one of  
3                   the foremost thought leaders and experts on this  
4                   new product called -- or new opportunity called  
5                   an opportunity zone.

6                   Mr. Katz, are you there?

7                   He's there. But can we hear him --  
8                   can he hear us?

9                   (Off mic comments.)

10                  CHAIR TAYLOR: He's supposed to be on  
11                  9:40 --

12                  PARTICIPANT: Hi. This is Bruce --

13                  CHAIR TAYLOR: I thought so. I was  
14                  going to say.

15                  Okay. We can't hear you. Can you  
16                  speak into it a little better?

17                  Just get --

18                  PARTICIPANT: Hi. This is Bruce's  
19                  assistant. He'll call in in one minute.

20                  CHAIR TAYLOR: Okay. Thank you.

21                  If I may, this may take us -- you all  
22                  can tell me all these Federal rules, but can we

1 for this minute have any comments from members of  
2 the Board as we open the morning as part of the  
3 welcoming remarks?

4 Anyone want to bring any specific  
5 comments to the floor? We've had a wonderful,  
6 wonderful HBCU week that, you know, culminated  
7 yesterday with a presentation by the President of  
8 the United States, the first ever to appear at  
9 HBCU week, and the room was packed and the energy  
10 was good.

11 And so any comments from the members?

12 DR. JOHNSON: Well, I'd like to, one,  
13 congratulate --

14 CHAIR TAYLOR: Identify yourself, I'm  
15 sorry.

16 DR. JOHNSON: Can you hear?

17 CHAIR TAYLOR: No, we just need to  
18 identify for the record --

19 DR. JOHNSON: Oh.

20 CHAIR TAYLOR: -- who's speaking. I'm  
21 sorry.

22 DR. JOHNSON: Ronald Johnson.



1 CHAIR TAYLOR: Yes.

2 DR. JOHNSON: I'd like to congratulate  
3 Jonathan and the team for putting on a really  
4 thoughtful content-rich gathering, well organized  
5 and I think truly appreciated because it  
6 represents the real clear sense of support for  
7 HBCUs. So thank you and thank the team.

8 MR. KATZ: Yeah, hi, this is Bruce  
9 Katz just joining in.

10 CHAIR TAYLOR: Hi, Mr. Katz. If you  
11 give us about 30 seconds, we're wrapping up the  
12 opening comments section, but I'm glad to hear  
13 you and I need to make sure we get more volume  
14 from him as he is going to lead this discussion.  
15 We need to hear him a little better.

16 DR. HAWKINS: Yeah, Mr. Chairman,  
17 Billy Hawkins from Talladega College.

18 Again, I echo what Dr. Johnson has  
19 indicated about the week. A great week,  
20 Jonathan, congratulations, a phenomenal week, a  
21 lot of positive comments and would say the  
22 President's address yesterday, I heard nothing

1 but positive comments about it.

2 So I thought that was very positive.

3 But I reached out to the young scholars that was  
4 on the side and asked some of them. Oftentimes,  
5 you know, as adults, you know, we listen and we  
6 hear and form opinions, but my conversation with  
7 some of the young scholars was very, very  
8 positive that, you know, what they had heard.

9 And but they were very, very impressed  
10 because they saw themselves. They saw the  
11 President talking about their future and  
12 commitment to HBCU. So I appreciate you all.

13 And the -- I guess the only question  
14 I has is that have you all -- has that been  
15 pushed out in terms of the first to address this  
16 group? I've been present 18 and a half years,  
17 and so very, very, you know, positive step.

18 I know for sure in 18 and a half years  
19 that we've never had the body addressed by a  
20 president.

21 CHAIR TAYLOR: So it -- you know, we  
22 want to be careful here because no one -- first

1 of all, it's, again, reemphasizing. We are in  
2 the HBCU policy, not politics. So I want to make  
3 very, very clear that it never appears that we  
4 are trying to take a, in any way, push a  
5 political agenda, a partisan agenda at all.

6 The facts do speak for themselves that  
7 it was the first time, and we've been pushing for  
8 a long time.

9 There could be a myriad of reasons  
10 over, you know, these years that others haven't,  
11 and they may be totally legitimate reasons, so  
12 it's not for me to draw any conclusions other  
13 than to state the fact that he did yesterday and  
14 it was a wonderful event.

15 And I hope, frankly, no matter who's  
16 in office, I hope this is the beginning of future  
17 presidents understanding the significance of  
18 speaking to this audience because you can't say  
19 you love HBCUs but not show me you love HBCUs,  
20 right?

21 Yes. Member Clark.

22 MS. FRANKLIN: Before we go to Dr.

1 Clark, just remember to pull your mics forward so  
2 that we can be sure to be clear and record.

3 CHAIR TAYLOR: Thank you.

4 MR. CLARK: Thank you.

5 Just one quick question for those who  
6 are not able to be there and for the rest of our  
7 constituents, was it taped and is it available  
8 publicly somewhere, the speech?

9 CHAIR TAYLOR: And I don't know the  
10 answer. I know the transcript --

11 MS. FRANKLIN: That's a me question  
12 again.

13 CHAIR TAYLOR: -- was released last  
14 night.

15 MS. FRANKLIN: That's a question for  
16 me. So our presentations in the general assembly  
17 were live-streamed, courtesy of NASA. And those  
18 comments will be posted to the White House  
19 Initiative website by next week.

20 MR. HOLIFIELD: And it's also on a  
21 commercial product by -- well, I wasn't going to  
22 say it. This is Jonathan Holifield.

1 CHAIR TAYLOR: Yeah. But the -- and  
2 the transcript was released -- literally the  
3 verbatim transcript was released.

4 So the point is, yes, it is available,  
5 and we're very thankful at that.

6 And Nick had a comment. I'm sorry,  
7 Board Member?

8 MR. JUSTICE: Nick Justice. I just  
9 wanted to add to the other favorable comments  
10 about the event here is -- I wanted to compliment  
11 the Federal agencies for doing a great job of --

12 CHAIR TAYLOR: Yes.

13 MR. JUSTICE: -- showing up with  
14 action-oriented themes that really show the  
15 execution of the President's executive orders.

16 CHAIR TAYLOR: Hearing no other  
17 comments from members, thank you very much, and  
18 we can now begin.

19 Just -- I want to take a moment of  
20 privilege to recognize one of the leaders in the  
21 HBCU space. Dr. Leslie Baskerville is here from  
22 NAFEO, the President. So if you'd stand, we just

1       need to -- and reflect that NAFEO's leader is  
2       here represented in the room.

3               Thank you for coming and being here  
4       today. Thank you.

5               We have several other folks who will  
6       get the opportunity to introduce, but this is --  
7       as I mentioned yesterday in my opening comments,  
8       the Secretary meets -- every quarter, Secretary  
9       DeVos, that is, meets every quarter with the  
10      leaders of the HBCU advocacy organizations,  
11      NAFEO, TMCF, Thurgood Marshall College Fund, and  
12      the United Negro College Fund, UNCF.

13              So having her here today says that we  
14      have the leader of one of the three principals of  
15      these organizations here in the room, and she  
16      covers not only public or private, but she is  
17      public-private, community colleges, et cetera.

18              So thank you for coming Dr. Blair  
19      (phonetic) -- Baskerville.

20              With that said, our guest of honor so  
21      that we can get into what we really want to know  
22      about, which is the opportunity zone, how it

1 works, how you're driving a new system of  
2 community wealth, is Bruce Katz.

3 Mr. Katz, thank you on behalf of the  
4 President's Board of Advisors.

5 MR. KATZ: Thanks for having me.

6 So could you give me a sense of who's  
7 in the room?

8 CHAIR TAYLOR: Okay.

9 A lot of people. So we have the  
10 Board, and I'll have each Board member, once  
11 again, as elementary as it sounds for our -- we  
12 want to make sure that we introduce so that he  
13 knows who he's speaking, and more than just your  
14 name, either your current or most current and  
15 relevant role so that he has a con -- some  
16 context for who's in the room would be very  
17 helpful starting with my right -- far right.

18 DR. JOHNSON: Ron Johnson, former  
19 president Clark Atlanta University.

20 MR. MARTIN: Nick Justice. I'm down  
21 at North Carolina State, and I just completed  
22 running one of the national manufacturing

1 institutes of public-private partnership.

2 MR. ELLIS: Rodney Ellis, chancellor  
3 at Southern University at Shreveport.

4 MS. RATH: Connie Rath, president  
5 Clifton Foundation.

6 MR. HOLIFIELD: Johnathan Holifield,  
7 executive Director, White House Initiative on  
8 HBCUs.

9 CHAIR TAYLOR: Johnny Taylor, Chairman  
10 of the Board.

11 MS. DAWKINS: Phyllis Worthy Dawkins,  
12 former president of Bennett College.

13 DR. HAWKINS: Billy Hawkins, President  
14 Talladega College, Talladega, Alabama.

15 MR. CLARK: James Clark, President  
16 South Carolina State University.

17 MR. MARTIN: Harold Martin,  
18 Chancellor, North Carolina A&T.

19 MR. GRIGSBY: Marshal Grigsby, former  
20 President of Benedict College and long-time board  
21 member of Strada Education Network.

22 CHAIR TAYLOR: Okay. And in the room,



1 as I said, in the gallery, we have people from  
2 all sorts of -- in fact, I see Mr. Lenny  
3 (phonetic) back there. Thank you. Former Obama  
4 administration, Department of Education  
5 executive.

6 We have people here in the room,  
7 Leonard Haines (phonetic) as well, from the White  
8 House Initiative.

9 So Mr. Katz, we turn it over to you.

10 MR. KATZ: Okay.

11 And I think I do have a presentation  
12 that's loaded, right?

13 CHAIR TAYLOR: Yes, you do. We're  
14 looking at the opening screen, How Opportunity  
15 Zones are Driving a New System of Community  
16 Wealth.

17 MR. KATZ: Okay.

18 Why don't you go to the next slide --

19 CHAIR TAYLOR: Okay.

20 MR. KATZ: -- and -- because this  
21 helps situate the geography of census tracts that  
22 are now eligible for this tax advantage capital.

1                   So just to sort of reiterate and set  
2                   the table, so in the 2017 tax law, there was a  
3                   provision that came from a piece of legislation  
4                   that was co-sponsored by Cory Booker and Tim  
5                   Scott, the Investing in Opportunity Act.

6                   And what this provision does is it  
7                   enables people of corporations with capital gains  
8                   to defer, reduce, or eliminate capital gains  
9                   taxes if they invest in a qualified opportunity  
10                  fund, which then invests in an opportunity zone.

11                  And what the legislation did was  
12                  direct governors to designate a quarter of  
13                  eligible census tracts -- and by eligible census  
14                  tracts, and mostly were criteria relating to  
15                  poverty statistics or income statistics.

16                  And so the 50 governors and Puerto  
17                  Rico designated 8762 opportunity zones.

18                  Just by contrast, if you remember the  
19                  empowerment zones program during the Clinton  
20                  administration, I was chief of staff at HUD under  
21                  Henry Cisneros, we designated initially six  
22                  empowerment zones in the United States and then

1 had another six supplemental zones and 95  
2 enterprise communities.

3 So 8762 opportunity zones have been  
4 designated in the U.S.

5 And obviously for the HBCUs, many of  
6 your geographies are either totally covered as  
7 opportunity zone tracts or partially covered.

8 And so what this is doing is -- and  
9 you can move to the next slide -- it's forcing  
10 one of the first sort of discussions about what  
11 is the state of economic development in areas of  
12 cities, suburbs, and rural parts of the country  
13 that have struggled to attract capital for  
14 everything from workforce housing to commercial  
15 real estate to small business for various  
16 investments and infrastructure, energy, et  
17 cetera, et cetera.

18 When you look at the next slide, what  
19 you see is that there is \$6 trillion of  
20 unrealized capital gains, which potentially could  
21 be deployed.

22 By conservative estimates, we think

1       there might be \$100 billion deployed into these  
2       qualified opportunity funds.

3               As you know, from -- because of the  
4       criteria that was used to establish the zones,  
5       these zones are -- have much higher poverty, much  
6       higher unemployment, much lower incomes than the  
7       country as a whole.

8               The -- but the law does not require  
9       any kind of reporting by investors unless  
10      obviously they tap into state or local public  
11      incentives, which would then trigger.

12              So what we -- what I've been trying to  
13      do -- and I know John Lateri (phonetic) was  
14      initially supposed to be on this call -- but with  
15      a group called Accelerator for America, which is  
16      an intermediary network of cities that was  
17      organized by Mayor Garcetti from Los Angeles,  
18      what we've been trying to do with first a small  
19      group of cities and now a growing group of  
20      dozens, is to bring some order out of chaos  
21      because if you have all these particular zones  
22      and you have a tax incentive, which doesn't have

1 any reporting requirements, we do have rules from  
2 the national government.

3 But what we need to do is establish  
4 certain routines, certain norms, certain models  
5 that then can be repeated from city to city, you  
6 know, whether it's an investment around HBCUs or  
7 whether it's an investment in another designated  
8 zone.

9 What the market needs is information  
10 transparency and routine so that we can begin to  
11 unlock this capital in impactful ways.

12 So if you go to the next slide, what  
13 we invented with Accelerator for America is an  
14 investment perspective, right?

15 What an investment prospectus does is  
16 it enables a city to -- or a particular zone, the  
17 first and foremost, communicate their access,  
18 their advantages, basically make their pitch, so  
19 to speak, why would someone invest in this  
20 particular place and what kind of projects are  
21 investor ready and community enhancing.

22 And then it enables ultimately for

1 stakeholders in the community to both unlock  
2 local capital but also then attract national  
3 capital.

4 So we worked with Mayor Fischer in  
5 Louisville, Mayor Pete in South Bend, Mayor Holt  
6 in Oklahoma City to basically invent this  
7 investment prospectus tool. We put together a  
8 guide for cities or for universities or any other  
9 constituencies to follow so that this kind of  
10 prospectus tool could ultimately not just be put  
11 forward by three places but put forward by dozens  
12 and ultimately hundreds and ultimately thousands.

13 So as I go through the next slides, I  
14 -- one of the biggest takeaways for the HBCUs or  
15 for any other anchor institutions in a U.S. city  
16 or suburb or rural area is put together a  
17 prospectus.

18 The market with 8762 zones is not  
19 going to be able to figure out what kind of  
20 projects you have that are investor ready and  
21 community enhancing. You need to put that  
22 forward yourself or else it's like finding a

1 needle in a haystack.

2 So next slide gives -- and all this,  
3 by the way, is on the Drexel Metro Finance Lab  
4 website and the Accelerator for America website.  
5 So we've put forward multiple study, and every  
6 prospectus that has been prepared is easily  
7 available.

8 Let me just walk through a couple  
9 takeaways from the work we've been doing with  
10 dozens of cities and then we can quickly get to a  
11 conversation.

12 First lesson from doing this across  
13 the country, when you do a prospectus, what it  
14 does is enable you to get a consensus on reality  
15 as to what actually is investable in your  
16 particular community or in your particular zone.

17 So when we've done this work in Kansas  
18 City or in the beginning cities of Louisville,  
19 Oklahoma City, and South Bend, what you can do is  
20 organize your stakeholders, many of whom, by the  
21 way, do have capital gains to deploy, right?

22 So it's not just -- this is not a

1 report. This is an action strategy for  
2 investment.

3 And the HBCUs, because of your stature  
4 on many of your communities, could be the  
5 vehicle, a legitimate, valid community vehicle  
6 for organizing stakeholders around investment.

7 So again, the data's important.  
8 Unveiling your assets are important. But  
9 organizing a multi-sector group, government,  
10 other universities, philanthropy, corporations,  
11 and high net worth individuals, organizing  
12 capital is really the end game of the prospectus  
13 tool.

14 Next slide -- the next slide should be  
15 around typologies.

16 CHAIR TAYLOR: Mr. Katz?

17 MR. KATZ: Yeah. Yeah.

18 CHAIR TAYLOR: A question for you. So  
19 -- interesting. This is Johnny Taylor, by the  
20 way, the chair.

21 Your first slide's called the  
22 Louisville Prospectus. And then --



1 MR. KATZ: Yes, sir.

2 CHAIR TAYLOR: -- I notice on Slide 2,  
3 the Urban League of Greater Kansas City is a part  
4 of this. So I was wondering, there's essentially  
5 a question about -- for the people who said how  
6 can you participate if you yourself are not in an  
7 opportunity zone. That might be a way to do it.  
8 I don't know.

9 But it also begs the question that,  
10 for example, you have Kentucky State and notice  
11 Kentucky State's not on here, but the Kansas City  
12 Urban League is, and sort of a statement to all  
13 of us around the table that other organizations  
14 are jumping in.

15 So it really -- how do you recommend  
16 HBCUs get -- who's the lead on putting together  
17 this investment prospectus in a community so that  
18 Harold Martin at North Carolina A&T knows where  
19 to go to make sure that he's in this because I  
20 think what you're saying is you don't create an  
21 individual investment prospectus for North  
22 Carolina A&T State University. You go to a

1 broader group.

2 How does that all work?

3 MR. KATZ: So in many cities, because  
4 of the network that's been organized by Eric  
5 Garcetti, Mayor of Los Angeles, the mayor or the  
6 county executive, working closely with the  
7 business chamber, with local philanthropy, and  
8 ultimately a broad network of stakeholders, the  
9 mayors have been a driving force in many cities.

10 Now, that doesn't necessarily have to  
11 be the only way a prospectus is pulled together.

12 I think what's ultimately going to  
13 happen here is we're going to have city-wide or  
14 county-wide prospectuses, or even state-wide  
15 prospectuses, but you know, for let's say an HBCU  
16 has either its entire landmass or a portion of  
17 its landmass, you know, designated as an  
18 opportunity zone.

19 You can do your own prospectus for  
20 that particular area of the city. What you might  
21 then want to do is you be the lead organizer of  
22 the prospectus and bring in the local government,

1 the philanthropy and others to be your partners.

2 So this could either be, you know,  
3 mayor-led, or this could be stakeholder-led. It  
4 doesn't really matter. And it'll change from  
5 place to place.

6 But for each of your cities, I would  
7 start with the elected officials, mayor and  
8 county executives, and ascertain what has been  
9 done to date.

10 CHAIR TAYLOR: And I think the  
11 takeaway, the question for me was it's  
12 Louisville, but the fact that the greater Kansas  
13 City Urban League is -- you're not limited to  
14 just Louisville partners.

15 And it's more a question. I don't  
16 know if that's --

17 MR. KATZ: Oh. Well, I think there's  
18 a -- so these two slides were really describing  
19 who they're --

20 CHAIR TAYLOR: Oh, the -- Okay. Just  
21 want to make sure. I got it.

22 MR. KATZ: Yeah.

1 CHAIR TAYLOR: Okay.

2 MR. KATZ: Yeah, the second slide was  
3 really about an effort that was undertaken by  
4 Slide J's --

5 CHAIR TAYLOR: Got it.

6 MR. KATZ: -- who was then the mayor  
7 of Kansas City and the Kauffman Foundation. So  
8 that slide about Kansas City was really Kansas  
9 City specific.

10 CHAIR TAYLOR: Okay.

11 MR. KATZ: Okay. Sorry. Sorry for  
12 the confusion on that.

13 CHAIR TAYLOR: Got it.

14 MR. KATZ: And by the way, people  
15 should interrupt at any minute -- any moment  
16 here. So I understand it's difficult at times.

17 If you go to the next slide, this is  
18 the slide called Opportunity Zone Groups.

19 So what we've been trying to do with  
20 8762 zones is to come up with typologies or  
21 categories of zones.

22 HBCUs would obviously be an anchor

1 zone, right, because it's at a university as the  
2 hub of the census tract.

3 But the way we've been looking at this  
4 across the country is we've been looking at  
5 ratios of jobs to residents because if you have,  
6 for example, in a downtown, what you'll have are  
7 many jobs per resident. If you're in a hospital  
8 district or a university district, you're still  
9 going to have a very high number of jobs per  
10 resident, but it won't be as substantial as a  
11 downtown and then so forth and so on.

12 So we've been trying to organize the  
13 entire country around a series of typologies to  
14 try to routinize the market.

15 And you know, I'm happy to share more  
16 information about this, but HBCUs together almost  
17 form like a particular kind of asset class or  
18 investment sector because my perception is you're  
19 more similar than you are different in terms of,  
20 you know, what your footprint looks like, you  
21 know, what the ratio of jobs to residents look  
22 like and what the kind of economic investable

1 opportunities might be.

2 So typologies matter here. That's how  
3 markets get formed.

4 MR. HOLIFIELD: Who's --

5 MR. KATZ: That's how capital gets  
6 invested.

7 Yep?

8 MR. HOLIFIELD: Mr. Katz, this is  
9 Johnathan Holifield, executive director of the  
10 White House Initiative on HBCUs.

11 When we have reached an inflection  
12 point, can you talk a little more about the  
13 typology, the sector, the potential ability to  
14 aggregate similarly situated assets into a kind  
15 of prospectus or another tool that can  
16 strengthen, frankly potentially market, the  
17 entire sector to potential investors or any other  
18 prospective that you have around that notion.  
19 That's an important nugget.

20 CHAIR TAYLOR: And at the same time,  
21 as you get ready to answer that, you can be in, I  
22 think, multiple opportunity zone groups, so you

1 know, Bennett College and South Carolina State  
2 may have one together, but South Carolina State  
3 University may also belong to the group, the  
4 prospectus for its -- for -- is it Orangeburg?  
5 Orangeburg.

6 So I don't think you have to -- and  
7 maybe I'm asking a question -- you don't have to  
8 choose. They're -- and then you can do your own.  
9 Right?

10 MR. KATZ: Well, that's absolutely  
11 correct. And then I think what we're looking at  
12 are ultimately projects that are investor ready.

13 So in a given city, many cities  
14 designated their downtowns, their hospital  
15 districts, their university areas, and low-income  
16 neighborhoods, and several industrial districts.  
17 Those are all different kinds of asset classes  
18 really.

19 And so for an HBCU, you can have your  
20 own prospectus just for your territory, so to  
21 speak. You can be party of a city or a county-  
22 wide prospectus because you may actually be

1 offering certain kinds of economic opportunities  
2 or investable deals that the rest of the city  
3 wouldn't be offering, student housing, for  
4 example.

5 And you could, as a network of HBCUs,  
6 aggregate all the different universities into  
7 sort of a super asset class, right?

8 And I would highly recommend, frankly,  
9 doing all three of those. And then what you have  
10 are multiple shots at the goal, right?

11 When -- you know, when this law was  
12 enacted, there was a sense that its intent was to  
13 try to bring capital from Silicon Valley or from  
14 Boston or from New York into the heartland, so to  
15 speak.

16 Actually, the biggest takeaway over  
17 the last 18 months is there's enormous local  
18 wealth in the United States that needs to find  
19 local investments.

20 And so if you're unfamiliar with the  
21 Atlanta market, you know, which is obviously rich  
22 in HBCUs, if you're in Atlanta, there are



1 multiple corporations, high-net worth individuals  
2 that today may be actually exporting their wealth  
3 to Silicon Valley through private equity funds or  
4 hedge funds or wealth management firms.

5 Opportunity zones offer an  
6 opportunity, so to speak, to put their -- to  
7 invest their wealth locally.

8 So it -- you know, at the end of the  
9 day, markets need information to function. You  
10 have enormous information both about your own  
11 universities and their location and their  
12 territory and their economic opportunities, but  
13 you also could aggregate that as a class.

14 And you know, very happy to follow up  
15 on any of this stuff with you all because I do  
16 think you have a particular story to tell about  
17 investable propositions that are very unique and  
18 distinctive. And you should be doing that all by  
19 yourselves one by one by one by one. You should  
20 try to add this up.

21 So very happy to follow up on that if  
22 you'd like.

1 CHAIR TAYLOR: You have one quest --  
2 a couple of questions --

3 MR. KATZ: Yeah, go ahead.

4 CHAIR TAYLOR: -- from the Board.

5 MR. KATZ: Go for it.

6 MR. MARTIN: Yes, this is Harold  
7 Martin, North Carolina A&T.

8 North Carolina A&T certainly is in an  
9 opportunity zone. We are having more significant  
10 conversations with our local leadership, mayor,  
11 city council, county commissioners, et cetera.

12 And it's at a critical conversation  
13 level. We're a very small group of very, very  
14 smart people that have -- driving this  
15 conversation force.

16 We also are interacting with local  
17 investors -- developers. Part of the challenge  
18 is that a number of our local developers are  
19 tapped out relative to their level of capacity to  
20 engage with us.

21 I've talked -- are you or is someone  
22 creating a group of individuals, high-net worth

1 individuals who have capital gains that are  
2 interested outside of, say, North Carolina who  
3 are interested in partnering and bringing their  
4 assets to North Carolina as part of this  
5 opportunity zone possibility?

6 MR. KATZ: Well, I do think that we  
7 will see national capital flow into local deals.  
8 I think the starting point has got to be local  
9 networks both identifying what's possible and  
10 then identifying different parts of, let's say,  
11 the capital stack to entice national capital.

12 So take any deal that I'm sure your  
13 HBCUs would be interested in, whether it's on the  
14 residential side, real estate side, or commercial  
15 real estate, or even businesses.

16 Any of those deals are likely to  
17 ultimately require a mix of opportunity zone  
18 capital, which is looking for returns. It's  
19 equity, some kind of debt from your banks, maybe  
20 some kind of incentive from the city around tax  
21 abatement or the sale of land, let's say, that  
22 the city might own, or that you all might own,

1 and then might -- and there might be some kind of  
2 concessionary capital from local foundations and  
3 philanthropy.

4 So the bottom line is these  
5 transactions are not going to be 100 percent  
6 opportunity zone equity. They never are, right?  
7 They're mostly -- they're going to be some kind  
8 of mix, particularly on the real estate side of  
9 equity, debt, and subsidy.

10 And the more you could organize that  
11 locally and get everyone on the same page about  
12 what incentives or what kind of debt products  
13 might be available, the more likely you'll be to  
14 attract national investment.

15 I hope that makes some sense. But  
16 it's -- you know, this tax incentive is not  
17 defining economic gravity. I mean, you've got to  
18 have a real deal. It's got to have real returns.

19 And then like most transactions in the  
20 U.S., it's going to be -- particularly if it's  
21 around real estate, it's going to be a  
22 combination of equity, debt, and subsidy.

1                   So you can organize that locally and  
2                   make it more likely you'll tap into national  
3                   capital.

4                   CHAIR TAYLOR: Please. Board Member  
5                   Clark?

6                   MR. CLARK: James Clark, South  
7                   Carolina State University.

8                   Might there be some set of experts  
9                   that could form a -- I'll call it a traveling  
10                  road show to especially the smaller communities  
11                  where the investment expertise might not be as  
12                  vast as, say, a Charlotte or Raleigh or  
13                  Greensboro where organizing people for  
14                  opportunities may not be as immediate but it's  
15                  there to help -- you know, to help whittle it  
16                  out, you know.

17                  As I -- have ideas here for small  
18                  areas like Orangeburg, I would love if there were  
19                  experts that were there to back up for the local  
20                  community the notions that I might be putting  
21                  forth and to help facilitate explaining as well  
22                  as bringing to the forefront of those

1 opportunities.

2 In the larger communities where you  
3 have a lot of investment flow, a lot of  
4 investment deals going all the time, there will  
5 people -- there will be people that are waiting  
6 for these types of mechanisms to just jump on.

7 CHAIR TAYLOR: Right.

8 MR. CLARK: In some communities, this  
9 is a new thing. And this is a new awareness.  
10 And so that would be very helpful if it is. I  
11 don't know who to address the question to. I  
12 just put it out at large.

13 CHAIR TAYLOR: Well, let me react --  
14 this is Johnny Taylor.

15 One of the things that we hoped to do  
16 -- I mentioned, again, it's when we convene.  
17 It's not just to tell you how these things work,  
18 but we'll also talk -- so we'll have experts, but  
19 we're also going to bring in potential, you know,  
20 not only experts but people who themselves run  
21 funds right now, and they will -- you know, they  
22 may learn of an opportunity that some guy in New

1 York never thought about in Orangeburg, you know.

2 Money, they don't care where it comes  
3 from. You know, they just want to make it. And  
4 so that's what we need to do is bring not just --  
5 we're not just going to tell you and continue  
6 educating you on what an opportunity zone is.

7 The goal of our meeting is to have  
8 also fund -- people who actually run these  
9 opportunity funds who have dollars that they need  
10 to put to work.

11 And so I'm still moved by that \$100  
12 billion of equity capital out of \$6 trillion.  
13 There -- the money doesn't care. If I'm in  
14 Atlanta and I know that I can invest in  
15 Orangeburg and get a significant return and also  
16 protect my -- in a tax advantaged way, the that's  
17 where I'm going.

18 It may be too crowded in Atlanta for  
19 me to participate, frankly, and so they may want  
20 to go elsewhere. But we've got to put those  
21 people in a room.

22 No one here -- I don't think; maybe

1 some of you know -- but we don't have that kind  
2 of expertise in this room, but we will at this  
3 convening.

4 MR. HOLIFIELD: Before we move on, Mr.  
5 Katz -- this again is Johnathan Holifield, and  
6 one of the -- a emerging thrust around our  
7 institutions is our narrative and language and we  
8 are taken by the slight distinct -- what is that,  
9 distinct personalities and competitive  
10 advantages. That's a particular kind of  
11 description.

12 We think -- and we're interested in  
13 learning more from you, but we think our  
14 institutions fit that kind of profile offering  
15 distinct personality and competitive advantages  
16 to the local market.

17 Before you move on, could you just  
18 spend a minute in helping us to nurture and think  
19 about what that actually means and could mean for  
20 our institutions?

21 MR. KATZ: Well, I think it's a great  
22 question, and what I'd like to do is answer that



1 and then go back to this issue of capacity, which  
2 is so fundamental.

3 So I do think HBCUs like universities  
4 in general have various assets. You own a bunch  
5 of land, you obviously, you know, have an  
6 educational responsibility but you also are a  
7 major employer in many cities and you obviously,  
8 because of your knowledge mission, you are  
9 generating an incredible amount of talent that  
10 can either flow into communities or, you know, or  
11 like many people in the U.S. be mobile, right?

12 And your talent, you know, creates the  
13 potential for creating more black zone  
14 businesses, black entrepreneurs, which is so  
15 critical right now because of the intent of the  
16 law but just the issues facing the country of  
17 reducing racial disparities around income wealth  
18 and health.

19 So you are -- you have many similar  
20 characteristics to universities, but then more  
21 so, right, because of your special mission and  
22 your student population.

1                   So you know, I would highly recommend  
2                   that there be almost like an Uber prospectus put  
3                   together around the investment potential in HBCUs  
4                   because of your starting point assets and  
5                   advantages and roles that you play and then begin  
6                   to tease out with a great level of specificity,  
7                   with real transactions, what are the kind of  
8                   deals that really flow from your asset base.  
9                   What kind -- whether it's student housing,  
10                  whether it's commercial real estate around your  
11                  campuses to create nodes of retail, neighborhood-  
12                  serving businesses, perhaps some growth  
13                  companies, infrastructure like fiber.

14                  I mean, what are the different kinds  
15                  of investment possibilities with examples from,  
16                  you know, Clark Atlanta or other, you know, well-  
17                  known HBCUs.

18                  On the capacity issue, what -- and  
19                  this is an issue identified all across the United  
20                  States. It's not peculiar to HBCUs.

21                  You essentially need deal jockeys,  
22                  right? You need people who understand how to

1 marry private equity that's looking for returns  
2 with conventional debt or concessionary debt or  
3 local subsidy.

4           There -- you know, with Accelerator  
5 for America, we've been working with a group  
6 called the FUSE Corps, F-U-S-E, to hire  
7 individuals who can either focus on getting the  
8 math done, so to speak, around particular deals  
9 in a Fresno or a Bakersfield or a Stockton, or  
10 having circuit riders of deal jockeys who could  
11 go from HBCU to HBCU and help tease out what --  
12 in a very concrete way, the capital stack for  
13 different kinds of transactions.

14           So I think what -- the potential for  
15 HBCUs to become an investment sector, so to  
16 speak, exists but it has to be populated by an  
17 initial, you know, 7 to 10 page prospectus writ  
18 large and then this capacity addition.

19           You might even be able to get some of  
20 the major banks, financial institutions, to  
21 dedicate -- second experts to you so that instead  
22 of going for a process of actually hiring

1 someone, you might find, you know, JP Morgan or  
2 Bank of America or Wells Fargo or Citi giving you  
3 the capacity to tease this out with greater  
4 laxity.

5 I hope that's responsive.

6 MR. JUSTICE: Mr. Chair?

7 MR. KATZ: And I'm happy to follow up,  
8 obviously, you know, with you --

9 MR. JUSTICE: Mr. Chairman?

10 MR. KATZ: -- to help bring this to  
11 fruition.

12 CHAIR TAYLOR: I have -- we have three  
13 questions.

14 MR. JUSTICE: Mr. Chairman?

15 CHAIR TAYLOR: Mr. Justice, Dr.  
16 Martin, Dr. Dawkins, in that order.

17 MR. JUSTICE: So one of the things  
18 that comes to my attention as we listen to this  
19 very informative presentation is -- relates to  
20 the earlier comment you asked about an  
21 independent workshop with the schools involved.

22 It is clear that the capacity of our

1 students within the HBCUs to learn these kind of  
2 investments and to become the workforce for those  
3 banks and investors and those businesses out  
4 there is also a value to the colleges and the  
5 universities in addition to the immediacy of the  
6 economic zone in changing us now, starting to  
7 develop those areas.

8 So I would say we ought to make a note  
9 that this impacts our academic education as well  
10 in our schools of management, and business and we  
11 should be taking advantage of that next  
12 generation to learn how to do this and become a  
13 part of that economic engine in our nation, as  
14 well.

15 CHAIR TAYLOR: Absolutely.

16 Dr. Martin?

17 Noted.

18 MR. MARTIN: My comment -- I'd like to  
19 make more of a comment rather than a question.  
20 So we've been involved in this whole discussion  
21 around opportunity zones and its value, benefit -  
22 - benefits to our university and our regions.

1                   And as I framed out in a very  
2                   significant conversation with our mayor, city  
3                   council, county commissioners is that our  
4                   university, like Bennett College, our sister  
5                   institution in the community, is located in an  
6                   opportunity zone, but we're in the minority side  
7                   of Greensboro.

8                   In many urban communities, we're in an  
9                   urban community, and what has happened in east  
10                  Greensboro is what's happened in many urban  
11                  communities in the minority side of the town is  
12                  the least side of the town where there is an  
13                  investment more than just housing and et cetera.

14                  So we've had to have very sufficient  
15                  discussions about what our investments and -- Mr.  
16                  Katz, you made references to student housing for  
17                  example as a possibility for use of capital gains  
18                  for HBCUs around them.

19                  Let me assure you. Developers built  
20                  tons of student housing around my university,  
21                  tons of student housing. I want you to know that  
22                  it wasn't the highest quality student housing,

1 and along with that came absolutely zero, zero  
2 retail of any kind, entertainment for our  
3 students, quality amenities that happens with my  
4 sister institutions when developers have gone in  
5 and built student housing.

6 They built retail, recreation  
7 amenities, and et cetera, with those investments  
8 in those communities. And what troubles me is  
9 I've shared with a student manager and city  
10 council and the mayor, but you approve these  
11 plans to come in and build student housing around  
12 my university.

13 And you thought you were doing a great  
14 thing to provide in the minority community.  
15 That's all they deserve attitudes. That's simply  
16 unacceptable.

17 And so the conversation we've been  
18 having in a very healthy, positive way is that  
19 student housing is not only what we want to see  
20 happen in our community. In my mind, unless we  
21 address these kinds of issues.

22 Not only does the community continue

1 to suffer from a lack of the kinds of strategic  
2 investments, unemployment and other disparities  
3 that impact our community, low wealth and the  
4 like.

5 So in my mind, these opportunity  
6 zones, if we're going to use them in this  
7 community, this group of folk who've working --  
8 it's a bipartisan group, it's a broad-based group  
9 of city leaders trying to define how to more  
10 substantially change how investments occur in  
11 Greensboro as a whole and, in particular, more  
12 accelerated investment in east Greensboro.

13 So it's more than housing. It's  
14 creating jobs. It's creating quality housing,  
15 not low-income housing. I hate that phrase, low-  
16 income housing. I want quality housing in our  
17 community. I want retail that addresses the  
18 needs of our students and our faculty as well as  
19 our community and the like.

20 And so this is a bigger issue than  
21 simply just talking about some of the ways in  
22 which we may be guiding our HBCUs to think about



1       how to best use opportunity zones.

2                   And that's kind of what I'd like to  
3       spark as a much more substantive conversation  
4       about if we're going to use opportunity zones,  
5       let's make them work in a much more progressive  
6       way that changes the outcome and long-term  
7       successes of our communities.

8                   CHAIR TAYLOR:   Hear, hear.

9                   Dr. Dawkins?

10                  MS. DAWKINS:   I just want to pick up  
11       on what Chancellor Martin just said.  When I was  
12       president of Bennett College, it's noticeable  
13       that east Greensboro is given less attention than  
14       the other sides of Greensboro in many, many  
15       different ways, even though we have a lot of  
16       students between Bennett and North Carolina A&T,  
17       which is literally right across the railroad  
18       track from each other.

19                  On the bigger scale, in North  
20       Carolina, we have 10 HBCUs, and many of us are in  
21       the same cities.  So I can see us putting  
22       together a prospectus that could benefit us in

1 many ways.

2 My question to you is, is there a  
3 model program, other than the Louisville model,  
4 that we can tap into to see how it's done and see  
5 how it's done well?

6 MR. KATZ: Let me try to respond to  
7 these excellent comments.

8 First and foremost, I'll be in  
9 Greensboro on September 23rd, 24th. I would be  
10 very happy to tour the HBCU campuses. I  
11 completely concur with the comments. I mean,  
12 opportunity zones are coming forward at a time  
13 when, you know, institutional racism, redlining  
14 places on the wrong side of the color line, so to  
15 speak, are central issues throughout the country.

16 So opportunity zones are like the new  
17 capital tool. That doesn't erase the reality of  
18 how capital gets allocated in the U.S.

19 What we need to do is use it as a way  
20 to create greater access to not just high-quality  
21 capital but high-quality results.

22 So your comments are directly on

1 point. And you know, myself and many others are  
2 writing about this on a constant basis, and I'm -  
3 - and I'd be more than happy to share with you  
4 that.

5 Second, the comment about using your  
6 student base as a way to train the next  
7 generation of individuals who can both design,  
8 finance, and deliver transformative projects for  
9 communities is spot on.

10 I've been thinking about from -- you  
11 know, I run a finance lab at Drexel creating a  
12 boot camp for, you know, several days, hundreds  
13 of students, so they can learn the details  
14 because this is both around project design and  
15 capital structure. So happy to follow up on  
16 that.

17 Louisville is one of multiple cities  
18 that have done prospectuses. I would say that it  
19 might be helpful for you all to look at the  
20 Kansas City prospectus as a model to be adapted  
21 to the HBCUs because a large portion of the  
22 Kansas City prospectus focused on the east of

1 Troost neighborhoods in those communities, which  
2 are basically 100 percent African-American.

3 It's the old 18th and Vine historic  
4 district, you know, radiating out.

5 So you know, there are models here for  
6 you to replicate and adapt both individual HBCUs  
7 or HBCUs within a particular city or like in  
8 North Carolina, a particular state, and then  
9 ultimately nation-wide.

10 So you know, my advice to you is to  
11 proceed with this kind of data-rich, evidence-  
12 rich investment prospectus, but also be very  
13 clear and sharp about these comments about the  
14 persistence of redlining and these racial divides  
15 that segregate and separate our cities and our  
16 counties.

17 This is a time for you to reeducate  
18 many of our financial institutions about their  
19 practices that are basically contributing to the  
20 kind of disparities we have on income, wealth,  
21 and health.

22 CHAIR TAYLOR: So before we proceed,

1 we have one -- I think two -- two comments, but  
2 one of the things that we planned to, as Emily's  
3 sitting over there putting together the  
4 curriculum/agenda for this meeting, is we're  
5 going to send you out a preread.

6 Part of the research that will be in  
7 -- done in advance is to identify three or four  
8 models so that when you come to the meeting, you  
9 will have -- so you won't have to go out and do  
10 this research.

11 Sherm (phonetic) is sponsoring this  
12 and will gather all of this. We're going to go -  
13 - speak to a number of people who do this and say  
14 here are four cities. Birmingham's one, Kansas  
15 City's another. We know of some cities that are  
16 models. So you're going to get that in advance.

17 And then when we convene, they're  
18 going to take you through -- I like the term boot  
19 camp of sorts so that we all have that because  
20 all of us know that every -- we hear it.  
21 Everyone knows what an opportunity zone is they  
22 think. But then how it works -- I was talking to

1 someone the other day who thought I have some guy  
2 who's ready to put \$5 million into an opportunity  
3 zone.

4 He called us up, and I said, the  
5 problem is it has to be capital gains. So it's  
6 not -- you can't transfer \$5 million from your  
7 bank account because you've got the -- he  
8 thought, naively so, that he could just invest in  
9 an opportunity zone for HBCUs. It doesn't work  
10 that way.

11 These have to be capital gains, so  
12 he's got to be pretty significantly invested in  
13 the market to generate \$5 million worth of  
14 capital gains.

15 So that's what we've got to do is get  
16 very clear with everyone about what these things  
17 are, the mechanics of them, and then we'll bring  
18 in subject matter experts to show you how other  
19 people are taking advantage of them.

20 I -- Dr. Johnson.

21 DR. JOHNSON: Well, actually to that  
22 point -- Ronald Johnson -- that we should not

1 simply segregate HBCUs to being a specific  
2 participant in the developmental activities  
3 because it's very, very important to look at the  
4 capital stack itself.

5 Equity is not going to drive the  
6 entire deal. Equity is essentially the piece  
7 that takes on the risk profile, and that's the  
8 piece that has the capital gains associated with  
9 it.

10 But in the capital stack, there can be  
11 other forms of equity, preferred A, debt,  
12 mezzanine debt, long-term debt.

13 And so if you're sitting in a redline  
14 location and they're going to be talking about  
15 opening up barbecue shops in your neighborhood,  
16 then we should actually have the opportunity to  
17 go in to the capital stack in those locations  
18 where there is a opportunity because the  
19 universities and colleges are all tuition debt  
20 dependent.

21 And one way to get out of that  
22 business is to generate alternative sources of

1 revenue.

2 MR. HOLIFIELD: May -- building off  
3 the previous comments, maybe opening another lane  
4 for exploration.

5 And you began to talk about it, Mr.  
6 Katz, when you described some of our distinctive  
7 personality and competitive advantage.

8 We talked a lot about the real estate  
9 deal, but there are other ways our institutions  
10 can help zones be successful by the very nature  
11 that they're education institutions and their  
12 particular missions.

13 They are increasingly favorably  
14 positioned to attract new resources from the  
15 Federal Government and philanthropic sector into  
16 the zones.

17 Can you share perspective around other  
18 ways that our institutions may position  
19 themselves as competitive advantages for the  
20 zones and conduits to more resources that could  
21 help the zones be successful?

22 In many instances, Mr. Katz, our



1 institutions have not had the benefit of the  
2 public-private partnership dynamic that pervades  
3 every community 24/7.

4 Those very partnerships are in the  
5 qualified opportunity zones. We're bringing an  
6 advantage to those zones. Could you talk a bit  
7 about how you could see that benefitting both the  
8 institutions and the zones' students and  
9 communities they serve?

10 CHAIR TAYLOR: And just before you do  
11 that -- this is Johnny Taylor -- to keep us on  
12 time, which is half my task, is, he has a  
13 full-out presentation. So if something really --  
14 please, this is the Board. It's your meeting, so  
15 feel free to jump in, but I want to make sure  
16 that he -- we have direct questions.

17 We can do comment at the end, but  
18 direct questions so that he can get through all  
19 of his material because there's a lot of stuff  
20 here that I'm sure you want to know.

21 MR. JUSTICE: So maybe some of these  
22 questions should be noted for the external

1 workshop --

2 CHAIR TAYLOR: Exactly.

3 MR. JUSTICE: -- I would suggest.

4 CHAIR TAYLOR: That's exactly what's  
5 happening. But we need to hear -- so if you have  
6 questions, if he says something that on -- let's  
7 agree, if this is okay with you all, if he says  
8 something on the screen that begs a question, ask  
9 it. Commentary, let's hold it till the end  
10 because we're going to have a lot of time to dig  
11 into this, but I want him to get through his  
12 material.

13 These are great comments. And the  
14 material --

15 MR. KATZ: They really -- yeah,  
16 they're great comments, and I would say that, you  
17 know, information about your universities both  
18 individually and writ large about your  
19 communities and neighborhoods, about -- you  
20 mentioned public resources, the kind of capital  
21 that already has been invested in your community  
22 -- because capital tends to follow capital,

1 right?

2 I think what -- you have to be the  
3 source of information about HBCUs and the  
4 communities in which they're located. You've got  
5 to be the gold standard of information because  
6 these markets get driven by data and get driven  
7 by analysis.

8 And I think you are, you know,  
9 well-situated to play that role in the country.  
10 No one else, by the way, will play it. It's not  
11 like anyone else is waking up saying we're going  
12 to be the information source for HBCUs, right?  
13 You've got to basically do that.

14 I can finish quickly with these other  
15 three slides so that we can just fill this out.

16 The next slide talks about the last  
17 mile, and it identifies a series of projects in  
18 Kansas City, the renovation of an old hospital, a  
19 notion of radical infill of new homeowners and in  
20 former urban renewal neighborhoods, in an area  
21 that was also devastated by highway construction,  
22 et cetera, et cetera.

1                   But basically, what prospectuses are  
2                   doing now, besides giving a platform of  
3                   information about competitive assets, advantages,  
4                   et cetera, is they're going the last mile and  
5                   identifies a series of transactions and then  
6                   showing the capital stack for each of those  
7                   transactions.

8                   In some cases, like in Norfolk,  
9                   Virginia -- and I know there's an HBCU in Norfolk  
10                  -- we've had financing charrettes around a  
11                  particular transaction so that, you know, people  
12                  from the banks, people from development  
13                  communities, philanthropy, city government, state  
14                  government can sit around, look at a deal, look  
15                  at the gap that still exists after the existing  
16                  equity subsidy and debt and then solve the  
17                  problem.

18                  So you know, this market's based on  
19                  information and specificity. And that's what we  
20                  -- that's why I say the Kansas City prospectus  
21                  might give you the kind of replicable model or  
22                  adaptable model for you to use.

1                   The next slide talks about Erie's  
2                   public incentives. You know, your cities,  
3                   whether it's Greensboro, you know, whether it's  
4                   other parts of North Carolina, Georgia, et  
5                   cetera, do have an array of incentives that the  
6                   government offers either around real estate deals  
7                   or investment in neighborhood-serving businesses  
8                   and operating businesses.

9                   So the bottom line here is to try to  
10                  have a transparent, frictionless way for the  
11                  market to understand what can the government,  
12                  local government, county government contribute to  
13                  the deal because that's going to make it more  
14                  likely for you to attract, you know, market  
15                  oriented equity that's looking for returns.

16                  And the next slide really talks about  
17                  institutions. The Enterprise Center is an  
18                  intermediary in Philadelphia, in west  
19                  Philadelphia, that helps identify, support,  
20                  mentor, and ultimately capitalize black-owned  
21                  businesses.

22                  It's probably one of the few in the

1 United States that's been around for decades and  
2 has a track record in working with black  
3 entrepreneurs and developers to sharpen their  
4 business plans and make more -- make it more  
5 likely they'll actually get capitalized.

6 The other institutional models here,  
7 3CDC, AltCap, are development corporations or  
8 community development finance institutions.

9 So I -- you know, my view of this as  
10 someone who's worked in HUD under Clinton and  
11 Obama and been in and out of government with  
12 states and localities, et cetera, is that the  
13 most successful zones will be those that have  
14 institutions that have capacity capital and  
15 community standing to leverage private sector  
16 equity.

17 And as you're going forward, either as  
18 individual HBCUs or as a consortium of HBCUs,  
19 happy to talk further about how do you create an  
20 institutional mechanism that is the gift that  
21 keeps on giving.

22 So you're not just doing a whole

1 series of transactions, but you're creating a  
2 system that can basically self-generate.

3 Those are the main slides. If you go  
4 -- if you skip one slide to the left, What This  
5 Means for HBCUs, I really think that you're  
6 creating a norm of operations, and it could be  
7 one of the HBCUs becomes the first mover or  
8 consortium.

9 But I think the investment prospectus  
10 is the right place to start. Yes, you want to  
11 focus on national capital, but you fundamentally  
12 want to focus on local capital, local debt, local  
13 wealth, local subsidy. That's how most of these  
14 markets are going to be created.

15 You should be the platform for  
16 collaboration across multiple sectors. And you  
17 know, get to the deal. This is not a report.  
18 These are action strategies.

19 The more specificity and the more  
20 concreteness, the better. So I'll just stop  
21 there and, you know, look forward to any more  
22 comments and, more importantly, how I can be

1 helpful to you all going forward.

2 CHAIR TAYLOR: Thank you so much. One  
3 question, and then if you could let me know,  
4 I'll document who wants to.

5 One of the big questions that came up  
6 at our last meeting is, what do you do if you're  
7 not actually located in an opportunity zone. I  
8 was trying to get at that earlier because some of  
9 -- about half of our schools are -- some of them  
10 are very close to them, if not in them.

11 But how do you suggest members of our  
12 community who aren't physically located in an  
13 opportunity zone participate?

14 MR. KATZ: Well, to a large extent,  
15 what we're doing is identifying investment  
16 propositions that then require this mix of debt,  
17 subsidy, and equity.

18 And you know, the opportunity zone is  
19 not a program. It's just one part of the capital  
20 stack.

21 So if you're looking at a grocery deal  
22 around -- you know, because it was raised about



1 the paucity of retail opportunities, let's say,  
2 around many HBCUs.

3 And they're looking at a grocery deal  
4 in an opportunity zone versus a grocery deal in a  
5 non-opportunity zone. It's just going to affect  
6 the capital stack, right? It's going to affect  
7 the kind of market equity that gets attracted to  
8 the deal.

9 So I would go through the same  
10 exercise, really, of unveiling your competitive  
11 assets, identifying particular transactions,  
12 doing the math on what it takes to get a deal  
13 actually done.

14 The only thing we'll change between an  
15 opportunity zone and a non-opportunity zone will  
16 probably be the interest of certain capital  
17 sources.

18 So I think what we're describing here  
19 should become -- an investment prospectus should  
20 be a ubiquitous tool, whether you're in an  
21 opportunity zone or not.

22 CHAIR TAYLOR: Mr. Justice -- Board

1 Member Justice.

2 MR. JUSTICE: Great presentation. This  
3 has sparked lots of thoughts and ideas in my  
4 mind, and I want to reflect back on Harold  
5 Martin's earlier comments on the failure of a  
6 zone and an economic development in light of some  
7 of the things that are said here.

8 Seems that the operative word here is  
9 not opportunity but opportunities, plural, that  
10 these partnerships create a number of  
11 opportunities, and not only for the schools, but  
12 the schools are now going to need to adjust their  
13 norms so they can empower others' interest and  
14 opportunities for the investment within that  
15 area.

16 In other words, the comment earlier  
17 about maybe our schools of business and  
18 management can empower our students to be  
19 participants and start businesses in these boot  
20 camps, these innovation areas, those type of  
21 opportunities, those are the kind of things I  
22 would love to see us agenda for our external

1 meeting.

2 In Literal Time, he talks about  
3 models. Those models, really, how do we adapt to  
4 encourage that multiple level investment because  
5 it's going to be attracted by profit and the  
6 opportunity for people to make a return on their  
7 investment in there. And it means that we need  
8 to adapt to encourage it, not just take advantage  
9 of it for the schools.

10 CHAIR TAYLOR: President Ellis.

11 MR. ELLIS: Yes. I wanted to ask a  
12 question more so about the flow of capital.

13 You mentioned investment prospectuses,  
14 but also what I didn't really hear is a lot of  
15 comments about opportunity zone funds.

16 So how does the capital really get to  
17 the potential investments? And then what  
18 particular role do you see the HBCUs playing in  
19 helping to serve as catalyst for that capital to  
20 get to those investment projects?

21 And particularly, if you see  
22 opportunities for those of us that have community

1 development corporations to use, those community  
2 development corporations to be that catalyst.

3 MR. KATZ: Well, I think what you're  
4 going to have is a continuum here. There's going  
5 to be a lot of opportunity funds that are  
6 organized as single purpose transactions.  
7 Someone has the capital gains. They want to do  
8 another real estate deal. They organize their  
9 own fund. That's completely permissible under  
10 the law.

11 I think where HBCUs fit in -- I'll  
12 just give you an example that might bring this to  
13 a head.

14 So Erie, Pennsylvania, hard hit  
15 industrial city in the northwest of Pennsylvania,  
16 basically does an investment prospectus.

17 They have eight opportunity zones in  
18 their city. The most intriguing one is in their  
19 downtown, their central business district, which  
20 is boarded by a major hospital system, again a  
21 university, and the Erie Insurance Company.

22 So here's what's happened. The Erie

1 Insurance Company has made an investment in a  
2 downtown development corporation, a patient  
3 investment, patient capital. They're not looking  
4 for returns.

5 That downtown development corporation  
6 then has gone out and acquired properties in the  
7 central downtown, historic properties that  
8 basically front in historic square.

9 The Erie Insurance Company has then  
10 put together an opportunity zone fund to invest  
11 in the renovation of those properties and  
12 populating those properties with small businesses  
13 of multiple sorts.

14 So what you're seeing in Erie is  
15 essentially an iterative process: a prospectus  
16 gets created both for the city as a whole and for  
17 the downtown zone in particular; patient capital  
18 from Erie Insurance and other philanthropy  
19 basically strengthens a local intermediary, an  
20 institution, a development corporation; and then  
21 opportunity zones get formed -- opportunity funds  
22 get formed as investment propositions become more

1 concrete.

2 So I -- in a way, what you're doing  
3 is, in some respects, following that model,  
4 right? You're creating the market, particularly  
5 for local capital or for national capital that's  
6 highly motivated.

7 And I'll just leave you with this  
8 thought. I think opportunity zones are unveiling  
9 a network of black investors, black  
10 entrepreneurs, black developers, black  
11 professionals, and black-oriented universities.

12 And we're beginning a series of  
13 gatherings in Oakland, in Atlanta, in  
14 Philadelphia, perhaps even in Tulsa, Oklahoma,  
15 around the country, networks of these  
16 minority-oriented businesses and investors  
17 because this network doesn't exist right now in  
18 the United States in any kind of structured or  
19 coherent way.

20 I would highly recommend that you  
21 think about the HBCUs being a platform for  
22 gathering, cohering, stewarding networks in your

1 communities and your states. And that will begin  
2 to show even more potential for bringing socially  
3 motivated capital into communities.

4 CHAIR TAYLOR: And so we're next going  
5 to go to Dr. Hawkins. But I do want to make a  
6 point on that.

7 The Erie Insurance, we've actually  
8 studied that at SHRM very closely, that example,  
9 and so I would tell you, while all of that's  
10 great, this is the opportunity to go to some of  
11 these major companies in your markets who have  
12 all these capital gains because Erie Insurance  
13 Company set up its own fund. They funded it  
14 because they had all these capital gains.

15 So instead of having, you know, a  
16 local corporation buy a \$10,000 table to one of  
17 our dinners, say, got it, what we really want you  
18 to do is give us a \$10 million opportunity fund  
19 investment.

20 Now, we're going to have to do all of  
21 the stuff that we talked about. You've got to  
22 have a prospectus, to their point, because you've

1 got to say what they would invest in.

2 But I don't think -- you know, if I'm  
3 in Atlanta, I'm going to Delta right now. You  
4 all got a lot of capital gains. Let's figure out  
5 how you can put together a fund and look  
6 specifically at our community's interest.

7 So in addition to wealthy individuals,  
8 I mean, you've got to be really wealthy to have a  
9 whole bunch of capital gains problems, right?

10 You could go to these major  
11 corporations who sit in your markets as well and  
12 appeal to them from a goodwill, a social,  
13 corporate social responsibility perspective and  
14 say it's patient capital and this is a return to  
15 the community.

16 So you're still going to make your  
17 money. You're going to be able to -- you win  
18 almost automatically because you don't have to  
19 pay taxes on all this money.

20 And you begin making that case to  
21 them. But I don't think we should at all forget  
22 that the real opportunity, who is that major



1 employer, not necessarily individual, but that  
2 major company in your market, maybe not so in the  
3 smallest markets, but who have capital gains that  
4 they need to address.

5 So Dr. Hawkins.

6 DR. HAWKINS: Okay. Yeah, Billy  
7 Hawkins from Talladega College.

8 We have had a contractor to come to  
9 us. He's identified an old yarn mill, as you all  
10 know that, you know, years ago many of those  
11 companies went out of business. And so it's  
12 about a block from our campus, large piece of  
13 property.

14 This contractor's gone as far as to go  
15 to his architect and has drawn up this, you know,  
16 this beautiful drawing connecting it to our  
17 campus, dormitory, retail, et cetera.

18 And has gone as far as identifying  
19 investors to bring them aboard to go with the  
20 zone.

21 We happen to be one of those campuses  
22 that the opportunity zone is on the edge of our

1 campus, not on our campus. So what -- it looks  
2 very good.

3 And I had UNCF staff to look at it,  
4 and then there was -- the question mark came up,  
5 10 years down the road, you know, based on this  
6 particular situation, it could be a debt service  
7 there.

8 I say that to say that our small  
9 institutions -- and I currently chair in 37 UNCF  
10 institutions --- So we've got to be very careful  
11 because we're already, many of our institutions,  
12 dealing with accreditation issues and how that  
13 looks in your financial books. And I say that  
14 specifically as an evaluator and one who's gone  
15 out and looking at finances of our small  
16 institutions.

17 And so we've got to be aware of that  
18 as well so that when this -- you know, if we move  
19 forward, that it clearly benefits the  
20 institution. But we've got to be conscious of  
21 how that package is put together and how it reads  
22 out, especially to our accrediting agencies.

1                   And so when we do meet -- I say that  
2                   to say that we've got to make sure that when this  
3                   is laid out that various models are presented so  
4                   that our institutions will be able to identify,  
5                   you know, which of these models would, you know,  
6                   best fit their institution because every  
7                   institution is different.

8                   But our small, you know, privates,  
9                   enrollment-driven institutions have got to be  
10                  very, very careful, you know, entering into some  
11                  of these deals.

12                 CHAIR TAYLOR: And we're going to  
13                 address that. Now, we have Mr. Katz, he has to  
14                 leave -- hard stop in about two minutes.

15                 MR. KATZ: Yeah.

16                 CHAIR TAYLOR: So any questions  
17                 specifically for Mr. Katz? Mr. -- Dr. Grigsby,  
18                 you're now, and then Dr. Martin, if you have any  
19                 -- now, we're going to have a lot of -- we have  
20                 another 30 minutes or so to have comments, so if  
21                 it's not a -- if it's a question to him, ask it.

22                 MR. GRIGSBY: Thank you, Mr. Taylor.

1                   I think I heard you say earlier about  
2                   future steps in terms of additional work that  
3                   we'll be doing.

4                   I think it's clear that all of us have  
5                   -- are very intrigued by the whole concept of  
6                   opportunity zones.

7                   One of the ways that this body I think  
8                   could be very helpful is to look at some real  
9                   live models that understand the fact that the  
10                  HBCU community is not a monolithic community and  
11                  models that can deal with large urban, can deal  
12                  with rural, can deal with public-private kinds of  
13                  issues that emerge as well as the identification  
14                  and attraction of capital, et cetera.

15                  Those kinds of hands-on models I think  
16                  would be most helpful and beneficial, again,  
17                  taking into account the varying degrees of  
18                  expertise that are on our campuses, that we're  
19                  somewhat much more advanced than others in that  
20                  regard.

21                  I think that would be a real benefit  
22                  from our work together.

1 CHAIR TAYLOR: Will do.

2 Dr. Martin, did you have a question --  
3 anyone have a question for Mr. Katz as he's  
4 departing? We'll continue discussion, if not.

5 Mr. Katz, thank you so much for making  
6 yourself available this morning. It's kind of  
7 hard to do a presentation when everybody else is  
8 here and you're not.

9 But you've done a phenomenal job, and  
10 thank you for your advanced work. We'll be in  
11 touch -- maybe we can even see you at the  
12 upcoming convening.

13 MR. KATZ: Well, thanks again for the  
14 opportunity to speak, and I think you've got  
15 great potential here to set the market both for  
16 your own universities and frankly for the country  
17 as a whole.

18 So I look forward to working with you.

19 CHAIR TAYLOR: Thank you.

20 So we're now going to open -- thank  
21 you, again.

22 We're going to open the floor. Our

1 other two presenters, Scott Turner and Ja'Ron  
2 Smith are en route, so we're going to keep this  
3 going right now to now have the commentary that  
4 you might have.

5 I'd like to kick it off -- it's  
6 interesting. I think there is also a role for  
7 us. And Dr. Martin's comments -- Chancellor  
8 Martin's comments are spot on.

9 There's also an advocacy role for us  
10 here. We've got to hold these -- you have to  
11 make sure the developers don't come in and take  
12 advantage of these communities and, you know, we  
13 wake up 10 years from now and say we know what  
14 happened here. There was a further transfer of  
15 wealth that went from wealthy people to wealthy  
16 people and we were just kind of used in the  
17 process.

18 Now, I'm not one who does victim very  
19 well, so the fact of the matter is that's why  
20 we're convening at the -- this is brand new.

21 Even the community -- the majority of  
22 community doesn't know how this works. It's a

1 brand new product, so it is incumbent upon us to  
2 become quickly educated and then call out when an  
3 investor is trying to go into the market and  
4 further exploit the market without putting  
5 anything into the -- and that's where I think our  
6 advocacy groups can play a role.

7           So there's a financial role, but you  
8 know, I don't mean to suggest public shaming, but  
9 if someone comes in and puts substandard rental  
10 property, you know, student dorms on the east  
11 side of Greensboro and then puts Taj Mahals on  
12 the other side of Greensboro, all of which is in  
13 the opportunity zone, someone needs to call that  
14 out.

15           We won't be able to do that if we  
16 weren't at the table when they were making those  
17 decisions, though. So you can't in hindsight say  
18 I can't believe you all did that if you weren't  
19 in the meeting.

20           So that -- it is critical for us to  
21 get in there right now while they're having this  
22 meeting.

1                   Let's open the floor for commentary  
2                   from the Board. And again, everything that  
3                   you're saying we're capturing. And Emily and my  
4                   team -- I've got a whole bunch of SHRM people  
5                   here because they're going to be -- all the SHRM  
6                   folks here, we're going to design a heck of a  
7                   program for you all in, you know, within the next  
8                   six to eight weeks, and they're capturing all of  
9                   this.

10                   So any of your thoughts right now,  
11                   tell us so that this is absolutely what you want  
12                   when you get here and not what we want.

13                   MR. HOLIFIELD: I want to connect with  
14                   the -- Dr. Hawkins's point. And it doesn't  
15                   diminish the other areas of opportunity. But  
16                   there, I believe, and we need a deeper  
17                   exploration in roles, additional roles that more  
18                   explicitly align with what the institutions do to  
19                   prepare talent, to actually take advantage of the  
20                   opportunities that are being created in the  
21                   opportunity zone.

22                   So it's not just about equity and



1 debt. It is about training. It is about  
2 ecosystem building. It's about program  
3 development.

4 So there are roles where our  
5 institutions should be able to attract additional  
6 resources and support that can also be used to  
7 strengthen the opportunity zones.

8 So we're not in one bucket. We should  
9 be looking at all of the continuum of  
10 opportunities.

11 MR. JUSTICE: And I think the  
12 strongest place we have it is in our --

13 CHAIR TAYLOR: This is Mr. Justice  
14 speaking --

15 MR. JUSTICE: -- academic.

16 CHAIR TAYLOR: -- for the record.

17 MR. JUSTICE: Yeah, Nick Justice.  
18 It's in our academic portfolio. And that is a  
19 strength that is worth dollars.

20 CHAIR TAYLOR: Mr. Clark?

21 MR. CLARK: One of the things that we  
22 have in South Carolina -- and I'm sure it exists

1 in other places -- is a mechanism whereby  
2 individuals of significant network and who have a  
3 tax liability to the state, can transfer a  
4 certain amount of that liability for -- to go  
5 towards innovation initiatives based on the  
6 efforts by the South Carolina Research Authority  
7 and the SC Launch Initiative for helping startup  
8 companies.

9 As I was thinking that we'll maybe  
10 talking on the high net worth side, some of the  
11 same individuals -- and I was wondering if anyone  
12 knows whether or not it's possible to -- I'll use  
13 the word commingle, but to leverage the same  
14 people, or is this something that must stand, you  
15 know, alone?

16 I don't -- I haven't sorted out in my  
17 head how it might be, but I was -- I wanted to  
18 make sure in my head that we don't have a  
19 conflict.

20 But you know, when you're trying to go  
21 to the same people and there are mechanisms in  
22 place that they might be investing in -- might

1       they be able to -- if they can afford it, invest  
2       in both without there being a conflict based on  
3       the way this was set up.

4               CHAIR TAYLOR:   So that's a question.  
5       Gosh, I'm sad Mr. Katz is gone, but we're going  
6       to --

7               (Simultaneous speaking.)

8               CHAIR TAYLOR:   I don't know.   But what  
9       I will say is we should get some finance, some  
10      tax experts there because you better believe  
11      they're trying to double trip -- triple dip.  
12      They're going to try and find and participate.  
13      It's all -- it's not tax avoidance.   It's tax  
14      planning.

15              And so to get --

16              (Laughter.)

17              CHAIR TAYLOR:   That's what they do,  
18      and I was one of those lawyers at one time.   So  
19      there are creative ways to do that, and I'm sure  
20      there are very smart people at figuring out how  
21      to do it.

22              Yes, Dr. Johnson.

1 DR. JOHNSON: I was just going to say  
2 that it's also important to take this opportunity  
3 and to break it up into pieces.

4 Like I talked about the capital stack.  
5 Nick talked about how you can actually look at  
6 adopting your organization to what is actually  
7 going on in the opportunity zones in your  
8 community or nearby.

9 The idea is that the word opportunity  
10 applies to all aspects of what the -- our  
11 institutions are doing. And so if we look at it  
12 from a very broad perspective, there may be a  
13 place here where you actually have a strong  
14 innovation and entrepreneurship center and you  
15 have students who are actually generating  
16 investable ideas and those investable ideas can  
17 be attractive to the investors in their  
18 community.

19 And so it's really, to take a broad  
20 perspective of how you can actually participate  
21 and benefit because this is essentially the way  
22 capitalism works. It's looking at the

1 opportunity that's going to give the best return  
2 and not necessarily the opportunity that you may  
3 prefer to have.

4 And so I just think it's very, very  
5 important to have that as a framing mechanism for  
6 a discussion, future discussion.

7 MR. CLARK: Just a very quick  
8 question. At the last meeting, we talked about  
9 the adjacent spaces as Dr. Hawkins just mentioned  
10 in his case.

11 And we have a similar situation where  
12 it's -- there's a street that divides us. And  
13 so, and I know it was brought up at the last  
14 meeting, did we get any clarity into the -- you  
15 know, in any affinity mechanisms or opportunities  
16 for adjacent -- the impact of being right there?  
17 You can almost touch it.

18 CHAIR TAYLOR: So that's one of the  
19 things that we're going to address. I was trying  
20 to get him to do it today a couple of times, but  
21 we're going to come back and give a specific  
22 answer about how to deal with that.

1                   Ja'Ron and Scott Turner are coming.  
2           I think they are -- they're probably not  
3           opportunity zone experts in the traditional  
4           sense, and so we're going to get the people who  
5           are being creative about how to do it including  
6           potentially opening satellite offices that get  
7           you into a zone.

8                   I mean, there's some -- I know of some  
9           -- I've already heard of some very creative ways  
10          that some folks are doing to get themselves into  
11          opportunities -- opportunity zones who aren't in  
12          opportunity zones, and we just have to learn what  
13          those opportunities are and play on it.

14                   Dr. Dawkins, you're next.

15                   DR. DAWKINS: Yeah. Well, you just  
16          reminded me that we really need to look at a lot  
17          of different models.

18                   And one of the things that we have as  
19          a strength among the HBCUs is that many of us are  
20          in the same cities. Okay?

21                   For example, a strong opportunity  
22          exists for St. Aug's, Shaw, and North Carolina

1 Central, particularly Shaw and St. Aug's, they're  
2 right downtown Raleigh.

3 In Greensboro, Martin mentioned that  
4 Bennett and North Carolina A&T were within two  
5 minutes of downtown Greensboro. Okay?

6 And then you can go on and on about  
7 other schools. And though some of the schools  
8 are not downtown, they're within 50 miles radius  
9 of each other, like Jarvis, Wiley, Texas, and  
10 Southern Shreveport.

11 They are -- I was just recently in  
12 that area and noticed, oh my goodness, they're  
13 within 50 miles of each other.

14 And so there are many ways that we can  
15 group our institutions as we prepare a  
16 prospectus.

17 The other thing, going back to St. Aug  
18 and Shaw and with Nick at North Carolina State,  
19 we need to also look at opportunities with  
20 existing institutions. Okay? It just doesn't  
21 have to be with an HBCU. We can also collaborate  
22 with other institutions in the area to strengthen

1       our opportunity zones.

2                   CHAIR TAYLOR:  It's a really -- and  
3       just before our guests are coming in, one other  
4       thing that I think we oftentimes do in this  
5       community is we separate public and private  
6       institutions.

7                   And the fact of the matter is much of  
8       this is going to be driven by the state elected  
9       officials, and they have a vested interest in  
10      making sure that these state institutions are  
11      successful.

12                  So if they're -- you know, at the end  
13      of the day, North Carolina A&T is going to get  
14      some preferential treatment, North Carolina  
15      Central, because it's their institution at the  
16      end of the day.

17                  So if you -- if this idea that somehow  
18      the privates can -- the UNCF privates can pull  
19      away and not -- those TMCF public institutions,  
20      which are larger and are the ones that the states  
21      are already invested in -- if you don't partner  
22      with them, you're going -- what they may do is



1 find a -- we may end up competing with each  
2 other, by the way.

3 And likely the state schools are going  
4 to win because they're already invested in by the  
5 state. So we have got to pull down these walls  
6 of public versus private. We're further dividing  
7 the community that's already only 101 schools,  
8 right?

9 So I think we just all need to figure  
10 out how we work together without breaking this  
11 down by turf and all the territory, again,  
12 because we're going to -- I'm telling you, I know  
13 how this works out.

14 The State of North Carolina is  
15 invested in those. 5 of those 10 institutions  
16 are state institutions, and they're going to make  
17 sure they work --

18 MS. DAWKINS: Five are private.

19 CHAIR TAYLOR: Five are private, five  
20 are state, but the state's interest is where they  
21 dumped a lot of money already.

22 Shreveport, you talk about that group

1 of institutions there, State of Louisiana needs  
2 to get its own return on its investment in the  
3 state institutions.

4 So let's just make sure we keep that  
5 in mind and not break into territories real quick  
6 or tribes because then that'll create more  
7 problems for us down the road.

8 We have our guests here. Guys, we  
9 have 15 minutes, so we thank you for coming.

10 It's -- for the folks on the phone, I  
11 should introduce that we have Scott Turner, who  
12 is executive director of the White House  
13 Opportunity and Revitalization Council who we  
14 heard from yesterday, and of course, Ja'Ron Smith  
15 who introduced the president, Office of American  
16 Innovation, deputy assistant to the president of  
17 the United States.

18 Did I get that right? I'm sure I  
19 screw up titles all the time.

20 I'm sorry?

21 So folks are saying they need a break.  
22 But what I got to do is with only 15 minutes

1 later, I need you to kind of squeeze a little  
2 bit. I need these guys to -- they were supposed  
3 to lead this, and of course, they're just getting  
4 in.

5 Major announcement I'm understanding  
6 today, several 911, a lot going on.

7 So gentlemen, if I could give you --  
8 we've heard from both of you at our last meeting,  
9 so if you could give us an update and fill us in,  
10 we've got about 15 minutes and I'm hearing bio  
11 break and lunch, so we've got to move.

12 MR. SMITH: Sure. Thanks so much, and  
13 we appreciate your patience. Our schedule is  
14 kind of crazy to manage at times. And appreciate  
15 the flexibility of the PBA to allow for us to  
16 address them on these important issues.

17 As you heard yesterday in the  
18 president's speech -- and both Scott and I was a  
19 part of that speech -- there is a lot of momentum  
20 for the White House to continue our partnership  
21 with HBCUs in two very significant ways, one  
22 being using our convening power and working with

1 state governors to figure out a strategic plan  
2 for the HBCUs that are in opportunity zones.

3 And the second being a follow up from  
4 what maybe OSTP came here to talk about, about  
5 research and development dollars going into some  
6 of these schools that are at HBCUs.

7 And so we want to kind of give that  
8 update that that is off to a great start. We are  
9 actually looking in November to start doing some  
10 of those convenings. We would love to be on the  
11 road with Johnathan Holifield and work directly  
12 with the PBA on a strategy on what makes the most  
13 sense, you know, who we should invite to the  
14 table.

15 We certainly want to hit a good  
16 cluster of institutions over the next 7 to 10  
17 months, but we don't want to do that in a vacuum.  
18 We want to partner directly with this advisory  
19 council in concert with the White House  
20 Opportunity and Revitalization Council because we  
21 think that shared partnership with the intent of  
22 what we mention -- we wrote the White House

1 executive order for revitalization. We mentioned  
2 HBCUs.

3 So it's always the intent for there to  
4 be a joint collaboration through the Council and  
5 through the Board and through the executive  
6 director of the HBCU initiative.

7 And so we just want to be able to  
8 formalize that with a strategic plan and being  
9 able to present that plan maybe at the next PBA  
10 meeting just to inform the public who also want  
11 to participate because there's no monopoly on  
12 ideas.

13 So Scott has to take off really quick,  
14 but thought it'd be important for him to give  
15 some feedback on what he's hearing from the  
16 ground.

17 He's been to a couple different cities  
18 that have partnered with schools and higher  
19 education to do revitalization work around  
20 opportunity zones and he can probably give you  
21 some thoughts just to think about as we figure  
22 out what our strategic plan should be with these

1 institutions.

2 CHAIR TAYLOR: And just before you  
3 jump in, so that you're aware, we've got already  
4 our first public-private partnership. The  
5 Society for Human Resource Management is going to  
6 host a convening of HBCUs to do a real deep dive  
7 on opportunity zones, and we're bringing in  
8 experts, tax people, deal people, funders, et  
9 cetera.

10 So we're going to be doing that within  
11 the next six weeks, right, SHRM folks, and paying  
12 for it. So to be clear, we are already doing  
13 that.

14 And what you all are describing as  
15 going into the markets, we're bringing them here  
16 to do it at a very, very sort of serious level so  
17 that they have at least the information so that  
18 when you show up in November they have a working  
19 knowledge of how these work and they've been  
20 introduced to the funders.

21 MR. SMITH: And that's perfect timing  
22 for that because then that's the time we can have

1 a direct strategy and we can follow up right off  
2 the bat and have a plan put together when we hit  
3 the ground.

4 So thanks so much for your leadership.  
5 Thank you.

6 MR. TURNER: And thank you, Ja'Ron,  
7 and thank you, Mr. Taylor. And that's very  
8 exciting to hear.

9 The one thing I did want to mention,  
10 and we talked about this in our meeting the other  
11 day here at the conference, is that when we go on  
12 the cities' tours in the various cities that we  
13 visit, we will make sure that as we convene in  
14 those areas that the representatives of HBCUs  
15 will know that we're there and you are welcome,  
16 as per the executive order.

17 And we've had HBCUs at different  
18 meetings that we've had, and so we will make sure  
19 that Johnathan and others has that list as we go  
20 about the country and building those partnerships  
21 as Ja'Ron spoke of earlier.

22 I have seen that to be very beneficial

1 and fruitful from a university standpoint,  
2 partnering and collaborating with cities,  
3 economic development corporations, private  
4 business, private developers.

5 I've seen that in a couple places, a  
6 few places around the country, in Arizona, in  
7 Birmingham, Alabama and others, and so I want to  
8 encourage that. As you think about and as you  
9 ideate together about having those type of  
10 partnerships in the city with the localities, the  
11 mayors, even the commissioners, state leaders,  
12 developers, business and future business owners,  
13 and maybe economic development corporations or  
14 commerce departments inside of that state as the  
15 university being the anchor institution, if you  
16 will, as it is already because I've seen those  
17 partnerships bear much fruit early on in this  
18 emerging market that we have in opportunity  
19 zones.

20 So I wanted to encourage that, but I  
21 also want to encourage you that -- to continue to  
22 step by step to keep going and that you're on the



1 right path because this is, as we've said so many  
2 times, though it is a new tool, it is a tool that  
3 can have tremendous impact, and HBCUs are very,  
4 very important in the success and really just the  
5 long-term sustainability of these initiatives.

6 And thank you for having Ja'Ron and I  
7 today. Thank you for always having us and making  
8 us feel at home because whenever we step on the  
9 stage and come to these meetings, we always feel  
10 so good that we can share in this time with you.

11 So really appreciate that and look  
12 forward to seeing you all again.

13 CHAIR TAYLOR: Thank you.

14 MR. SMITH: Can I make one more --

15 CHAIR TAYLOR: Please.

16 MR. SMITH: -- thought, too?

17 Just something to think about, too, as  
18 we're putting together these strategic actions.  
19 I want you all to think about, you know, what  
20 problem are we trying to solve, you know. And  
21 that's how you have to look at opportunity zones.

22 I don't want to paint all our

1 institutions with a broad brush, but each  
2 institutions has -- have specific needs that not  
3 only help the institution but help the community  
4 that surrounds it. And those needs may differ.  
5 And that's what's going to guide our strategy.

6 You know, what problem are we trying  
7 to solve in that specific community, how can we  
8 leverage opportunity zones to solve that problem.  
9 And then that's where it's helpful for us because  
10 at the end of the day, this is about outcomes.  
11 You know, what can we transform, what can we  
12 revitalize. It can't just be all talk. It has  
13 to be about the outcomes we can actually deliver,  
14 so.

15 CHAIR TAYLOR: Thank you.

16 Any other comments for our guests?

17 Thank you for coming by.

18 Listen, one other thing as we prepare  
19 for lunch is a word I haven't heard a lot of. I  
20 happen to be on the president's advisory board on  
21 the future of work, essentially, I think it's  
22 called. I don't know what the name of the -- I'm

1 on enough of these darn boards.

2 But one of the things that I don't --  
3 we're not talking about enough is jobs, job  
4 creation, because one of the things that could  
5 occur is they could make investments in our  
6 community that don't put people to work.

7 There's some pretty significant  
8 investments. You can spend \$10 million in the  
9 market and while the people are building the  
10 building, construction and folks are working, but  
11 when it's done, that's the gift that stops  
12 giving.

13 And so we have to keep in mind that I  
14 think as you think about what we have is our kids  
15 need to have opportunities upon graduation to  
16 remain in our communities and have good jobs, not  
17 just jobs, but good jobs.

18 So as we think about what our  
19 strengths are, part of the strength is creating a  
20 community where people have work. And so that's  
21 something that we're going to focus on from a  
22 SHRM perspective is, you know, we -- our members,

1       300,000 of them, want to move companies.

2                   I was just sharing with someone the  
3       other day that when you think about why Amazon  
4       chose northern Virginia to expand its business,  
5       most of its focus was on do they have a steady  
6       supply of really talented people. And if they  
7       didn't, no matter how cheap the land was, no  
8       matter how good the deal was, they could not grow  
9       their business without an access pipeline of  
10      strong talent.

11                   That's literally P-K through 16 and  
12      along the way. We just saw the other day Amazon  
13      announced they're hiring 30,000 people, 30,000  
14      and they said from entry-level sort of packers to  
15      I think the thing said architects and engineers,  
16      et cetera making six figures. It's running the  
17      gamut.

18                   So I hope that as we think about what  
19      businesses we're going to bring in, it's not just  
20      what's good for the school but what's good for  
21      our students and our alumni so that we actually  
22      do revitalize the community.

1           A ton of cash could go into a  
2           community but the community not be revitalized in  
3           the long run.

4           Any other comments before we break?

5           And I don't know, should -- do we --  
6           I don't know, Madam Federal Official, do we take  
7           those at the -- if we have comments on the phone,  
8           is that taken at the end of the meeting?

9           MS. FRANKLIN: The comments, are we  
10          talking about from our speaker?

11          CHAIR TAYLOR: No, from folks who  
12          might -- the public comments, anyone who is --

13          MS. FRANKLIN: Public comments can  
14          only be taken at the public comment session.

15          CHAIR TAYLOR: Okay.

16          So we'll handle that then. We're  
17          going to -- I'll have her tell us how long the  
18          break is and where the food is and all that good  
19          stuff.

20          But we need to be prompt, right back  
21          on time because many of you have flights and some  
22          of you have specific other meetings to go to

1 post. So I want to keep us on time, and we're  
2 actually a little bit ahead, so this is -- God is  
3 good.

4 MS. FRANKLIN: This is wonderful.  
5 This is wonderful.

6 So lunch for the Board -- this is  
7 lunch for the Board. It's provided next door in  
8 Renaissance A. Again, that's lunch for the Board  
9 members, unfortunately, you know.

10 And then for those, Johnny, what time  
11 would you like for everyone to reconvene so that  
12 gallery can be back?

13 CHAIR TAYLOR: Okay.

14 It is now, according to my watch,  
15 about 11:20. And so if we could be back at 12:00  
16 noon. Does that work?

17 MS. FRANKLIN: So that's 12:00 noon.  
18 We'll reconvene right here. And again, for next  
19 door, Renaissance A.

20 CHAIR TAYLOR: Okay. Thank you.

21 (Whereupon, the above-entitled matter  
22 went off the record at 11:22 a.m. and resumed at

1 12:05 p.m.)

2 CHAIR TAYLOR: We will officially  
3 reconvene our meeting. Thank you for -- Ms.  
4 Franklin, for a wonderful lunch, a great room for  
5 us all together.

6 It's 12:06. For the record, we are  
7 reconvening at 12:06. I knew you all would be a  
8 little bit late, which is why I said 12:00.  
9 We've got to manage.

10 So we're now going to have some --  
11 several presentations. We have guests here.  
12 We're going to have a brief overview at the  
13 beginning of the Federal HBCU Competitiveness  
14 Strategy framework and our initial impressions.

15 Again, in terms of a role, our  
16 executive director here is going to review it  
17 with us and it's our job to kind of push, tug,  
18 question, et cetera, and make sure this reflects  
19 something that we, as a board, can get behind.  
20 And so that'll be the first order of business.

21 And then I'll introduce each of our  
22 other guests as they come about. So see two

1 people at the table and those on the phone  
2 observing, Ms. Shieh and Dr. -- I don't know if  
3 it was Dr. Shieh or Ms. Shieh. Dr. Shieh, I want  
4 to make sure I get it right -- and Dr.  
5 Alkisswani. I'm going to get it right.

6 She was just in my office the other  
7 day. We spent the better part of what was  
8 supposed to be a 45-minute for like two hours.  
9 We had a good time. She came to visit me at the  
10 SHRM office this past week, so lots to go on.  
11 But we're going to start with our executive  
12 director and overview of the Federal HBCU  
13 Competitiveness Strategy.

14 MR. HOLIFIELD: Yes, Dr. Alkisswani  
15 does have that effect on people, I tell you.  
16 Thank you very much.

17 Johnathan Holifield, White House  
18 Initiative on HBCUs.

19 One of the things -- actually a  
20 breakthrough, one we've had, part of my role when  
21 you hear the description that the initiative has  
22 moved back into the White House where it belongs,



1 I serve on the Domestic Policy Council.

2 Domestic Policy Council is the policy  
3 making instrument or mechanism within the  
4 presidential administration and the Executive  
5 Office of the President.

6 And typically, the tool we use for  
7 making policy, presidential policy, is called a  
8 policy coordinating committee. It's an  
9 interagency process on all kinds of topics.

10 I've served on them in the past, and  
11 we were successful in making the case to the  
12 President's most senior advisors and the director  
13 of the Domestic Policy Council for the need to  
14 convene around this notion of a federal strategy  
15 around HBCU competitiveness.

16 This, we think, is important because  
17 one of my early interactions with one of our  
18 members here, Chancellor Martin, and we had a  
19 dynamic discussion, to say the least, and he  
20 pressed hard -- and I didn't have a good answer.  
21 And essentially it was, oh, Eddie McCann, or Les  
22 -- what is it, Les McCann and Eddie Harris'

1 Compared to What?

2 And I didn't have a good answer, and  
3 I knew I didn't. You know, I put on my best tap  
4 dancing shoes and we had a good dialogue but I  
5 couldn't bring it on because I didn't have  
6 anything to bring on.

7 (Off mic comments.)

8 MR. HOLIFIELD: Yes, I did.

9 But the point is, if we're able to  
10 develop a way, a process that can be effectively  
11 deployed in all the various agencies that can  
12 impact our institutions and within that, that  
13 actually establish real goals that we can measure  
14 against, we think it will be a step forward.

15 Folks, this is not magic. This is not  
16 magic. But we do believe it has the potential to  
17 put us on a better trajectory.

18 I'll just give you an outline of a few  
19 things to think about and think -- yes.

20 CHAIR TAYLOR: I just want to  
21 interrupt one second. For the record, we have a  
22 -- one of our members has joined the Board. When

1 we took roll call, we didn't reflect that we had  
2 Dr. Breaux from Bowie State University, a member  
3 of the Board, in the room because we have -- we  
4 need to keep the record straight and also the  
5 listing will be --

6 MR. HOLIFIELD: Thank you. Thank you.

7 CHAIR TAYLOR: Sorry to interrupt.

8 MR. HOLIFIELD: No, that's -- that was  
9 the most important thing.

10 So when we think about what we're  
11 describing, a couple things to keep in mind, we  
12 believe to successfully implement the President's  
13 executive order we need to take this  
14 unprecedented step to actually develop a strategy  
15 to expand HBCUs' overall education and economic  
16 impact on the nation.

17 The overarching expectation is to  
18 strengthen the roll of these institutions in  
19 sustaining and increasing our competitiveness and  
20 improving standards of living for the students  
21 and communities they serve, competing better,  
22 improving standards of living.

1           Overarching draft goal is this: to  
2     improve the conditions under which HBCUs compete  
3     for top federal and non-federal public and  
4     private sector opportunities improving the  
5     conditions under which we compete.

6           We have identified four broad  
7     strategies in support of that overall goal. One,  
8     cultivate within the federal structure an  
9     ecosystem, an HBCU competitiveness ecosystem  
10    empowered by the White House Initiative on HBCUs  
11    to serve largely in the capacity we have served  
12    but in a more clear and defined way as the hub,  
13    facilitator, connector, intermediary of that  
14    broader federal ecosystem.

15          You heard from our earlier  
16    descriptions from Bruce Katz about the importance  
17    of that intermediary function. We who wake up  
18    every day creating better conditions to allow our  
19    desired impact to occur.

20          Secondly, position federal agencies to  
21    perform the kind of high-leverage interactions  
22    within their agency that support the ecosystem.

1           We use language like high-leverage and  
2 we define it. Essentially high-leverage are  
3 specific things that can impact multiple  
4 objectives, or a big thing that's one objective,  
5 either multiple or its magnitude is so tremendous  
6 that it's a single thrust and that makes it high  
7 leverage.

8           So think about how agencies could  
9 begin to think more creatively about if we do X,  
10 boy, that impacts Y, Z, and A, and B, and those  
11 are the kinds of actions we're looking for.

12           Third, improve federal agency, and  
13 this is directly from our friend, Dr. Martin,  
14 improve federal agency competitiveness processes,  
15 activities, opportunity exploration, and  
16 sustained implementation.

17           Why are they important? Because you  
18 guys know many times our institutions are  
19 relegated to the coffin corner of opportunity  
20 when the entire playing field is available.

21           But there hasn't been an explicit  
22 expectation that opportunity exploration extend

1 beyond the customary.

2 We believe that if we make that  
3 expectation explicit and start to ask the kinds  
4 of questions that force that exploration outside  
5 of the customary activities, that we'll get  
6 stronger agency plans.

7 And finally, or fourth, finally,  
8 strengthen federal agency HBCU competitiveness  
9 strategic planning, goaling, metrics, and  
10 reporting requirements, again, with a nod to my  
11 friend from Greensboro.

12 You raised the right points. They  
13 were valid, and these are informed by my  
14 experiences in the field as well. This is not a  
15 magic approach.

16 But we think if we can improve the  
17 process and what we expect the agencies to do, we  
18 ultimately will have better quality plans and  
19 actually have things to which we can hold  
20 agencies accountable as well.

21 Think about it as an agglomeration.  
22 We're not developing the answers in this process.

1 We're actually developing a process for agencies  
2 to get to the answers and aggregate it together  
3 or agglomerate it together. That is the federal  
4 strategy. So that's what we're undertaking.

5 A couple more things, areas of focus:  
6 education, promoting HBCU student achievement,  
7 fostering educational excellence, and  
8 institutional development in preparation for  
9 global competitiveness while ensuring equal  
10 access. Frankly, that is the Department of  
11 Education's mission.

12 Information and communication  
13 technology and broadband, ensuring the  
14 availability, access, adoption of ICT in general  
15 and broadband specifically to ensure the  
16 competitiveness of HBCUs further enabling them to  
17 perform as anchor institutions for their host  
18 communities.

19 We heard about anchor institutions,  
20 again, from Bruce Katz earlier today.

21 Third, human capital, workforce,  
22 career development, maximizing programs,

1 initiatives, and public-private partnerships in  
2 the broad areas of workforce development and  
3 career development.

4 Fourth, economic development and  
5 competitiveness, helping HBCUs provide economic  
6 experiences to students and the communities they  
7 serve that can improve standards of living,  
8 including public-private partnerships, access to  
9 relevant data, research, funding opportunities,  
10 capacity building and technical assistance, et  
11 cetera.

12 Fifth, the academic research  
13 enterprise, increasing the competitiveness and  
14 capabilities of HBCU undergraduate students,  
15 graduate students, post docs, early career  
16 faculty by increasing their awareness of and  
17 ability to compete for opportunities in the U.S.  
18 academic research enterprise.

19 And we kind of have a catchall other,  
20 which we define as supplementary, and these are a  
21 diverse array of good opportunity areas within  
22 our federal agencies that might advance HBCU



1 competitiveness: arts, culture, humanities,  
2 healthcare, campus safety and resilience,  
3 environmental, aviation, transportation, et  
4 cetera, just good stuff that doesn't neatly fit  
5 in these broad categories but we'd like our  
6 institutions to successfully compete for those  
7 opportunities as well.

8 We are under where -- within right  
9 now, our interagency process through the PCC and  
10 for a few minutes I'd just like to dialogue --  
11 certainly want to have a chance for our guests to  
12 have a robust discussion as well, but however is  
13 your preference.

14 Do you want to get all other  
15 presentations out before we kind of dialogue or  
16 --

17 CHAIR TAYLOR: No. I'd like for this  
18 portion, so we don't --

19 MR. HOLIFIELD: Absolutely.

20 CHAIR TAYLOR: -- break them up, I'd  
21 like us to now take some time to talk about any  
22 -- you know, thoughts about --

1 MR. HOLIFIELD: Perspectives

2 CHAIR TAYLOR: -- you know, thoughts  
3 about -- that's right, yes.

4 MR. CLARK: First off, please supply  
5 a handout at your earliest convenience. Because  
6 I'm trying to scribble notes fast here, and it's  
7 a lot easier --

8 MR. HOLIFIELD: Yeah, that's a -- yes.

9 CHAIR TAYLOR: And this is Dr. Clark  
10 --

11 MR. CLARK: James Clark from SC State.

12 CHAIR TAYLOR: President Clark, South  
13 Carolina State.

14 MR. HOLIFIELD: And the clearance  
15 process is extensive. We thought about that.  
16 And I even -- that's on me. We just need to get  
17 it out. Thank you.

18 MR. CLARK: No, no. Whenever. At your  
19 convenience.

20 CHAIR TAYLOR: Will do. Because I  
21 couldn't write fast enough --

22 MR. HOLIFIELD: I know. I know. I

1 know.

2 CHAIR TAYLOR: I was scribbling -- it  
3 was a lot of words.

4 MR. CLARK: I finally gave up --

5 CHAIR TAYLOR: I cheated because I  
6 could look to my right to see, you know, what is  
7 he saying? But other than -- yes, Mr. Justice.

8 MR. JUSTICE: Nick Justice.

9 A lot of the discussion we had this  
10 morning is us struggling to understand these  
11 opportunities, right, and start to kind of  
12 quantify things that are more actionable.

13 And I just wanted to share with you  
14 where the government has started standing these  
15 public-private partnerships up was -- I ran one  
16 of the very first national manufacturing  
17 institutes.

18 I'll tell you what kind of opportunity  
19 it is. We built road maps for technology  
20 development. We never could build road maps for  
21 business opportunity. It -- because you can't  
22 see it coming, number one.

1 I'm going to take advantage of it  
2 before I tell you about it because I'm going to  
3 make the profit on it. And I literally have  
4 tracked money in my state because I owe my  
5 governor and my legislature and my academic  
6 leaders feedback on how much this was worth to  
7 us.

8 And I can tell you a \$70 million  
9 investment in power electronics within the State  
10 of North Carolina in less than five years has  
11 developed over \$1.25 billion return.

12 Most of that came from an opportunity  
13 where a company was going to divest itself of a  
14 major business. And when they saw the  
15 opportunity that was being developed, they did a  
16 180 degree, divested their main profit center and  
17 invested that capital into the future.

18 And so the Triangle is getting a \$1  
19 billion investment in power electronics. It  
20 resulted in this.

21 So my thoughts is about our workshop  
22 is we look not to specific quantifiable

1       achievements but setting conditions for success,  
2       number one.

3               Number two, look at the opportunities  
4       over time in a road map fashion -- is there will  
5       be immediate things that you'll see and that'll  
6       be the investment, the buildings, the housing or  
7       construction opportunities.

8               But really, you're shaping yourself  
9       for the future at the academic portfolio with  
10      your students and your programs to teach the  
11      future, to train the workforce of the future, to  
12      take advantage of leading your communities in new  
13      opportunities.

14              And I was thinking about that over --  
15      sitting there at lunch that we're not going to  
16      define every dot at the end of a sentence or  
17      cross every T in this. What we're doing is  
18      setting conditions to exploit the future.

19              MR. CLARK: On that -- James Clark,  
20      again.

21              Words breadth and depth came to mind  
22      in earlier discussion. As the agencies have

1 extensively more resources than we do, they  
2 obviously have more insight and understanding as  
3 to their opportunities and their needs, far  
4 beyond what we would ever know, you know, at any  
5 time.

6           So I think one of the metrics that  
7 needs to be put in place at a global level needs  
8 to be one that insists on a level of depth -- in  
9 other words, a significant investment -- but also  
10 a second metric about breadth.

11           In other words -- and I use the word  
12 forcing or incentivizing or motivating the  
13 agencies to make the rounds.

14           And so it's not good for an agency to  
15 make all of its investments in one place but for  
16 agencies to have -- to get rewarded, I'll say,  
17 for having 80 or 90 percent coverage of the HBCUs  
18 because if you're not -- if we're not careful,  
19 it's very easy, having been on the other side of  
20 the fence, to say okay, I'm just going to put all  
21 my time at XYZ university.

22           I know someone there, they've got

1 something that I have, I'm going to put all my  
2 marbles there, and I'm going to get the box  
3 checked, and I don't make the rounds, I don't  
4 talk to anybody else, I don't discover what  
5 opportunities might be at other places.

6 Now, that's not to take away from the  
7 depth part. Okay? We want that because those  
8 places that have expertise, we need to be able to  
9 compete with anybody to go as deep as possible.  
10 But we must make sure that we're making the  
11 rounds because I know -- when I -- with my other  
12 hat on, I know what I would normally do.

13 CHAIR TAYLOR: It's efficient.

14 MR. CLARK: Yeah.

15 CHAIR TAYLOR: Dr. Hawkins.

16 DR. HAWKINS: Mr. Chairman, can  
17 someone define for me -- I just want to be clear  
18 -- when we talk about the infrastructure, are we  
19 talking about agencies working with our  
20 institutions, are we talking about the real  
21 estate on our campuses? Is that all in -- let --

22 CHAIR TAYLOR: That --

1 DR. HAWKINS: I want to finish my  
2 statement, but just --

3 MR. HOLIFIELD: Okay.

4 DR. HAWKINS: -- I want to --

5 MR. HOLIFIELD: Very quickly, let's  
6 make sure we separate the earlier discussion from  
7 this discussion. This is focused on how the  
8 Federal Government and federal agencies plan and  
9 implement HBCU strategy, et cetera. That's what  
10 this -- what I'm talking about now.

11 DR. HAWKINS: So you're saying their  
12 strategies in terms of working with our --

13 MR. HOLIFIELD: Yes, which largely  
14 reflect historically just about every executive  
15 order, but we haven't had the kind of structure,  
16 expectations, and depth of planning that we'd  
17 like to see.

18 DR. HAWKINS: Okay. So -- Okay. I'm  
19 good.

20 Now, I've been a president 18 and a  
21 half years. And 18 and a half years, we've been  
22 discussing this. And Johnny knows what I'm



1       talking about.

2                   We've had meetings scheduled, agencies  
3       -- and Harold Martin, he knows what I'm talking  
4       about -- and the agencies show up and the  
5       discussion is supposed to be about how can we  
6       better work with the HBCUs getting their  
7       resources, getting funding, you know, winning the  
8       procurement competitions, et cetera.

9                   Eighteen years later, we're still  
10       talking about the same subject. So if we're  
11       going to -- this board, if we're really going to  
12       drill down on this, okay, we've got to drill all  
13       the way down, okay, and build a new foundation so  
14       that we can grow moving forward and actually see  
15       things happen because if -- when I go out to  
16       presidents and get their -- try to get their  
17       buy-in and all they say to us or will say to me  
18       and probably these other presidents that, you  
19       know, we've heard this story before. Okay?

20                   So all I'm saying is that, ladies and  
21       gentlemen, you know, if we're going to take this  
22       on, let's take this on to the point that we can

1 see some results.

2 (Off mic comments.)

3 CHAIR TAYLOR: Hello. There you go.

4 Okay. Let's make sure our mics are on, including  
5 me.

6 Johnny Taylor, and we're going to have  
7 President Clark and then Dr. Johnson.

8 But here's -- I'm going to throw out  
9 something because it's -- you and I were thinking  
10 exactly the same thing. Is there an argument,  
11 Johnathan, that maybe we should pick two or three  
12 agencies and go deep the ones -- as opposed to  
13 trying to tackle 32?

14 I tell you that when I was a CEO of  
15 Thurgood Marshall College Fund, we were running  
16 all over the place, some at NASA, some here,  
17 trying to make it. And I realized there were two  
18 departments I was going to get a lot of money  
19 from, and I just put deep, deep partnership --  
20 put deep resources into those agencies where  
21 there was buy-in from the top, and where,  
22 frankly, we had the capacity to serve them

1       because there were some agencies out there that  
2       would all say the right thing. We'd show up, but  
3       we didn't have the capacity.

4               It wasn't a knock on us. It just  
5       wasn't what we did as a group of institutions.

6               So might there be some value -- I get  
7       the big picture federal strategy, but what if we  
8       said there are two agencies, three, four, pick a  
9       number, where we can go really deep and then  
10      match HBCU capacity, understanding that we're not  
11      monolithic, there are small schools, there are  
12      big schools, there are some -- and everybody --  
13      but really get deep and so as opposed to a broad  
14      32-agency approach, two or three, because I  
15      agree.

16              Dr. Hawkins will tell you, when I go  
17      out and talk to presidents, their like eyes roll  
18      in the back of their head. They're like, I'm not  
19      going to any more of those freaking convenings  
20      where you tell me about the federal agency and  
21      nothing comes of it. They become frustrated.

22              So I just throw it out as an idea. So

1 in order, Dr. Clark.

2 MR. HOLIFIELD: Hold on. I have to  
3 address these or I'll miss my opportunity.

4 (Off mic comments.)

5 MR. HOLIFIELD: Your points are  
6 well-taken. When I arrived in this seat, there  
7 was nothing. So what we are trying to do is  
8 build the exact capacity that you're describing.

9 I'm not sure how we got to 2019  
10 without this. How is that possible? So the gap  
11 that you describe is a longstanding gap that  
12 precedes your 18 years as a president and  
13 probably goes back to the earliest of the  
14 executive orders. So this is exactly the thing  
15 we're trying to address.

16 Keep in mind, the approach is to  
17 develop the right expectations of agencies  
18 because they have not had expectations. It's  
19 been develop an HBCU plan. They have been uneven  
20 at depth.

21 UNIDENTIFIED MALE: I don't agree with  
22 that.

1 MR. HOLIFIELD: Well, that's what the  
2 executive order --

3 UNIDENTIFIED MALE: I'll -- I'll --

4 MR. HOLIFIELD: Sir, I am taking you  
5 to the executive orders and what those directions  
6 have been explicitly. And that's what the  
7 current executive order says.

8 And there's no context for what those  
9 plans should contain. And that's where we have  
10 an opportunity to build in the kinds of things  
11 that you describe.

12 CHAIR TAYLOR: So I want to hear all  
13 the -- so good response. Okay.

14 MR. CLARK: This ties in with his. I  
15 try to keep things --

16 CHAIR TAYLOR: This is James Clark.

17 MR. CLARK: James Clark.

18 CHAIR TAYLOR: I'm going to do it for  
19 you, man.

20 MR. CLARK: Dashboards and score  
21 cards, that's how these executives run these  
22 operations. We need to just put up some simple

1 dashboard -- and every time we meet, every time  
2 we look at the agency -- now, whether we have a  
3 list of 30 or 3, we know -- the score card is the  
4 things that we think are important, jointly, and  
5 the dashboard is showing how they are progressing  
6 against it.

7           So back to my depth and breadth, you  
8 know, if you're -- you know, how much money have  
9 you put in HBCUs. How many HBCUs are you working  
10 with and what's the name of the projects?

11           It can be just that simple because,  
12 with all due respect, if we -- we can spend the  
13 next five years talking about developing a plan,  
14 but let me tell you, if you tell any one of those  
15 agency heads you must have five HBCUs working  
16 with you by the next time they meet, they won't  
17 get it done. Okay?

18           And if you say one percent of your  
19 budget or a tenth of a percent of your budget or  
20 one one-thousandths of a percent of your budget  
21 needs to have found a good place to go by the --  
22 in six months, they will find a way to do it

1 without spending a lot of time playing.

2 Now, if you say develop plans, oh, I  
3 mean, I'm sure they are great at spending a lot  
4 of time developing the world's greatest, most  
5 robust, longest number of pages, plans, and we  
6 will be meeting again and meeting again and then  
7 -- now, the other flip side of that is to hold us  
8 accountable, okay, because I've been coming to  
9 some of these meetings and I've been telling  
10 folks back at home, hey, you know, the agencies  
11 are ready, the agencies are ready, we need to be  
12 engaged, we need to be getting engaged.

13 But I will just tell you, we're not  
14 doing our part, either because there's not that  
15 part of traction that I know. If I go to this  
16 agency they are looking at this and they are  
17 waiting for me to be there and now it's on me.

18 And if we put those kind of things up  
19 before us, it will force action on both sides.

20 CHAIR TAYLOR: So Dr. Johnson.

21 DR. JOHNSON: Yeah. I think that it's  
22 both. I mean, but the -- you do need to have a

1 governing plan or overarching framework. And  
2 then from there you need to have implementation  
3 plan.

4 And so now the way in which Johnathan  
5 has talked about the implementation plan probably  
6 needs additional guidance, okay, because I've had  
7 the experience of working, first off, from the  
8 standpoint of the Federal Government spend.

9 Most of the spend is in contracts, not  
10 research. And -- but and most of our  
11 institutions, with a few exceptions, big ones,  
12 I'm sure, A&T is one of them, that has a  
13 structure to handle contracts.

14 Most -- all of the higher education  
15 institutions use fund accounting. But for  
16 contracts, you need to have cost or contract  
17 accounting. That means you've got to actually  
18 have money in your budget to actually have  
19 someone brought onboard.

20 Then there needs to be some way, in  
21 terms of the -- back to Dr. Clark's point about  
22 scorecards and dashboards, there needs to be some



1 way in the agency for there to be a watchdog.

2 I engaged a major contractor, federal  
3 contractor that assigned to us an IDIQ,  
4 indefinite delivery, indefinite quantity contract  
5 -- and because what happened was that their  
6 person who is responsible for interacting with  
7 the institution had no control over the engineers  
8 who were still going to the same places and doing  
9 the same thing, even though in the contract that  
10 they have with the Federal Government there was  
11 an incentive clause.

12 So there has to be some -- you know,  
13 so the actual implementation strategy has got to  
14 deal with the gnarly issues associated with how  
15 do you connect.

16 You know, when a space ship is sent to  
17 the International Space Station, they have to --  
18 the speed has got to be right, right? The  
19 angle's got to be right in order for them to  
20 dock. If not, they miss each other. And that  
21 space station is going around at 10,000 miles per  
22 hour. Okay?

1                   And so they miss each other if they  
2                   don't get that right. And so we have to have the  
3                   net phase and implementation strategy. And you  
4                   can actually provide some guidance there or have  
5                   a clear way to review what it is that they are  
6                   presenting back so that you know that you can  
7                   make that connection.

8                   CHAIR TAYLOR: Dr. Breaux?

9                   DR. BREAU: I'd like to make a few  
10                  points. One is what I've heard here today is a  
11                  framework from which we can work.

12                 MR. HOLIFIELD: That's it.

13                 DR. BREAU: And many of us around  
14                  this table, we're used to having a plan. You  
15                  have to have a plan to know where you're going,  
16                  and I think you're provided a good framework from  
17                  which we can work.

18                 I wasn't here 19 years ago. I'm one  
19                  of the newbies. I'm in my third year of my  
20                  presidency.

21                 And what I would venture to guess is  
22                  that you didn't have the same technology 19 years

1       ago that we have today.

2               Many of our organizations are also  
3       used to doing dashboards, are used to collecting  
4       data. We're preparing students around big data.

5               We should be able to gather the data,  
6       do a dashboard, and be able to say are we  
7       measuring up to the framework that you've  
8       provided.

9               I heard, and with all due respect, Mr.  
10      Chairman, you mentioned about drilling down just  
11      three or four, whatever the number is.

12              I fear that we can get stuck with just  
13      trying the rest of the year, trying to figure out  
14      whether it's five or it's six because we're such  
15      different institutions, and that's just  
16      institutions around this table. There are 100 --  
17      over 100 out there. I would not want us to spend  
18      more time trying to figure out which institutions  
19      we should be measuring.

20              So I would rather -- we look at the  
21      full picture, create the dashboards, use the  
22      framework, and then begin working. And I hear

1 the frustration. I'm hearing it around this  
2 table. I've heard it out there as I travel.

3 And I do think it's real. We need to  
4 address that. And part of that can be done with  
5 communication.

6 Here today we have a framework, but  
7 let's put it out there. Let's begin to determine  
8 what we're going to assess. Let's measure it and  
9 then communicate to the larger constituents.  
10 It's broader than this group here.

11 And that's the environment we're all  
12 used to working, and we have accreditors. They  
13 want a plan. They want to know are we living up  
14 to the plan, how are we measuring it, and then  
15 communicating it out, and then closing the  
16 feedback loop, and making sure that we take in  
17 information and approve upon it.

18 But we've got to start now moving  
19 forward. Again, I would prefer that we not try  
20 to zero in on just a few of the organizations  
21 because there are opportunities across the board  
22 that we've been missing out on and we need to

1 know where they are and how we can all move  
2 together as HBCUs together.

3 CHAIR TAYLOR: Okay. So in order,  
4 President Hawkins, Mr. Grigsby -- Dr. Grigsby,  
5 and Dr. Dawkins. Make sure that you all are --

6 DR. HAWKINS: One thing, Mr. Chairman,  
7 and all due respect to my colleagues, I still  
8 maintain 18 years ago when some of your were  
9 presidents, have sat in your seat, have addressed  
10 the same issue -- and I'll call one up, okay, Dr.  
11 William Harvey. Okay. He's been president 43  
12 years.

13 Okay. If he was sitting here today,  
14 I assure you that he would echo what I've put on  
15 the table. Accountability sounds good, and  
16 certainly the planning and, you know -- and  
17 Johnny, you've laid out in terms of how we can  
18 begin to attack this.

19 But we have got to put some serious  
20 teeth in this if we're going to head down this  
21 road with all this planning, et cetera, in terms  
22 of accountability with these agencies because it

1 really comes down to stiff accountability.

2 With all these HBCU initiatives and  
3 these various departments, we've been saying for  
4 years. And this Board will leave and then a new  
5 Board will come in and they will be still talking  
6 about the same accountability.

7 (Off mic comments.)

8 DR. HAWKINS: No, no. Let me -- yes?

9 DR. BREAUX: Point of clarification.  
10 When you say accountability, are you --

11 CHAIR TAYLOR: Dr. Breaux, we have to  
12 speak for the record -- tell them who's speaking.

13 DR. BREAUX: This is Anita Breaux.

14 When you said accountability, are you  
15 seeing differently than what -- I thought you  
16 were referencing was -- we would address that  
17 with the dashboards. Are you seeing that as  
18 different?

19 DR. HAWKINS: No. I'm not saying it  
20 different. Okay? I am agreeing with you.

21 DR. BREAUX: Oh. Okay. Just thank  
22 you.

1 DR. HAWKINS: On accountability.

2 DR. BREAU: Thank you.

3 DR. HAWKINS: But all I'm saying is if  
4 we're going to -- if that's the direction we  
5 decide that we're going, okay, we better make  
6 sure that we have stiff accountability.

7 And I'll give an example. I'm working  
8 with one of the agencies right now. And I've had  
9 a wonderful partnership to the point that this  
10 agency reaches out to us and say, you know, we're  
11 getting close to the end, if you need additional  
12 funding to get to the end, this is when  
13 construction is going on campus, let us know  
14 because we're getting close to the end of fiscal  
15 year so we can do something about that.

16 That's a true partnership and working  
17 relationship. And all I'm saying is that that's  
18 where we have to get to with these agencies. But  
19 if -- as we build this out, you know, without  
20 some stiff accountability -- certainly they hear  
21 it from a chairman, they hear it from the  
22 executive director.

1                   And when those points are made clear  
2                   that you're not going to back off because this is  
3                   where we're going, then I believe that we can get  
4                   somewhere. But we can't just roll out some broad  
5                   expectation because they'll sit on it, so.

6                   MR. HOLIFIELD: And Dr. Hawkins,  
7                   that's what it has been. I think we might be  
8                   trying to get to the same place through different  
9                   roads and even different language.

10                  That's the point. They're -- it's  
11                  just been agency plans. I can tell you they're  
12                  all over the place and uneven, and many of them  
13                  have our institutions stuck in a narrow band of  
14                  opportunity and never quite get to the best  
15                  opportunities. That's what we're working to  
16                  build with all -- with what you're saying. We're  
17                  aligned.

18                  We're trying to get there, and we need  
19                  your help.

20                  MR. GRIGSBY: Well, let me --

21                  CHAIR TAYLOR: Mr. Grigsby.

22                  MR. GRIGSBY: Marshall Grigsby.



1 I don't want to sound like a broken  
2 record, and I don't want to rehash the past. I  
3 think I'm unique in the sense that I have the  
4 privilege of writing the PAB report a number of  
5 years ago, so I had the opportunity to look  
6 deeply at plans and the like.

7 And one of the glaring omissions that  
8 I certainly see Johnathan trying to address is  
9 the fact that there ought to be, at least from  
10 this body, a recommendation of suggesting of what  
11 the consequences are for agencies that do not  
12 develop adequate relationships with HBCUs.

13 And those relationships can be in the  
14 area of grants, contracts, internships, faculty  
15 exchanges, a host of things. But there ought to  
16 be appropriate relationships, and those that  
17 don't, there ought to be consequences because  
18 without that, then the likelihood of things  
19 moving to the level that you want them to move,  
20 Johnathan, are greatly reduced.

21 CHAIR TAYLOR: And Dr. Dawkins.

22 DR. DAWKINS: Yes.

1           First off, I want to say I've been in  
2 higher education a long time and have -- we've  
3 been exposed to many, many different  
4 opportunities.

5           From my experience as a person that  
6 writes grants and have received grants is that  
7 sometimes even on our campuses we don't have a  
8 capacity to respond.

9           And so I think we need to speak to  
10 that, and we need to figure out how do we build  
11 capacity to respond to an opportunity to write a  
12 grant.

13           In many of our schools, and even some  
14 -- in some of the public schools, we don't have  
15 the number of faculty that can respond to every  
16 opportunity there is.

17           But yet, I'm just like a mentor. I do  
18 not want us to say we're only going to go after  
19 three or five because the others of us can  
20 benefit from the different ones that are out  
21 there.

22           And then if we go after three or five,

1       who? And so we don't want to do that. So really  
2       it boils down to providing the capacity for our  
3       institutions back to infrastructure. We need  
4       human infrastructure to help us go through these.

5               We know the Federal Government offers  
6       grant workshops. There's been a number offered  
7       since we've been here, but we don't have enough  
8       people to send them to all the workshops. But  
9       how do you come to our campuses to help us write  
10      these grants, build the infrastructure, provide  
11      some guidance?

12             CHAIR TAYLOR: So we're going to have  
13      one last questions because we have guests here,  
14      and I've got to keep us -- luckily we started a  
15      little early and we made up some time.

16             But so just to set the framework here,  
17      we're going to have the opportunity to go into  
18      this deeper. I don't want to disrespect the time  
19      of the people who've come here to present to  
20      other areas.

21             So this is obviously a hot button  
22      issue, and what you're beginning to see if people

1       who have done this for a long time and then  
2       people who are new at it and the answer is  
3       somewhere between everybody has -- and it depends  
4       upon the size of your institution.

5               There's a lot -- there's no perfect  
6       answer, but I think we should learn from each  
7       other because there are people who've been  
8       through this for a long time and they'll tell you  
9       while there may not have been a particular  
10      framework, different frameworks.

11             And we've threatened agencies and  
12      we've raised hell with presidents. We've had  
13      friendly presidents who've said you must do this.  
14      You've showed me the report that you wrote back  
15      in like 1992 or something. We -- a lot of this  
16      stuff that you all think is new, it's been there.  
17      It's just -- you can call it something different,  
18      you can -- whatever.

19             But that's where some of the cynical,  
20      more jaded perspective because they've seen  
21      frameworks, they've seen plans, they've seen it.  
22      So we're going to talk about that in a second.

1 I just want to get a -- and that's not  
2 at all -- don't read that as a knocking. This is  
3 this Board's job to --

4 MR. HOLIFIELD: I just want to ask for  
5 them to send me those examples so they can inform  
6 the process. That's what I'm interested in.

7 CHAIR TAYLOR: Yeah, we'll get that.  
8 Absolutely.

9 So without -- and I'm going to go  
10 back. I know that I had Dr. Johnson, and I know  
11 that Dr. Hawkins wanted one -- let me just knock  
12 these two out very quickly, and then I promise  
13 I'm going to get -- and I'm going to make up  
14 time, ladies. You and I will be cut short. This  
15 won't be a replay of my -- I made up my meeting,  
16 didn't I?

17 Okay. Dr. Johnson.

18 DR. JOHNSON: Well, I was going to say  
19 that, you know, 19, 20 years ago, there were a  
20 lot of things that were happening then that are  
21 actually not happening now.

22 We have to really understand that the

1 thought process -- and again, I'm thinking about  
2 contracts because that's where the money is.

3 Okay?

4 That the thought process of the  
5 federal -- of the companies that actually do most  
6 of the work for the Federal Government is really  
7 different from the thought process that most  
8 academic institutions have.

9 When they do their strategic plan,  
10 they calculate KPIs just like higher education.  
11 But they also calculate KRIs, key risk  
12 indicators. Okay? And that's how they establish  
13 the accountability in their organization.

14 So if someone is new, and they can't  
15 parameterize whether there is going to be a late  
16 delivery, which cascades through their  
17 organization, then they're going to go in a  
18 different direction.

19 So what has to happen is that there  
20 has to be an education on this side in terms of  
21 the language and the thought process, and then  
22 there has to be implementation strategies that

1 take into account those kinds of structures.

2 So -- but you have to have a  
3 framework. The framework is like the law. Okay?  
4 It's like the road system.

5 Then you then lay out a navigation to  
6 where you're going to go. And so I just think  
7 that that's really important, otherwise you will  
8 be, like Billy Hawkins said, you'll be sitting  
9 here 20 years from now talking about the same  
10 stuff. But you can't get there if you don't have  
11 the framework, if you don't have the road, the  
12 network. And that's really important.

13 CHAIR TAYLOR: Absolutely.

14 DR. HAWKINS: Mr. Chairman, once you  
15 get --

16 CHAIR TAYLOR: Yes.

17 DR. HAWKINS: Once you get the  
18 framework, okay, then we've got to make sure that  
19 we have the Dr. Leonard Haynes and he can round  
20 off a number of focus -- if there's one agency  
21 that has responded positively working with our  
22 schools, Department of Education.

1                   And so you go back to the Lenny Dawson  
2                   (phonetic) and -- I mean, you can just go down  
3                   the line because -- and to pick up the phone, Dr.  
4                   Haynes, da, da, da, da, and you get a response.

5                   So I think we've got to look for --  
6                   certainly we'll look for guidance from Dr. Haynes  
7                   and some others in terms of how it has worked in  
8                   the Department of Education over the years  
9                   because -- pick the phone up.

10                  So if we look at these other agencies,  
11                  okay, we need some Dr. Hayneses because we can do  
12                  the framework but you're still going to need that  
13                  human element, Okay, that's going to be able to  
14                  push those buttons, you know, like a Dr. Leonard  
15                  Haynes.

16                  CHAIR TAYLOR: And so what I want to  
17                  -- because I want to get -- yeah, we're going to  
18                  get back to this.

19                  But I say, one thing, Dr. Breaux, it's  
20                  really important, when I said two or three, it  
21                  wasn't for the entire sector. It is Tougaloo --  
22                  I don't know if Tougaloo is in the room, I know



1 Talladega, but Tougaloo can't go after 32  
2 agencies. That's the point is figuring out what  
3 your university's capabilities are and the you  
4 focus.

5 The point is, I think some of us have  
6 done a shotgun approach to thinking you can go do  
7 this with 32 agencies, and you can't.

8 Your university has strengths. First  
9 of all, just take person power. Notice that, I  
10 didn't say manpower.

11 It takes person power, human beings,  
12 and you can't do it. So my point was not that we  
13 as a collective decide that HBCUs are only going  
14 to deal with three agencies. It is that each one  
15 of these institutions, once the framework is set  
16 up, each one of these institutions have got to be  
17 -- that's why I used the example of TMC.

18 If we focused on three agencies where  
19 we knew we had a chance of being successful and  
20 can develop deep relationships, that's really the  
21 point.

22 I just wanted, as a point of

1 clarification, not to say that the sector should  
2 only deal -- because there are 32 agencies. We  
3 as taxpayers support them all. And so therefore,  
4 we should be able to participate in them all.

5 So that's why your framework is  
6 critical.

7 MR. HOLIFIELD: Ten seconds.

8 CHAIR TAYLOR: Okay, ten.

9 MR. HOLIFIELD: Dr. Hawkins, you're  
10 absolutely right. The Department of Education is  
11 the overwhelming funder of our institutions or  
12 investor in our institutions. It has done  
13 historically a pretty darn good job.

14 But even in the Department -- and  
15 we're beginning to have better discussions within  
16 the Department. It's largely a couple of areas,  
17 not all of the areas of opportunity within the  
18 Department.

19 So even where we may have a good  
20 relationship, we're still not quite playing the  
21 whole field.

22 So good stuff, appreciate you.

1 CHAIR TAYLOR: All right.

2 So Dr. Shieh, thank you for coming.

3 And you see how this is as active as the last  
4 session was.

5 DR. SHIEH: Yes. Yeah.

6 CHAIR TAYLOR: Yeah.

7 DR. SHIEH: And I hope that I'll -- I  
8 don't want to steal too much extra time, but I do  
9 have a hard stop. But I really want to hear --  
10 what I'm here mostly for is to get your  
11 perspectives and hopefully Johnathan will be able  
12 to share my contact information with all of you  
13 as well in case we don't get to everything.

14 But I've heard a lot of -- I'm -- a  
15 lot of really good, interesting discussions and a  
16 few points that I want to actually just pick up  
17 on.

18 You know, one is specifically the need  
19 for that person power to maintain these  
20 relationships, right, and being strategic about  
21 what your individual institution has, where you  
22 have your strengths and what the needs are from a

1 particular agency, but beyond the Federal  
2 Government and the needs there.

3 Were all of you present for Dr.  
4 Droegemeier's presentation yesterday on research  
5 competitiveness?

6 MR. HOLIFIELD: There were a few there  
7 I know that participated, but not all. But they  
8 do have Dr. Droegemeier's presentation. I sent  
9 it out. I'm not sure. We've been here, so.

10 DR. SHIEH: Yes.

11 (Simultaneous speaking.)

12 DR. SHIEH: -- anybody has actually  
13 talked about it.

14 So I guess first maybe I should  
15 actually introduce myself. I'm Jennifer Shieh.  
16 I'm the assistant director for entrepreneurship  
17 at the White House Office of Science and  
18 Technology Policy.

19 So of course we -- you know, naturally  
20 we focus on science and technology policy and  
21 primarily working with all of the science  
22 research agencies.

1                   And so there are multiple  
2           administration priorities. When we think about  
3           HBCU competitiveness, first off, what I want to  
4           say is when we think about HBCU competitiveness  
5           and the -- what do we mean by competitiveness, in  
6           my mind, it's making sure that HBCUs are included  
7           in the fact that in order for the U.S. to  
8           maintain global competitiveness we are making use  
9           of incorporating and including all of the talent  
10          and the assets that we have invested in as a  
11          Federal Government, as taxpayers.

12                   And so if we are not including  
13          everybody in the efforts that we're making to  
14          advance the industries of the future, if we're  
15          not including everybody in all of the  
16          institutions that we make investments into where  
17          -- that have infrastructure, right -- and again,  
18          from my point of view, I'm all thinking about  
19          science and technology research infrastructure.

20                   But if we don't have every piece  
21          connected, then we are going to lose the global  
22          competitiveness game. And so this is imperative

1       because we -- the United States does not have the  
2       size and doesn't have the philosophy of having  
3       state-sponsored companies.

4               And so how do we maintain our edge is  
5       by making sure that we are including everybody  
6       across the entire country. So just that's the  
7       framework that I am working from.

8               And so there are a number of different  
9       administration priorities and efforts happening  
10      that really require some integration, right, and  
11      like cooperation and coordinated effort to make  
12      sure that all of these different pieces are  
13      actually fitting together.

14              And so I know that you've all heard a  
15      great deal about the opportunity zone tax  
16      incentive, so I'm not going to talk about that  
17      other than to say that that is one piece. Right?

18              There's also the National Council for  
19      the American Worker. And so the administration's  
20      priority and focus on ensuring the American  
21      workforce and, again, thinking about workforce  
22      very broadly and from the science and technology

1 perspective when we talk about workforce and if  
2 you look at, for example, our -- the federal  
3 strategic five-year STEM education strategic  
4 plan, when we talk about workforce, we're not  
5 solely focused on the Ph.D. trained scientists  
6 and engineers.

7 Obviously that is a critical piece  
8 that we do think about, but we want to make sure  
9 that the conversation is also including, for  
10 example, the skilled technical workforce, that it  
11 also includes the broader population that should  
12 be STEM enabled.

13 When we think about the jobs of the  
14 future, science, technology, engineering, and  
15 math are going to be a necessary and critical  
16 part of it.

17 And so how do we think about STEM  
18 education in that context where it's not only  
19 focused on a few individuals that are  
20 professionally trained scientists and engineers?

21 And so we talk -- and the other --  
22 obviously the HBCU competitiveness policy

1 coordination committee is another piece of this  
2 that, again, we want to make sure is part  
3 overall.

4 And then I wanted to end with the one  
5 that I focus on every day, which is the  
6 President's management agenda was released last  
7 March. And within it are 14 high-level  
8 cross-agency priorities.

9 There are things addressing, for  
10 example, improvements in government contracting  
11 and thinking about the federal workforce and IT  
12 modernization.

13 One of the mission-focused  
14 cross-agency priorities is ensuring that we  
15 improve the transfer of federally funded research  
16 and development from lab to market.

17 So when we think about the \$150  
18 billion that are invested every year in research  
19 and development, how do we make sure that that  
20 research isn't just staying as discoveries in the  
21 lab but actually makes it out into the  
22 marketplace?



1                   And again, this is where we really  
2                   think about the talent that's needed to unlock  
3                   all of those discoveries that are in research  
4                   laboratories and the importance of ensuring that  
5                   we create an inclusive innovation ecosystem.

6                   And I appreciate that, you know -- I  
7                   wasn't there, but I hear that there were a number  
8                   of discussions about ecosystems, right, and how  
9                   all of the different players come into this.

10                  And so I didn't bring handouts, but if  
11                  you go to performance.gov -- and talking about  
12                  dashboards - on performance.gov, all of these --  
13                  the President's management agenda, cross-agency  
14                  priorities are listed there including this  
15                  lab-to-market effort.

16                  And for lab-to-market, you know, we  
17                  are thinking quite broadly about how we set the  
18                  conditions to inspire and support science --  
19                  R&D-based innovation and entrepreneurship.

20                  And so within that, I also want to  
21                  point out sort of OSTP, the Office of Science and  
22                  Technology Policy, what efforts that we've made.

1                   So I referred to Dr. Droegemeier,  
2                   who's the director of OSTP, the science advisor  
3                   to the President, proposed efforts to enhance the  
4                   research competitiveness for HBCUs.

5                   And if you'll also note other  
6                   documents to reference, last Friday, I think it  
7                   was right before Labor Day, the fiscal year '21  
8                   R&D budget priorities memo went out -- August  
9                   30th, on August 30th.

10                  So you can find this on OSTP's  
11                  website. You can go to [ostp.gov](http://ostp.gov). And in that  
12                  research budget priorities memo, specifically  
13                  HBCUs were called out there.

14                  And again, I -- you know, and part of  
15                  it was also in the -- there's a cross-cutting  
16                  agency actions to take in supporting multisector  
17                  partnerships.

18                  And so there it's supporting  
19                  partnerships that enhance HBCU research  
20                  competitiveness. And I also want to say that,  
21                  you know, part of the overall lab-to-market  
22                  effort and thinking about partnerships and how we

1 ensure there is a good partnership is  
2 understanding both -- what the value is to both  
3 sides, both parties, right, and the importance of  
4 maintaining these relationships.

5 And so I want to also call out the  
6 importance of focusing on the -- either the  
7 people or the institutions that help ensure that  
8 these relationships are maintained, sort of the  
9 ecosystem builders and supporters because  
10 everybody has so many competing priorities, it's  
11 hard to actually have the dedicated time to focus  
12 on any one particular thing, especially if it's  
13 not your highest priority.

14 And so in the overall lab-to-market  
15 efforts, we talk about how we support regional  
16 innovation and regional innovation ecosystems and  
17 that there is a focus there.

18 And for example, ensuring that we are  
19 incorporating the national manufacturing  
20 institutes that were referenced earlier. That's  
21 all a part of it, and so thinking about all those  
22 different pieces and how we support that.

1                   So I'm going to stop there because I  
2 really -- I would like to hear more from you.  
3 And I realize I should have sent out ahead of  
4 time so that you could have seen like what  
5 overall we're focusing on lab-to-market, but I'm  
6 happy to entertain questions.

7                   CHAIR TAYLOR: And if I may, I'm going  
8 to have Dr. Alkisswani present so that we can  
9 jointly talk about this and jot some notes.

10                  And then what we will also do is hope  
11 to -- we're actually back on time, so we're Okay  
12 because we started earlier. We have until 2:00.

13                  But I'd like you to present -- make  
14 your presentation and then we'll jot down notes  
15 and ask any notes. And this won't be the last  
16 meeting. So to the extent, Dr. Shieh, that we  
17 have questions ad you want to send us a follow-up  
18 read and then we have you back, that was --  
19 because this was our work. Okay?

20                  MS. ALKISSWANI: I'm happy to do so.  
21 I don't know that Dr. Shieh may --

22                  CHAIR TAYLOR: Oh, that's right. She

1 said she had a hard stop. You had to go  
2 somewhere. I'm sorry. I totally forgot about  
3 that.

4 Dr. Shieh -- questions for Dr. Shieh.  
5 Thank you for reminding me. Yes.

6 MR. CLARK: Very quickly, James Clark,  
7 SC State.

8 When you reference lab-to-market  
9 initiatives, is that different from, similar to,  
10 same as the NSF I-Corps effort?

11 DR. SHIEH: So I would say that the --  
12 it's different from --

13 MR. CLARK: Different from.

14 DR. SHIEH: -- because it's a much  
15 broader overarching whole of government effort to  
16 think about the condition setting, right, for how  
17 we can ensure that tech transfer of federally  
18 funded R&D is improved and commercialization.

19 And so -- so Okay, maybe I will --  
20 I'll give you the five overarching strategies  
21 that are pieces of this lab-to-market effort, and  
22 then I'll come actually specifically about where

1 does ICOR fit in.

2 So we have five key strategies on how  
3 we're thinking about this. The first is focusing  
4 on reducing regulatory burdens and making  
5 administrative improvements.

6 And so that -- where that comes is  
7 thinking about specifically -- so also one other  
8 point is when we talk about the \$150 billion  
9 investment in R&D, about a third of that goes to  
10 the federal lab -- to federal labs.

11 And so we do also need to think about  
12 how are we as agencies supporting scientists and  
13 engineers and helping that intellectual property  
14 make it out into the marketplace.

15 And so with respect to -- there's the  
16 Stevenson-Wydler and Bayh-Dole Acts that govern  
17 intellectual property of federally funded R&D  
18 thinking about how we make updates to those.

19 And so -- and the other piece there in  
20 administrative improvements is the small business  
21 innovation research, small business technology  
22 transfer programs.

1                   Hopefully you've all heard of it, and  
2                   if not, I'll send you lots more information about  
3                   it, but there -- you know, again, this is a  
4                   program that cuts across different agencies, and  
5                   it specifically funds -- you know, it's the seed  
6                   fund for a lot of startups.

7                   So trying to reduce application burden  
8                   in that. So for example, the Air Force recently  
9                   had what they're calling pitch days for SBIR, so  
10                  getting their contracts down to one page, getting  
11                  the applications down to 15 slide deck and  
12                  actually pitching and handing money out on a  
13                  credit card the same day that you pitch, so  
14                  improving government contracting in those ways.  
15                  So that's part of it.

16                  The second strategy is enhancing  
17                  private sector engagement. And so that was what  
18                  I was referring to related to how do we better  
19                  support and engage partnerships with the private  
20                  sector, with the -- supporting the innovation  
21                  ecosystem development.

22                  And so thing like also looking at the

1 authorities that allow for the government to  
2 partner.

3 So for example, with the federal labs,  
4 how do we make sure that you are able to access  
5 the facilities that -- and the infrastructure  
6 that exists there, the expertise, the  
7 intellectual property, and thinking about  
8 different programs there?

9 And this is where ICOR comes in. Our  
10 third strategy is really focused on workforce.  
11 So for tech transfer, regardless of whether a  
12 particular technology makes it onto the market or  
13 not, there is that investment in human capital,  
14 and that is critical, and how do we support  
15 entrepreneurship and entrepreneurial thinking and  
16 entrepreneurial mindset both in the extramural  
17 community with the students at your institutions,  
18 for example.

19 And so that's where an ICOR program is  
20 a piece of this.

21 The -- we also are thinking about  
22 entrepreneurial training for the federal



1 workforce, both the scientists and engineers at  
2 the federal labs, but also -- and hopefully, you  
3 know, this gets at the culture change within  
4 agencies, but thinking about entrepreneurial  
5 thinking and mindset for the program managers who  
6 work on all these innovation and entrepreneurship  
7 programs to better understand that.

8 Yeah?

9 MR. HOLIFIELD: President Clark's  
10 point is well taken, and to add, keep in mind,  
11 the President's executive order on HBCUs, just  
12 like the previous ones, doesn't just direct the  
13 agencies in Washington, D.C.

14 It is the agencies period, so the  
15 agencies present in South Carolina. You have a  
16 tool -- we have a tool as a field to more  
17 aggressively pursue implementation where the  
18 presence is, not just in Washington, D.C.

19 CHAIR TAYLOR: Yep. Any other  
20 questions?

21 Thank you, Dr. Shieh, for coming, and  
22 -- again, I think there are a number of -- once

1 we get your presentation, I think there are going  
2 to be a lot more questions of like the framework.  
3 We have to memorize what was said to get it, but  
4 there's going to be more conversations around  
5 this because as we tie this all into our three  
6 pillars, this is going to be key. So thank you  
7 for your time.

8 DR. SHIEH: Thank you.

9 CHAIR TAYLOR: Appreciate you.

10 MR. HOLIFIELD: Thank you, Jennifer.

11 CHAIR TAYLOR: Dr. Alkisswani?

12 DR. ALKISSWANI: I feel like a kid in  
13 a toy store here on this topic. Not quite sure  
14 where to start with this. I've heard so many key  
15 points that are really related to what I want to  
16 talk about.

17 I do represent a federal agency.

18 NTIA, National Telecommunications and Information  
19 Administration, is the key advisor -- principal  
20 advisor to the executive branch with respect to  
21 information communication technologies,  
22 including, of course, spectrum policy.

1           NTIA also has a vested interest in the  
2           expansion, diffusion, and applications of  
3           broadband technologies across the nation, and has  
4           a particular mandate to serve unserved,  
5           underserved, and marginalized communities.

6           I have been at NTIA since 1995. I've  
7           been through two grant programs within NTIA.

8           I served at Cheyney University for  
9           seven years before coming to NTIA, and I've been  
10          on the fringes of this topic and discussions for  
11          more decades than some of you can probably  
12          remember in terms of Dr. Williams -- Dr. Hawkins,  
13          I think it is. Is that the right name?

14          DR. HAWKINS: Yes.

15          DR. ALKISSWANI: Do I have the name --

16          DR. HAWKINS: Yes.

17          DR. ALKISSWANI: -- correct?

18          DR. HAWKINS: Yes.

19          DR. ALKISSWANI: I think it was around  
20          before his 18-year tenure.

21          So I'd like to preface my comments,  
22          actually, about broadband, in particular, with

1       respect to this notion of how no -- oh, sorry --  
2       how one approaches federal agencies.

3               And I have been there during the time  
4       in which HBCU presidents would kind of march in  
5       to the federal agencies and says what have you  
6       done for me lately. And those days just are  
7       gone.

8               A quick -- I don't know how much time  
9       I have. So let me say quickly, my experience  
10      shows that it might be well to think of -- I'm  
11      also a researcher by background, social science  
12      researcher. Let me clarify that.

13              And in talking to potential grantees,  
14      one of the key things I always say to them, I've  
15      always said, is don't chase the money. If you're  
16      looking for grants, you don't chase the money.

17              What is it, what problem are you  
18      trying to solve, also what is your institution's  
19      strategy? You all have strategies. You all have  
20      a mission, and in some ways, as HBCUs there is a  
21      set of cross cutting of mission statements and  
22      objectives.

1                   So I'd like for you to think about  
2 agencies from the -- federal agencies from the  
3 standpoint of what I'm calling collective impact  
4 investing and that between and among yourselves  
5 where there are particular areas of interest or a  
6 particular agenda you would like to advance, then  
7 in that -- from that vantage point, you seek out  
8 the agencies that have contracting, but more  
9 particularly, federal grant opportunities that  
10 meet your needs, that meet what you want to do in  
11 your communities, what you want to do in your  
12 schools.

13                   To address federal agencies from the  
14 standpoint of just sort of looking at where their  
15 grant opportunities are I think is an exercise in  
16 futility, and we will be doing in the next 18  
17 years what we have been doing in the past.

18                   I've advanced and pushed and worked  
19 for HBCUs to gather money and contracts within  
20 NTIA and increase that over the years from '95  
21 through the last grant opportunity in 2014, and  
22 there are some agencies that are forthcoming and

1       that is true.

2                   When you have a relationship with an  
3       agency such as Dr. Hawkins was referring to, and  
4       which you've got this good -- it's a one on one.  
5       It's -- then it's a personal thing. It's not  
6       what is the agency doing. It's what is the  
7       relationship with that person doing to help you  
8       achieve that goal.

9                   And those are good. I'm not saying  
10      you don't want to do that. But those -- that is  
11      not the same thing as addressing what you want.

12                  I also have the opportunity to spend  
13      a little over a year, thank you, as -- on a  
14      detail to the White House initiative on HBCUs.  
15      And I had the opportunity to look at agency  
16      plans, and what Johnathan says is absolutely  
17      correct.

18                  But is it to our advantage to have  
19      them give plans with respect to what they are  
20      doing or have money or -- available for HBCUs, or  
21      is it to our advantage to know what they are  
22      offering period and we go after those funds as it

1 suits us.

2 Now, I think everything that goes on  
3 here and is said here suits my purpose because  
4 I'm selling broadband.

5 And I'm -- I want to say I am -- I  
6 don't know what -- you know, whether to keep my  
7 NTIA hat on or put on a Francine hat. It's kind  
8 of hard.

9 The Francine side of me wants to say,  
10 folks, we want a cyber underground railroad. The  
11 NTIA side of me says, Francine, you've been  
12 tasked with pulling together a minority broadband  
13 initiative for NTIA.

14 Now, this is very much like everything  
15 you've been talking about. The agency says it  
16 wants to do that. But there is no way, let me  
17 tell you, that this can be done without the  
18 assembled group here.

19 So I'm here to solicit and request  
20 your help to put together a strategic plan for  
21 the agency, one person. And no matter -- I don't  
22 care what agency it is, what civil rights office

1       it is, what set aside there is, if it is not done  
2       in concert with the people it is intended to  
3       serve, I don't believe it is likely to be  
4       successful.

5               So I'm here to ask you for your  
6       success in that regard. Now, if I could -- I  
7       should stick with my notes.

8               This -- NTIA has established this  
9       program and it's to build upon NTIA's current  
10      efforts to engage minority stakeholders across  
11      NTIA's various areas of expertise, which I've  
12      told you about.

13              And so what we're about is broadband  
14      deployment and access, economic competitiveness,  
15      rural prosperity, and 5G deployment to vulnerable  
16      populations in unserved and underserved areas of  
17      the country.

18              This is something near and dear to my  
19      heart, something I've been working on for many,  
20      many years. So let's make this happen. Let's  
21      make it realizable. Let's hold the federal  
22      agencies' feet to the fire and help make this



1 work.

2 We know that historically black  
3 colleges and universities, you know, offer  
4 specific programming. You have supported  
5 economic growth. We know the economic impact as  
6 the study and report on economic impact has told  
7 us. We know that.

8 But what is the economic impact of  
9 broadband to HBCUs and to the HBCU communities?

10 I go back and rely on, Johnathan, we  
11 all do, the notion of HBCUs being anchor  
12 institutions. And there's a whole literature on  
13 anchor institutions and back in the day there  
14 used to be these university community  
15 partnerships and relations.

16 But I take it quite seriously because  
17 HB -- that is why the economic impact study  
18 across HBCUs -- sorry -- was important is because  
19 it highlights the nature of the vested interest  
20 in its community that HBCUs has.

21 And if you think about that, it is  
22 also the case that there is -- that has with it

1 an imperative to serve the community.

2 So we want to create -- I want to  
3 create, and people have accepted it within the  
4 agency, what I'm calling smart HBCUs, and I'm  
5 taking that from the whole push these days for  
6 smart communities, smart cities.

7 And before -- I don't want to get  
8 ahead of myself here for one thing. And it's  
9 interesting to note that you have Johnson C.  
10 Smith in Charlotte. There is a smart cities  
11 program in the federal government in Charlotte  
12 and would you know that the west end where  
13 Charlotte is located is precisely the area in  
14 which the smart cities project are circumvented.

15 There is a smart cities project in  
16 Greenville, South Carolina, the same thing. We  
17 have to be collectively smarter or -- Dr. Dent --  
18 from Jackson State University said, you know, we  
19 have to use smart HBCUs to be intelligent users  
20 of HBCUs. And so that's what I am advocating.

21 So this minority broadband initiative  
22 will seek to increase smart HBCU leadership

1 participation. That's all of you.

2 In the relevant broadband  
3 organizations and federal agency committees, why  
4 is it that there is not a greater output from  
5 federal agencies? Part of it is we aren't at the  
6 table.

7 There is a FCC diversity committee,  
8 you, you should be there. There is a -- there  
9 are multiple committees across NSF but there is  
10 an advisory committee for cyber infrastructure  
11 meeting tomorrow, an open meeting.

12 Why don't we have somebody there?  
13 Well, we do. We have one Dr. Deborah Dent from  
14 Jackson State who is probably one of three  
15 members or represents one of three institutions  
16 that's a part of internet, too.

17 We must become more proactive and my  
18 mission here is to make sure that that knowledge  
19 is out there and that our institutions are a part  
20 of that.

21 So we want to enhance outreach and  
22 participation in federal agency broadband

1 programs.

2           There are over 30 agencies or so that  
3 fund broadband in some ways. So we don't want to  
4 go out to each of those agencies. We want to  
5 plan for what makes sense, to go out to which  
6 ones of those agencies that best represents it --  
7 best represents our interest and ensure your  
8 inclusion in the broadband deployment stakeholder  
9 ecosystem.

10           I want to be able to initiate a pilot  
11 project, if you will, a demonstration project for  
12 some of the things I'm thinking about and get  
13 your feedback, too.

14           But we'd like to have a -- what is it  
15 I want to say -- a public launching of the MBI  
16 program in November. And I hope you will excuse,  
17 I'm not singling out two people, but I am  
18 singling out two people solely because it is  
19 where my work has gone.

20           Last year, I was a part of a -- the --  
21 what is called the Carolinas Alliance for Success  
22 and Education projects. And that's North

1 Carolina schools and South Carolina schools.

2 A part of what I'm thinking of, and it  
3 comes out of also the USDA thing we heard  
4 yesterday about communities for prosperity.  
5 Almost everything you say is dependent upon  
6 broadband.

7 You wouldn't think of turning off the  
8 electricity in your schools. Broadband is that  
9 electricity. It is that infrastructure, that sub  
10 structure that's required to prepare the  
11 workforce for the future.

12 It's that sub structure that is  
13 required to have you continue to meet the future  
14 growth of your students.

15 I don't know quite how to say this  
16 other than to say that it is the sub structure  
17 that's required for the research. When you hold  
18 your agricultural schools, your land grant  
19 schools, which is where I seem to find an awful  
20 lot of research going on, it's necessary to be a  
21 part of the research community to share between  
22 and among yourselves.

1                   So let's think about doing this on a  
2                   state basis. Could we think, Dr. Martin -- could  
3                   we think, Dr. Clark, of looking at your roles as  
4                   land grant institutions?

5                   Let's think of a collective impact  
6                   model here where you're a hub -- use a hub and  
7                   spokes analogy. You're a hub. You've got 10  
8                   other schools in North Carolina. That's a  
9                   potentially powerful cluster there.

10                  You've got 8 in South Carolina, 7  
11                  linked. With the proper broadband  
12                  infrastructure, there's nothing to keep. All the  
13                  classes and all the courses that the land grant  
14                  school has and that the other schools have for  
15                  collectively sharing courses for increasing  
16                  enrollment for expanding curricula, for building  
17                  of programs that don't exist is one of the things  
18                  -- we have a lab at NTIA.

19                  It's a telecommunications lab. It  
20                  wanted to do outreach. It wanted to get -- work  
21                  with HBCUs.

22                  Well, I sent them to some of the

1        engineering schools. But their problems is not  
2        unique to us. They cannot find engineers in  
3        radio frequency engineering because there are no  
4        such programs.

5                Okay. We've got 16 schools, but you  
6        have that capacity, too, among you. If in fact,  
7        we can build that collective between and among  
8        the schools in each of those states, and use that  
9        same power to connect those 68 or so counties  
10       that I think A&T has for extension centers, there  
11       you have a rural prosperity model that you're  
12       providing in partnership with rural school  
13       districts, whatever other community colleges are.

14               Now, what's missing? Your state  
15       institutions, you're probably a part of your  
16       state network. We have a -- I'm sorry -- a  
17       variation between and among the schools in terms  
18       of whether it's a faith-based school or whether  
19       it's a private school or if it's a state school.

20               But there is a possible model for  
21       going after funds that lists all. But if you're  
22       combined in those forces and you're going after

1       this \$600 million reconnect under USDA or the RUS  
2       funds or -- I saw Trina in here -- the Department  
3       of Energy with respect to building the smart  
4       campuses in terms of smart grids and upgrading,  
5       if we think of changing our buildings and when  
6       you're working with renovations and the like,  
7       that you're not -- that you do it with the back  
8       of your mind is I'm going to have this building  
9       connected. It's got to be a part of my smart  
10      campus.

11               So if we can think of that and maybe  
12      help me think through that as a model, that might  
13      be replicable.

14               When I look at Bowie, and I look at  
15      Eastern Shore, and I look at Coppin, and I look  
16      at Morgan -- I've forgotten the other, but this  
17      -- it harkens back to the conversation Johnny and  
18      I had, and that is if you look at the abysmal  
19      rates of what's happening to our students in the  
20      D.C. school are or in inner city schools in  
21      general, what if the collective of schools that I  
22      just mentioned is -- black schools -- had a



1 charter to revamp the whole teacher ed program so  
2 that teachers are, indeed prepared to teach for  
3 present day needs and that in that teacher  
4 preparation we go back -- harken back to what we  
5 did years ago, are preparing students and can  
6 provide a basis for educating the youth in those  
7 areas.

8 Now you're only doing a small number,  
9 but that's a start.

10 CHAIR TAYLOR: Much better.

11 MS. ALKISSWANI: That's a plan. So  
12 anyway, that is some of what I wanted to say to  
13 you.

14 The other is that --

15 CHAIR TAYLOR: We have about three  
16 minutes.

17 MS. ALKISSWANI: Okay, then I'll  
18 hurry. And this is my thought with respect to  
19 transformation.

20 I think this really does call for  
21 transformation at the leadership of HBCUs, if I  
22 may say so. Not simply change but it is a

1 cultural change, it is a transformative change  
2 with respect to transforming the organization,  
3 transforming that mind set, the objective of  
4 transformation.

5 We say it's not just to execute a  
6 defined change, but to reinvent the organization.  
7 We're headed into the fourth or somewhere in  
8 between here with the fourth industrial  
9 revolution. I want us to be relevant with  
10 respect to that.

11 So my goal is that we cease to be  
12 impotent bystanders as this nation and the world  
13 enters the fourth industrial revolution.

14 I want us to create the conditions for  
15 critical conversations for inclusion in the  
16 dialogue. For setting policy, for being agents  
17 of social change in our institutions, for being  
18 agents of HBCU transformational leadership. And  
19 for being agents of social change in our  
20 communities.

21 Now, if we manage to pull together  
22 these clusters where you have, where we begin to

1 aggregate the sources that are required to do  
2 this, whether it's the local politicians, the  
3 business and industries, all of the relevant  
4 stakeholders with respect to the broad, state  
5 broadband network leaders, those are all required  
6 to help make this happen. The dialogue has to be  
7 between and among those so that we can be at the  
8 table with respect to that.

9 I say the name of the game is change.  
10 I think the rules of the game are changing in  
11 mid-play. And the rules will continue to evolve  
12 as the broadband enabled technologies continue to  
13 evolve and enter the market at an ever increasing  
14 rate of change.

15 In rural areas, the electric co-ops  
16 have been the key factor in helping to finance  
17 and deploy and expand broadband. So, in North  
18 Carolina and in South Carolina, in addition to  
19 the schools, we bring to the table the electric  
20 co-ops and the other vendors.

21 The agricultural programs need to be  
22 a part of precision agriculture. They need

1 broadband to do that. The rural communities need  
2 to be able to stem the tide with respect to  
3 homework gap.

4 Many of our students, I've just  
5 learned, also have just, are still trying to get  
6 across the digital divide themselves. So it  
7 really, I come to you now to bring this out, to  
8 ask you to be a part of this.

9 I would like to see our campuses be 5G  
10 test beds. You're sitting on almost 500 acres of  
11 land on your farm. You just, nearly 300.

12 Dig once policies. If they're  
13 building new highways, if they're repairing  
14 highways, they should be laying fiber to your  
15 campuses. Part of the grants you want is seeking  
16 conductivity from those points of presence out to  
17 the rest of the campus.

18 I'll stop.

19 CHAIR TAYLOR: Thank you.

20 MS. ALKISSWANI: But I do, I do seek  
21 your support. I do want to say just two more  
22 things quickly. That in launching this, we want

1 to be able to launch this in November, but we  
2 also want to be able to have a convening of what  
3 I'm calling the MBI multi-stakeholder meeting.

4 And in this regard, I'd like to be  
5 able to bring all of the key players, all the  
6 stakeholders together. I'm having the agency  
7 bring you together, for such a meeting at NTIA,  
8 so that we can bring to develop policy at the  
9 level of the agency.

10 And so that there is input at the  
11 agency caucus. So there is something there. And  
12 that there would be a report out of that, with  
13 recommendations. It's standard operating  
14 practice for NTIA to do that.

15 And I do want to say, it's  
16 unprecedented, I think, for a federal agency to  
17 do, allow me to do what I'm doing. They got  
18 tired of me bugging them and they knew I wasn't  
19 going to retire so they said, let's throw her a  
20 bone.

21 Well, I don't want to be thrown a  
22 bone, but I am happy to have the opportunity to

1 work with you and with our other HBCUs. But  
2 particularly, you have capacity to set policy.

3 You have the capacity to make  
4 recommendations to the President with respect to  
5 this. So I want to be knocking on your doors  
6 frequently and seeking your help.

7 There is no reason we can't use the  
8 technology to meet. There is no reason we can't  
9 use this technology to do any number of things.

10 One of the things, other things I want  
11 to be looking at is, asset mapping of our schools  
12 --

13 CHAIR TAYLOR: One minute.

14 (Laughter.)

15 MS. ALKISSWANI: Asset mapping, this  
16 is important.

17 CHAIR TAYLOR: Just one.

18 MS. ALKISSWANI: Because we don't know  
19 what's there. I've learned an awful lot simply  
20 because I've had to dig and look.

21 CHAIR TAYLOR: Okay. Yes.

22 MS. ALKISSWANI: But you're talking

1 about metrics. You talk about metrics. You have  
2 to know where we are in order to go forward. We  
3 have to know that to even write decent proposals.

4 We have to know that in order to work  
5 collaboratively. So we need a mapping of what  
6 the information, communication, technologies are  
7 on the campuses.

8 CHAIR TAYLOR: Right.

9 MS. ALKISSWANI: There are some.  
10 They're little pockets. There is some schools of  
11 engineering that says no, I'm not going to talk  
12 to my CAO.

13 But we have that. We need to know the  
14 technology, we need to know the organizational  
15 capacity, we need to know the financial  
16 capacities. And that repository needs to be  
17 within the HBCU community.

18 But that needs to be what I'm calling  
19 an HBCU broadband match where we can also have  
20 industry and business come in --

21 CHAIR TAYLOR: God bless.

22 MS. ALKISSWANI: -- and that would be

1 your resource for everybody to get information  
2 and form projects.

3 CHAIR TAYLOR: My metric is closing  
4 this meeting at 2 o'clock.

5 MS. ALKISSWANI: Thank you.

6 CHAIR TAYLOR: Okay, thank you so  
7 much.

8 MS. ALKISSWANI: Thank you.

9 CHAIR TAYLOR: Actually, Ms.  
10 Alkisswani, we met a lot of time and I know she  
11 is very passionate about this, so I'm quite  
12 honored.

13 I think there is a lot here when we  
14 talk about competing for federal grants. The  
15 point is, some of it we're just not being  
16 competitive for if we don't have the necessary  
17 infrastructure, the technology infrastructure, to  
18 assure the federal agencies with whom we're  
19 working, that we can actually be compliant with  
20 all of their security needs, cybersecurity needs,  
21 et cetera. So, that's the major takeaway.

22 But we do have someone in a federal



1 agency committed to it. The agency is committing  
2 resources to it.

3 So this is just one person that we can  
4 get to. If you wanted to take her card  
5 afterwards, send her an email, and figure out how  
6 your institution might tie into this initiative  
7 that is funded.

8 It's an agency I have never heard of  
9 frankly, so this is just one, that's my points is  
10 there is so many of them.

11 I was just looking up, as we now go  
12 into a, like a quick overview from the director  
13 on HBCU week conference that many of us  
14 participated in. But it's just for something to  
15 think about.

16 Reading Wall Street Journal, December  
17 2018. John's Hopkins, which is a private,  
18 relatively small university right outside of  
19 Baltimore, talking about an opportunity zone, got  
20 \$2.5 billion last year in federal grants. R&D  
21 grant. \$2.5 billion, one institution.

22 So, the reality is, and I went to look

1 at where they get, they're focus, HHS and DoD.  
2 They know where the money is and they go real  
3 deep into those agencies and they go pull out  
4 \$2.5 billion per year.

5 This is a, the article says, this is  
6 the 39th year in a row, in a row, when they were  
7 the number one university receiving federal  
8 funding, R&D. That's one school. A small  
9 school.

10 So, we really do have to think about,  
11 in addition to our framework, as our  
12 implementation plan here. Because the resources  
13 are there, it's going to be how we go about this  
14 so that we don't get frustrated and, once again,  
15 find ourselves at this table, or people like us,  
16 a decade from now, frustrated.

17 So, let's have a, we're going to put  
18 this back on the agenda and start with it,  
19 because long days start to wear you down. But I  
20 think is a really, we're going to get back to  
21 this federal strategy work that Jonathan is  
22 doing, that is so important, and then figure out

1 the implementation plan.

2 But, let me just remind us, we have  
3 about guaranteed 14 months to figure this out.

4 MR. HOLIFIELD: Very good. Closing  
5 out the point, it's about, and if I'm wrong, you  
6 guys will have to sue me, about \$700 million or  
7 so for HBCU specific programming and anywhere  
8 between \$50 and \$100 billion of competitive  
9 grants, contracts, collaborative agreements.

10 That's what animates this process.  
11 What we're trying to build better bridges toward.

12 With that said, a quick wrap-up on the  
13 2019 national HBCU week conference. On the  
14 record, appreciation to my team.

15 Especially, Sedika Franklin, who is  
16 our designated federal official right there.  
17 Yes, let's give her a round of applause.

18 (Applause.)

19 MR. HOLIFIELD: Tammy Berguson, Elise  
20 Jones, Dr. Haynes is always supporting as well,  
21 the Department of Education team, Jermaine and the  
22 rest. Just a great team there as well.

1                   Secretary DeVos, all have been  
2                   supportive of the conference. Executive office  
3                   of the President, our federal agencies. One of  
4                   our members talked about earlier, had over 1,800  
5                   registrants, and I do believe that was the most  
6                   ever registrants we've ever had.

7                   I thought this was our second year,  
8                   and both years we were impacted by an untimely,  
9                   as though they're ever timely, hurricanes. And  
10                  we wish our friends the best who were affected by  
11                  that. But that may have impacted our numbers.

12                  I think we'll come in around 1,300,  
13                  1,400, which again, is a pretty appreciable  
14                  number as well.

15                  Two hundred and two speakers over the  
16                  course of two days. About 50/50 men and women.  
17                  We'll all in for gender equity, isn't that right,  
18                  Ms. Franklin?

19                  MS. FRANKLIN: Yes.

20                  MR. HOLIFIELD: All right. We had 52  
21                  sessions and multiple tracks, depending on the  
22                  day and time, it ranged from between seven and

1 nine.

2 We had overwhelming response from the  
3 field. And we ended up with about 90 or so  
4 session proposals. We had maybe 48 session  
5 proposals last year.

6 So the field, our institutions,  
7 private sector, federal agencies, are all very  
8 responsive. This is something, you guys, we all,  
9 the field, should be proud of, as well.

10 Obviously we had Secretary DeVos and  
11 Chairman Taylor hosted a wonderful discussion,  
12 which really got a lot of great information out.  
13 Particularly a lot of interest around the federal  
14 student work study experiment.

15 That seemed to generate a lot of  
16 interest as well. Thank you, Chairman Taylor.  
17 We got some mileage out of our Chairman, I tell  
18 you. He might be mad at us but we got him. We  
19 got him good. So thank you, Johnny.

20 CHAIR TAYLOR: Thank you.

21 MR. HOLIFIELD: Secretary Perdue from  
22 USDA was a great participant and contributor.

1 And of course, for the first time ever, the  
2 President of the United States addressed our  
3 conference and our community of institutions.

4 And I do think this is my lane. What  
5 I appreciated about the remarks was the way, a  
6 way he talked about the institutions were  
7 connected to our national priorities. Through  
8 all said and done, if you're outside of where the  
9 investment is going, the life span is  
10 predicatively short.

11 If we are aligned with, connected to  
12 where the nation is going, we stand a better  
13 chance to compete well, contribute value, and  
14 importantly, extract value from those processes  
15 as well. So that's been our animating force.

16 And we were pleased that the president  
17 described our institutions, not only as a look  
18 back, a worthy look back, but also a look forward  
19 to the future promise that they hold for our  
20 nation. So with that, that's a little wrap-up.

21 CHAIR TAYLOR: Well thank you. And  
22 kudos to you. I mean, this has been quite the

1 project and undertaking, so, thank you for doing  
2 so.

3 Quickly we want to move to group  
4 discussion. There were two subjects, I want to  
5 come back to, I know we had two other people with  
6 questions, but institutional performance metrics  
7 under Title VII. I mean, Title III.

8 Just give a quick overview of that  
9 because I think this is something of specific  
10 interest to our President.

11 MR. HOLIFIELD: Yes. It's a  
12 discussion. You know, Title III, and we have a  
13 member who has particularly raised this point,  
14 and perhaps would like to chime in around this  
15 discussion as well, but we think that this body  
16 could take up how we can strengthen to improve  
17 efficacy to make the case for a Title III in  
18 future years.

19 What kind of expectations, what kind  
20 of metrics can, should the administration be  
21 thinking about in an advisory capacity that could  
22 demonstrate just the, what we would know is the

1       tremendous impact of that program.

2               I was asked, and perhaps there may be  
3       some discussion worthy of having among this body,  
4       so we thought we'd approach it today.

5               CHAIR TAYLOR:   Member Grigsby, who  
6       brought it up.

7               MR. GRIGSBY:   I think all of us are  
8       aware of the tremendous importance of Title III  
9       to the HBCU community.  It has been since,  
10      particularly since 1992 when it transitioned into  
11      a formula grant program.

12              It has had significant impact over the  
13      years on our various campuses.  And it has  
14      expanded in a variety of ways.

15              And as the President pointed out  
16      yesterday, his administration has increased  
17      support, more for HBCU's and Title III and one of  
18      the vehicles where that has happened.

19              But I think you're right, Jonathan,  
20      that there needs to be a view toward the future,  
21      toward developing and assessing appropriate  
22      metrics for assessing impact of that.  And also



1 the fact that, as I indicated, it has expanded  
2 over the years.

3 There is obviously one provision we're  
4 aware of that it set to expire at the end of the  
5 upcoming fiscal year. And I'm sure that that's  
6 being looked at in a variety of ways, to assess  
7 the extent to which that funding can continue.

8 That's the Part F funding, which  
9 represents at this point, \$85 million for the  
10 HBCU community. And we certainly would hope that  
11 there can be ways that that kind of funding can  
12 continue.

13 But again, that's based on the  
14 establishment of the kinds of mechanisms that  
15 allow the institutions, first of all, to assess  
16 the impact that the programs are having on their  
17 campuses. And even to make recommendations as to  
18 how those can be strengthened and expanded so  
19 that that impact can be even more significant on  
20 the life of the campus and the students that they  
21 serve.

22 CHAIR TAYLOR: President Hawkins.

1 DR. HAWKINS: Yes, just for  
2 clarification. I think that in terms of the  
3 subject that we're talking about, I think it is  
4 funded for the next fiscal year.

5 I think what the attempt is, is to get  
6 it off the table now --

7 MR. GRIGSBY: That's right.

8 DR. HAWKINS: -- and it gives the  
9 administration an opportunity to show, again, the  
10 strength and support of our institutions.  
11 Specifically this Title III discussion that's  
12 going on right now.

13 And I do agree with my colleague here.  
14 I think it would lend for looking at some  
15 history. Because if you look at the history of  
16 Title III, it has been a major source for our  
17 institutions.

18 If that ever got removed, it would be  
19 a major impact. A major blow, to our HBCUs. And  
20 so, I think, whereas we can document that to  
21 further make the case, that every time Title III  
22 comes up some flag or some sort goes up

1       questioning that support for our institutions.

2               I think we've got to move that to the  
3       point where it is, that it is very much a part of  
4       our institutions. And so that when it comes up  
5       for re-authorization, that it gets re-authorized  
6       without discussion. Okay, because it's been  
7       there for a long time.

8               And then my final point on that, UNCF  
9       has done a deep dive on researching, not just the  
10      37 UNCF schools, but also all of the HBCUs. And  
11      so, whether then to reinvent the wheel, Mr.  
12      Chairman said, if there is data that's out there  
13      --

14              CHAIR TAYLOR: Yes.

15              DR. HAWKINS: -- let's go grab it  
16      okay, and use it so that we don't have to go  
17      digging.

18              And so, I just wanted to share that  
19      with you. And we'll be more than glad to make  
20      sure that you receive that information.

21              MR. HOLIFIELD: Yes. Let me correct  
22      my language. The discussion is not so much about

1 metrics but proving the efficacy in impact of the  
2 program.

3 Your language was much better than  
4 mine, mine was clunky. That's what we're  
5 interested in. And interested in how do we  
6 continue to demonstrate that explicitly.

7 It has had that kind of dynamic impact  
8 in how do we get that off. So, take that other  
9 term out --

10 CHAIR TAYLOR: Okay.

11 MR. HOLIFIELD: -- that's not what I  
12 meant.

13 CHAIR TAYLOR: And to your point, in  
14 advance, don't wait until we're up against the  
15 wall --

16 MR. HOLIFIELD: Right.

17 CHAIR TAYLOR: -- trying to get  
18 refunding, be able to make the case all along, a  
19 narrative that doesn't, isn't reactive.

20 DR. HAWKINS: Yes, that's right.

21 CHAIR TAYLOR: Just say --

22 (Simultaneously speaking.)

1 DR. HAWKINS: See, we went down this  
2 road eight years ago and it was --

3 CHAIR TAYLOR: Yes, I remember.

4 DR. HAWKINS: -- my memory was it was  
5 30 days and folks were scrambling, moving, on the  
6 radio.

7 MR. HOLIFIELD: We're there in a  
8 sense, but the practical impact is not about to  
9 go over the cliff. It doesn't mean you let up in  
10 explorations, but we're not at that point.

11 CHAIR TAYLOR: Mr. Justice.

12 MR. JUSTICE: Nick Justice. To  
13 address that issue, we put on the table a  
14 workshop, in six months outside of this forum we  
15 can align that question directly to that.

16 Because if we walk out of that  
17 workshop being able to create alignment against  
18 some opportunities and then measure it against  
19 that, you're ahead of the game right there.

20 It's aligning just like you said,  
21 Jonathan. It's aligning to the national  
22 priorities.

1 CHAIR TAYLOR: Okay. Dr. Breaux.

2 DR. BREAUX: Just to be clear, when we  
3 talk about the, and I echo --

4 CHAIR TAYLOR: One quick second, I  
5 need to make sure you're on record.

6 DR. BREAUX: This is Amina Breaux from  
7 Louisville State University and I'd like to echo  
8 the comments that have already been made by my  
9 colleagues.

10 And I'm very much concerned with  
11 regard to the timeline. That I would not want  
12 anyone to think, because there is another year,  
13 that that is a lot of time because we are  
14 planning in advance as we're asked to do.

15 So we need to plan, if that is not  
16 going to happen, we need to start to take steps  
17 now. And it would be a significant impact to  
18 each one of our institutions.

19 So, I want to underscore the need,  
20 first, to move quickly and efficiently and not  
21 think about, oh, we have another year. We really  
22 don't have that, because we're planning for the

1 next academic year now.

2 CHAIR TAYLOR: Well, and one of the  
3 things that we have, as a body, there are  
4 limitations on what we can do, so I appreciate  
5 the comment that we might have to do this outside  
6 of the context.

7 But again, I don't think we can  
8 underestimate the power of the advocacy groups.  
9 That is part of the mission of the Thurgood  
10 Marshall College Fund, the United Negro College  
11 Fund and NAFEO, is to get ahead of this because  
12 there is going to need to be conversations with  
13 the executive branch and the legislative branch.

14 I mean, both of those branches have to  
15 get behind this so that we aren't up against the  
16 wall. So, I'm hoping that both of those  
17 organizations, all three of those organizations  
18 will put that on their list, because as you can  
19 imagine, there are limitations on what we, as the  
20 federal appointed body, can do from an advocacy  
21 standpoint.

22 MR. HOLIFIELD: Right.

1 DR. JOHNSON: And to the --

2 CHAIR TAYLOR: That's Dr. Johnson.

3 DR. JOHNSON: I'm sorry, Ronald  
4 Johnson. To the main point that Jonathan put  
5 forth. I think that it would be useful to look  
6 at ways to calibrate. And the calibration should  
7 not be locked and loaded just based on the impact  
8 of Title III as it is currently configured.

9 Because the reality is that, if Title  
10 III is going to be truly helpfully, it should  
11 actually map into what the schools need.

12 CHAIR TAYLOR: Got you.

13 DR. JOHNSON: And so often, Title III  
14 funds have to be utilized because of the way in  
15 which the government has dictated the use of  
16 those funds.

17 Title III also is, as one of its  
18 mandates, is there to support innovation. And  
19 having been in business, I know not all  
20 businesses make it.

21 And so, part of the reason for the  
22 innovation piece is that you put the money in



1       because you're trying to solve a problem. But  
2       that did not solve the problem.

3                   And so, there has to be, really, a  
4       thoughtful exercise when evaluating and  
5       developing the indicators of performance.  
6       Because otherwise, you would never have any  
7       startup company. So, if you had the standard of  
8       performance that is applied to an apple today,  
9       okay, you just would not.

10                   DR. HAWKINS: And that's, Mr.  
11       Chairman, Billy Hawkins, and that's why I'm  
12       suggesting that it might be good to go back and  
13       look at some history.

14                   CHAIR TAYLOR: That's right.

15                   DR. HAWKINS: Certainly Dr. Haynes can  
16       go way back when there was much flexibility to  
17       meet the needs of the institutions. And so, over  
18       a period of time, changes were made or more  
19       restrictions was put into the branch that  
20       lessened the flexibility.

21                   So, clearly agree with the colleague,  
22       but I would look at some history and you can see

1       that flexibility has been there in the past.

2               CHAIR TAYLOR:   Okay, in the interest  
3       of keeping us we have a ten minute public period,  
4       public comment period, so I'm going to turn this  
5       over to Ms. Franklin, our federal official, who  
6       has to do what she does.

7               MS. FRANKLIN:   Okay, so we'll now open  
8       the floor to public comment.  As instructed in  
9       the federal register notice, oral comment must be  
10      pertaining to the work of this body today and is  
11      not intended to be a Q&A to the Board.

12              Oral and written comments will be part  
13      of the official record for this meeting.  For  
14      those who have registered with me, I have  
15      submitted your comments to the Chair.  He will  
16      call you in order as to first come, first serve.  
17      And you have no more than three minutes.

18              If your comments are not pertaining to  
19      the work of this Board today, you will be asked  
20      to conclude your comments.  At the end of three  
21      minutes, and this is also up to the Chair, up to  
22      three minutes, no more than three minutes, at the

1 three minutes the mic will be cut off.

2 Okay, are we ready?

3 CHAIR TAYLOR: Thank you.

4 MS. FRANKLIN: Mr. Chair.

5 CHAIR TAYLOR: The first comment comes  
6 from Suzanne Walsh, the president of Bennett  
7 College.

8 MS. FRANKLIN: And, Mr. Chair, a note  
9 from the DFO.

10 CHAIR TAYLOR: Yes.

11 MS. FRANKLIN: Her comment will be  
12 entered into the written record.

13 CHAIR TAYLOR: Okay. Do I need to --

14 MS. FRANKLIN: You can read it.

15 CHAIR TAYLOR: Okay, I can read it.

16 How can we follow-up on Bruce Katz's  
17 idea to have HBCUs as a super asset class or some  
18 type of investment group?

19 That was on question and we're going  
20 to follow-up on that in a meeting that will be  
21 unrelated to this official meeting. The  
22 convening that we spoke of.

1                   And then the second question is, can  
2 we also think about having potential investors at  
3 the meeting that SHRM is going to convene,  
4 potential investors?

5                   And again, not to respond to it, but  
6 that was contemplated.

7                   MS. FRANKLIN: Thank you.

8                   CHAIR TAYLOR: The second public  
9 comment is from John Jordan, Jr., economic lead.  
10 Mr. Jordan.

11                  MR. JORDAN: So, I want to thank the  
12 Board. I really wanted to focus on Bruce Katz's  
13 understanding in his word, the term platform.

14                  Platform I do believe, and I am  
15 stressing this because I do believe the  
16 understanding of a platform and how the business  
17 functions of it will be very key to making sure  
18 that the future of HBCUs evolve in the correct  
19 direction.

20                  And what I mean by that is that  
21 platform business models are actually killing  
22 linear business models. And I mean that

1 intentionally is that they fundamentally  
2 restructure how they exist.

3 And what the key thing that HBCUs need  
4 to be aware of, is how the value proposition is  
5 now changing. Platform businesses require a  
6 fundamental rethinking of assets to a methodology  
7 of exchange. So the question is, what are you  
8 all exchanging.

9 As HBCUs, the real value, and the last  
10 point of his first slide was about engagement and  
11 understanding that that was the most important  
12 metric for the deals. In understanding where  
13 deals are found, is actually in the town and in  
14 seeing the assets of your students' ideas in a  
15 fundamentally different value proposition.

16 So even switching, and this is going  
17 to be a discussion that you all will have to have  
18 at your Board level. And the key thing to  
19 understand is that the creation of these things,  
20 no one has done before.

21 So the infrastructure has to be built  
22 for the first time, you all have to have spaces

1 for testing these things out in doing it in a way  
2 that actually is rapidly learning what works and  
3 what doesn't.

4 And so, in you all's ability to do  
5 that, we have to rethink from teaching to  
6 co-learning in how do you build spaces where you  
7 can do that between town and gown. Understanding  
8 that instructing the deals that are going to be  
9 opportunity zones, you have to make sure it is  
10 very, very key.

11 This is the most important thing. Is  
12 that the currency of this generation is trust,  
13 and that you have to make sure that you hold true  
14 to the trust of the community that is also going  
15 to be contributing to this idea.

16 Historically, Black communities have  
17 systematically been removed, our equity and our  
18 ownership. We cannot, the biggest threat that he  
19 said inside of these opportunity zones, was that  
20 there are no guardrails.

21 The HBCUs, themselves, are now in a  
22 position, as a orchestrator and a organizer of

1       these networks, to set these structures and to  
2       set the terms. You have to make sure that you  
3       own the trust and the connectivity.

4               And that's where, what she was talking  
5       about, the infrastructure and ownership of data.  
6       Do that insider, share and value frameworks.  
7       Which make sure that the ownership and the ideas  
8       stay connected to the people and the places that  
9       they come from.

10              That's my words. Thank you.

11              CHAIR TAYLOR: Thank you, Mr. Jordan.  
12       And by the way, he's the economic lead for Remix,  
13       the Soul of Innovation, is the name of the  
14       organization that he represents. Thank you.

15              MR. JORDAN: Thank you.

16              CHAIR TAYLOR: Rodriguez Murray, vice  
17       president of public policy and governmental  
18       affairs, UNCF.

19              MR. MURRAY: Thank you, Mr. Chairman,  
20       and to the members of the body, I think that this  
21       has been a well-run meeting.

22              I want to commend Mr. Holifield and

1 all of his colleagues for a well-run conference.  
2 This was well-done, and it's one for the history  
3 books.

4 I do want to echo the last gentleman,  
5 also a Morehouse grad, who spoke about  
6 opportunity zones. It's important that our  
7 institutions find trusted community partners to  
8 engage with as we move forward. And we want to  
9 be part of that process.

10 A note about Title III. We've had a  
11 lot of discussion about the timing. Many folks  
12 are here may know some of it, but the details of  
13 it are this.

14 We are currently, institutions are  
15 currently spending last year's money. They  
16 haven't received this year's money yet. And when  
17 they receive this year's money, that will take  
18 them through much of the next fiscal year.

19 It's important to note that the  
20 federal government is a bureaucracy.  
21 Bureaucracies move slowly. And the longer we  
22 take, the longer Congress takes to pass the



1 re-authorization of the mandatory Title III Part  
2 F, the longer it will take the bureaucracy to  
3 administer that funding to the schools.

4 The reason why Title III is done in  
5 multiple year chunks, is for institutional  
6 stability, as Dr. Breaux stated. And it's  
7 important for institutions to have that  
8 stability, to have long term planning  
9 opportunities, to make sure that we continue,  
10 those of us who are not members of the PBA,  
11 continue to keep up the pressure on Congress to  
12 pass the re-authorization.

13 In terms of the justification for  
14 Title III, Title III, the funding is so important  
15 to the institutions and the inner workings, and  
16 it should have as much flexibility as possible to  
17 meet the needs of that particular HBCU. HBCUs  
18 are not a monolith, they all do something very  
19 differently. And we need to make sure that that  
20 program continues to respond to those needs.

21 And we have to make sure that as we  
22 move towards being competitive in this

1 environment, that we invest in programs like  
2 Title III, which help us level a playing field,  
3 where institutions, like ours, were behind 250  
4 years. This is the 400th anniversary of us, as a  
5 people, coming to this country.

6 Other institutions had a 250 year head  
7 start where our forefathers help build those  
8 institutions.

9 CHAIR TAYLOR: I'm going to have to --

10 MR. MURRAY: And so we want to make  
11 sure that we get to the point of investing in our  
12 institutions. Thank you.

13 CHAIR TAYLOR: Thank you, Mr. Murray.  
14 Lynn Williams, president and CEO of Bridge  
15 Enterprises.

16 And I ask, just so that we don't lose  
17 time, trying to keep us on calendar, Leonard  
18 Haynes, if you could be close to the mic so we  
19 don't lose that time. Sorry, Mr. Williams.

20 MR. WILLIAMS: Thank you, Mr. Chair.  
21 First, let me commend Mr. Holifield for an  
22 excellent, and the Board, and with you, Mr.

1 Taylor, for an excellent conference.

2 I represent a small business community  
3 and we have a fantastic time over the last three  
4 days. Entering things and integrating ourselves  
5 with HBCUs.

6 I just want to speak very quickly on  
7 what Virginia is doing as it relates to  
8 opportunity zone. We were able to assemble all  
9 of the HBCUs together in the last two months.

10 And the Government has taken a lead in  
11 this assimilation, along with, in partnership  
12 with Virginia Union University and Virginia  
13 State. One private university, one public.

14 In that assembly he is bringing forth  
15 all of the state stakeholders involved. My job  
16 was to bring the federal stakeholders.

17 So we're going to have a very  
18 comprehensive, as Scott Turner said, this is not  
19 a Democrat or Republican, it's not, it's all  
20 about revitalization of our community.

21 And if you don't know, the states  
22 have, I mean, the governors, not matter whether

1       it's a red state or blue state, they have control  
2       of these opportunity zones.

3               So, Virginia is moving forward, and is  
4       very fitting, as you said Brother Murray, in the  
5       400 years, where did they land, they land in  
6       Virginia.

7               So I am under the belief, so move  
8       Virginia, so move America. And having said that,  
9       let me bring that to you as we bring these HBCUs  
10      together. And the date is December the 4th and  
11      5th.

12              I see over there, my good friend  
13      Kelly, she will be there from the Department of  
14      Energy, Agriculture will be there,  
15      Transportation, HHS. But more importantly, I  
16      will bring in closing, our HBCUs need to start  
17      looking to become businesses.

18              And what I mean by that, in the State  
19      of Virginia, Hampton University last year became  
20      a certified small business. Next week, Virginia  
21      Union will become a certified small business.

22              That's a game changer as it relates to

1       these private funds looking at you, not as a  
2       HBCU, but as a small business. So I would  
3       recommend to the Board that we start looking at  
4       us becoming certified small businesses. It can  
5       be done.

6               And lastly, as it relates to the  
7       executive order, we are getting our Governor,  
8       particularly in the State of Virginia, to sign a  
9       state executive order --

10              CHAIR TAYLOR: Yes.

11              MR. WILLIAMS: -- on HBCUs that will  
12       mirror what the federal government is doing.  
13       Something to think about. And thank you for  
14       allowing me my comments.

15              CHAIR TAYLOR: Thank you very much.  
16       And finally, Leonard Haynes from the Department  
17       of Education.

18              MR. HAYNES: Thank you very much, Mr.  
19       Chairman. And I too want to commend and  
20       congratulate Mr. Holifield and his staff. And  
21       all of you who participated, in what has to be  
22       the most successful conference since I ran it.

1 (Laughter.)

2 MR. HAYNES: Some ten years ago --

3 CHAIR TAYLOR: Strike that from the  
4 record.

5 (Laughter.)

6 MR. HAYNES: -- in the same hotel.  
7 Strike that from the record.

8 But real quickly, and my comment is  
9 about Title III and I'll go through this quickly.  
10 Remember, Title III is an institutional grant  
11 program, it is not a director's program.

12 And I say that because too many of our  
13 presidents don't understand that, they don't know  
14 anything about Title III. And I'm constantly  
15 trying to educate them along with Marshal  
16 Grigsby.

17 There are 97 historical Black colleges  
18 in the Title III program. It is a formula grant  
19 program. There are 17 allowable activities that  
20 you must comply with.

21 But so you know, there is discussion  
22 underway, but is not new, about turning the

1 program into a competitive program. If that  
2 occurs, there will be many in the 97 who won't  
3 make it. Because they can't compete.

4 20 percent of the money should go into  
5 endowment. And there is important to say,  
6 institutions have to do this, but for Title III,  
7 where would you be.

8 We've been trying to get this kind of  
9 information. It's not in the comprehensive  
10 development plan. They all have to do CDPs.

11 But program staff tell us, the last  
12 CDP was cut and pasted and is in the new CDP.  
13 That's not helping the process. Because without  
14 Title III, as Mr. Murray pointed out, too many of  
15 our institutions would struggle mightily, indeed  
16 some would have to close.

17 But it's a leveraging opportunity,  
18 Title III, to get you to other things. And  
19 that's what it should be for. Not an employment  
20 factory.

21 If you got 17 activities, you have 17  
22 activity directors on the federal payroll. That

1 creates morale problems in a small institution  
2 that's struggling with student enrollment.

3 I could stand up here all day, but  
4 Title III is important. Let's not let it go  
5 away, and let's try to keep it from being a  
6 competitive program, because of its competition.  
7 We're not quite there yet.

8 CHAIR TAYLOR: Thank you so much. As  
9 I wrap this up, I'm going to ask each of the  
10 Board Members, and you don't have to if you don't  
11 want to, but I'd like to, good form is to go  
12 around, since you've dedicated so much of your  
13 time today an in between meetings preparing for  
14 today, starting with Dr. Breaux, as a PBA Member,  
15 any closing remarks?

16 DR. BREAUX: I'd like to follow on  
17 with what you just heard.

18 CHAIR TAYLOR: I need you to speak  
19 into the mic. I'm so sorry.

20 DR. BREAUX: This has been an  
21 outstanding week. Congratulations to Mr.  
22 Holifield for an excellent program. The content



1 was just top of the line.

2 The opportunities that were available  
3 to the HBCUs during this week were truly amazing.  
4 I'm sorry that some of our colleagues were not  
5 able to make it here because of the weather, but  
6 just know that you opened up many opportunities  
7 we otherwise would not have had possible to us.

8 We covered a lot of ground. I  
9 apologize for not joining you this morning. I  
10 was with my students at our convocation ceremony,  
11 but I believe this has been a rich discussion  
12 that we should continue on.

13 And the challenge for this group is to  
14 broaden this discussion and make sure that we're  
15 able ensure that our colleagues understand what  
16 we are addressing here.

17 There are many critical discussions  
18 that could seriously impact adversely to our  
19 HBCUs. And we need to recognize that and ensure  
20 that they are competitive in the way that  
21 competitiveness is being defined today, times our  
22 changing. They're changing rapidly.

1                   There's a great deal of energy and  
2                   innovation happening on our campuses. And as a  
3                   Board, I hope we continue to work on bridging the  
4                   conversations so that we understand where they  
5                   are today, our HBCUs are today, and to continue  
6                   to help them along.

7                   Because without our HBCUs we would  
8                   have more serious economic issues for this  
9                   country. And I know we don't want that.

10                  So, thank you for your leadership,  
11                  thank you, Mr. Chairman, for all that you have  
12                  done this year and continue to do. And it's a  
13                  privilege to be a part of this Board. Thank you.

14                  CHAIR TAYLOR: Thank you. Dr.  
15                  Johnson.

16                  DR. JOHNSON: Again, I also want to  
17                  say what I said earlier, and that is that this  
18                  has been really a well-done performance of the  
19                  team and, Mr. Johnson's leadership.

20                  I also want to point out that it's  
21                  really important what we're doing here. Because  
22                  we are currently at a serious inflection point.

1           Leonard Haynes had pointed out that  
2           competition may come to Title III. We also know  
3           the U.S. Government budget is not going to be  
4           able to sustain any significant increases.

5           And we also know the reality that at  
6           some point a recession is going to happen. And  
7           as a consequence, we are at an inflection point  
8           where we have to actually address some of the  
9           issues.

10          And certainly John Jordan pointed out  
11          one of the key issues. That as an institution of  
12          our education, we have to make sure that we are  
13          given value for value.

14          It's great to speak about the lore,  
15          the history, the impact in the past, but value  
16          for value is what we have to talk about today.  
17          And as a consequence, we have to look at the  
18          platform.

19          Last but not least in my comments, I  
20          want to applaud Jonathan for the framework. I  
21          think of the framework as a Christmas tree.

22          And those people who are of my

1 generation who had to dress a tree when they were  
2 younger, know how painful it was because the  
3 lights all worked the previous year, but you have  
4 to spend all day trying to figure out where that  
5 bulb was, right?

6 And so, one of the benefits though of  
7 today is that they created parallel circuits.  
8 And parallel circuits of course mean that the  
9 bulb can go out in one place and you can still  
10 use the string.

11 Why that's important what a parallel  
12 circuit is, is that involves a dialogue. It  
13 involves me understanding where you're coming  
14 from and you understanding where I'm coming from.

15 And I think that one of the things  
16 that, Jonathan, that you've done in terms of the  
17 tree, is that you opened it up so that the  
18 dialogue can happen as we address the tree. So  
19 thank you.

20 CHAIR TAYLOR: Mr. Justice.

21 MR. JUSTICE: I'd just like to echo  
22 the same comments. This has been a great event

1 and is a tremendous opportunity to meet a lot of,  
2 especially the young students that came to this  
3 event, they are tremendous.

4 I would say that being a guy that's  
5 disciplined in history, that there is a  
6 tremendous legacy that we're all dealing with  
7 that is just rich in culture, rich in our nations  
8 value system. And that we need to not neglect  
9 that.

10 But we're standing at the door of a  
11 future that's going to be radically different,  
12 and we've got to be approaching it with our eyes  
13 wide open and taking some very dear guidance from  
14 you, ma'am, as our guest today in telling is  
15 tomorrow is a different world and we've got to  
16 look at it with a different view point and a  
17 different language.

18 And I would say it's a tremendous  
19 opportunity to serve with my fellow Board Members  
20 here. And I walk away from it enriched every  
21 time we gather.

22 And, Jonathan, for your staff, I thank

1       them for engaging us between meetings and keeping  
2       us current and up to date. Thank you.

3               CHAIR TAYLOR: All right. President  
4       Ellis.

5               MR. ELLIS: Good afternoon, again.  
6       And again, Mr. Taylor, Attorney Taylor, thank you  
7       for your leadership.

8               And great conference. I believe what  
9       I saw this time was the building upon this  
10       foundation of HBCU competitiveness. And I've  
11       seen that as maybe not rolling as fast we'd like,  
12       but it's rolling in a positive direction, so I  
13       appreciate that focus.

14              And so, with that said, a couple of  
15       things that were mentioned today. The  
16       opportunity zones.

17              And this is my personal preference, is  
18       that as we look at these opportunities, we have  
19       to, as HBCUs, be the driver of the investments in  
20       the projects that we want to happen that serve,  
21       not only our communities, but our own  
22       institutions. And that these opportunities lead

1 to sustainable possibility for us.

2 I was proud to hear the young man  
3 early talk about trust and what that means for us  
4 in making sure that we trust the people that we  
5 form partnerships with. Well, part of that trust  
6 is ensuring that everyone can share in not only  
7 the positive impact of what opportunity zones  
8 provide but also in the capital impact of it.  
9 And so, that's important for me.

10 And then I think the second  
11 conversation around federal agencies, and I  
12 listened here as we talked about what can be  
13 better, what has happened in the past, but I  
14 think it's often important to remember balance.

15 And so, as I talk to federal agencies,  
16 I talk to colleagues, we have to be mindful of  
17 opportunities for us to improve and provide  
18 federal agencies what they see are the missing  
19 components that we haven't provide, and vice  
20 versa. For federal agencies to listen to our  
21 HBCUs, so they can realign their plans and become  
22 more creative in how we meet those needs.

1                   So, I just stress the point of balance  
2 as we have these conversations.

3                   And finally, my third piece is a  
4 question. We've had great conversation, great  
5 recommendations, how these manifest into actual  
6 policy.

7                   CHAIR TAYLOR: Yes. Dr. Rath.

8                   MS. RATH: This has been an important  
9 learning experience, I think, about future  
10 challenges. And I just look forward to how fast  
11 this group can move to translate so it turns into  
12 some really quality experiences for the students  
13 and these schools.

14                  CHAIR TAYLOR: Dr. Dawkins.

15                  MS. DAWKINS: Yes. I just want to  
16 echo everything everyone has said without saying  
17 it again.

18                  But I do want to thank, Jonathan, for  
19 what the program with the White House Initiative  
20 on the HBCUs, the conference and the quality of  
21 the programs offered.

22                  To, John Taylor, for convening us, for



1 the many programs we have participated in leading  
2 up to today. And also, the emphasis on our  
3 priority projects, opportunity zones,  
4 infrastructure.

5 Particularly looking at human and  
6 technological infrastructure. We really need to  
7 give a lot of attention to the human component of  
8 that. The ability to do this work is what I'm  
9 trying to emphasize.

10 And then last, I just want to put,  
11 just reemphasize what Connie just said about  
12 timeliness and implementing many of these  
13 projects so we can afford, particularly as it  
14 relates to Title III, to wait to act upon Title  
15 III.

16 Because we do need to have mandatory  
17 renewal, as well as to increase discretionary  
18 funding. And we need to have those discussions  
19 now. And within the next six months.

20 I would say, we need to bring some  
21 attention within the next three months. To keep  
22 this alive and going.

1 CHAIR TAYLOR: Yes. President  
2 Hawkins.

3 DR. HAWKINS: Yes, thank you, Mr.  
4 Chairman. First, let me congratulate Executive  
5 Director Holifield on a successful conference.  
6 Heard nothing but positive about this conference.

7 And I know Dr. Haynes said he was the  
8 last one to have a successful conference --

9 MR. HAYNES: But that was stricken  
10 from the record.

11 DR. HAWKINS: Okay.

12 (Laughter.)

13 DR. HAWKINS: So, great conference,  
14 and everyone enjoyed it. And please, again, echo  
15 to the President, thanks for the shout out on  
16 yesterday.

17 And I hope that we keep the message  
18 from the President alive. Because there will be  
19 doubters out there and it will punch holes in  
20 them. But the facts speak for themselves.

21 Take it as upon us to make sure that  
22 we keep those facts out there. And it's

1 important, in terms of the successes, that have  
2 gone on in the past couple of years for our  
3 HBCUs.

4 And I hope that this Board stays  
5 focused on what we've discussed here today. And  
6 I hope that this Board, as we move forward, that  
7 we get results.

8 I don't want to serve on this Board  
9 and those out there in the public say that, well,  
10 another HBCU Board. Okay, so that I hope that we  
11 stay focus, that we strive towards results.

12 And, Dr. Johnson, I want to say that  
13 the lights are on, on this current White House  
14 Initiative. Because of this bold leadership  
15 that's going on here.

16 And so, Jonathan, I congratulate you  
17 on the leadership, your leadership because I know  
18 you know how to win. And, Dr. Taylor, I know  
19 that you know how to win.

20 And with this bold leadership that's  
21 going on right now, it feels really good to sit  
22 here, to talk about, what we are trying to do is

1       feel good, to sit here and talk about what  
2       already has been accomplished for our HBCUs.

3               I have not seen this. This has not  
4       happened in my 18 and a half years as president.  
5       And so, through you all's, through your continued  
6       bold leadership, I just see great things  
7       happening for our historically Black colleges and  
8       university.

9               So, keep up the bold leadership. And  
10      the two of you have a responsibility to Dr.  
11      Johnson to make sure that not one light bulb  
12      burns out as we move forward.

13              And so, again, thank you for a great  
14      meeting. And if you would, Mr. Chairman, before  
15      we conclude, if we have more input from the  
16      upcoming meeting.

17              CHAIR TAYLOR: Yes.

18              DR. HAWKINS: And I'd like to know  
19      about who's paying the expenses.

20              (Laughter.)

21              DR. HAWKINS: So I can plan.

22              CHAIR TAYLOR: So you can plan.

1 President Clark.

2 MR. CLARK: First of all, again,  
3 thanks. As everyone has said to Mr. Holifield  
4 and Taylor.

5 And with all the wonderful things that  
6 everyone has spoken of, I was saddened that I was  
7 unable to make it here for the earlier events,  
8 but very glad that I'm here today. And I want to  
9 do a very special, special shout out and thank  
10 you to Ms. Franklin, who helped make that  
11 possible in the winning moments with all the  
12 things that we had gone down, down in the  
13 southern territories, so to speak.

14 As we leave here, I'd like for us to  
15 keep in mind a few things. And this kind of  
16 echo's a little bit of what Dr. Hawkins as said.

17 Let us set goals and let's make sure  
18 we measure and track those goals. And let's make  
19 sure that we hold each other accountable to make  
20 sure something gets done.

21 CHAIR TAYLOR: Last, but certainly not  
22 least, Dr. Grigsby.

1 DR. HAWKINS: Thank you, Mr. Chairman.  
2 I'm reminded of the time that I spent working  
3 with the U.S. Congress, and one day on the floor  
4 a distinguished gentleman got up and said, Mr.  
5 Speaker, I want you to know that everything that  
6 needs to be said on this topic has been said --

7 (Laughter.)

8 MR. GRIGSBY: -- but not by me.

9 (Laughter.)

10 MR. GRIGSBY: So, the point is that we  
11 all, in our work, understand the importance of  
12 leadership.

13 And I want to commend the tandem team  
14 of Jonathan and Johnny for bringing a nuisance, a  
15 vision of energy, and of commitment, to the work  
16 of this body. You embody that and I commend you  
17 for that.

18 It really is a new day in a number of  
19 respects. And the team that you have assembled,  
20 Jonathan, have been very, very important and  
21 helpful.

22 I would hope that as we go forward, we

1 keep in mind that it's important to always keep  
2 up for the importance of developing or suggesting  
3 workable models for our colleagues who are not a  
4 part of the conversation and discussion.

5 And the realization that every  
6 situation is different. And that there are  
7 different roads that lead to the destination.

8 And we need to keep in mind that part  
9 of our responsibility is helping others to see  
10 how some of those models actually work as a  
11 result of our deliberation. So, that's a  
12 challenge that I certainly put on myself and  
13 recommend for all of us to keep in mind.

14 CHAIR TAYLOR: Thank you. And last  
15 but so not least, I'd like to thank you all for  
16 everything that you've done.

17 My comments as the Chair are pretty  
18 simply. First of all, we have a wonderful Board  
19 of people who bring difference perspectives,  
20 different experiences, et cetera, to the table.

21 We have presidents, we have former  
22 presidents, we have businesspeople, we have

1 foundation leads. We have people from majority  
2 institutions. North Carolina State for example.

3 That is the beauty of the diversity  
4 that we intended to put together on this Board.  
5 And to see it all come together and see all of us  
6 work together toward the common good HBCUs is  
7 really a wonderful feeling.

8 And for those who doubted it, they  
9 were wrong. And we're going to continue to prove  
10 them wrong. And so, I want to thank you all as a  
11 collective for all of your efforts.

12 Secondly, I do want to thank the  
13 Staff. The Department of Education, specifically  
14 the White House Initiative. They put a ton of  
15 work into all of this, so thank you for making us  
16 look good.

17 I have another Staff, though, that I'd  
18 like to thank because behind, I'm the guy who  
19 stands up, but I have an amazing staff from the  
20 Society for Human Resource Management, SHRM, who  
21 is not only putting cash, so yes, the bill will  
22 come to us for this upcoming meeting, we have



1 SHRM, the business. And then we have a  
2 foundation, a 501(c)(3) that we fund as a result  
3 of the cash that we kickoff, for lack of a better  
4 term.

5 So, if I could just quickly recognize  
6 my team. Quick stand. I've got a lot of SHRM  
7 people in the room because it takes a lot of  
8 people to support me. But they are absolutely  
9 amazing, so thank you all for coming and  
10 supporting us.

11 (Applause.)

12 CHAIR TAYLOR: Tell them I run deep,  
13 just to in case I need some help to get up out of  
14 here. But seriously, thank you all for  
15 everything that you do.

16 And I think what it should highlight  
17 for all of us is that, just because you didn't  
18 attend an HBCU doesn't mean you're not interested  
19 and you're not an advocate for these wonderful  
20 historical institutions. There are a lot of  
21 people who are really hoping that we're  
22 successful and want to play a role in it, so

1       thank you to everyone in this room who are HBCU  
2       supporters.

3               The last piece of business that I have  
4       to do before we close this is to discuss our next  
5       meeting date.

6               Now, there is a meeting date that  
7       we're talking about. Emily Dickens from my team  
8       will be sending you out the notifications that we  
9       talked about for the convening of the presidents  
10      at SHRM or Gallup's headquarters, but supported  
11      by SHRM.

12              And then secondly, the PBA meetings.  
13      So, do we have information about the next  
14      meeting?

15              MR. HOLIFIELD: The PBA meeting is at  
16      your discretion and formed by the Board.

17              CHAIR TAYLOR: Okay. So, in the  
18      interest of time I'm going to ask someone from my  
19      team, I'm looking at the chief of staff, to send  
20      out to each of you all some kind of doodle  
21      calendar to make sure that it works.

22              So, there will be two different

1 requests. One is for the official meeting of the  
2 Board, that's the Government meeting, and then  
3 there is going to be the separate SHRM supported  
4 meeting. Yes?

5 DR. HAWKINS: Yes, Mr. Chairman, so if  
6 by chance we don't meet before the first of the  
7 year, you all, the Board will be receiving an  
8 invitation from Talladega College, to give you an  
9 opportunity to see an actual agency work with an  
10 HBCU, that we've had tremendous success with  
11 USDA, the ribbon cutting of two new buildings on  
12 our campus that was actually --

13 CHAIR TAYLOR: All right.

14 DR. HAWKINS: -- funded, approved by  
15 the USDA.

16 (Applause.)

17 DR. HAWKINS: Thank you. And that  
18 will happen the first of the year, and I hope  
19 that you all will be able to come and see that.

20 CHAIR TAYLOR: Yes. And let me just  
21 say, my goal is for us to have the meeting before  
22 the end of the year.

1 DR. HAWKINS: Okay.

2 CHAIR TAYLOR: If in fact this time is  
3 quicker than we've all challenged us to deliver,  
4 so I think we're going to have to have another  
5 meeting. But there is also this federal register  
6 stuff that you have to comply with. So we'll get  
7 to work on that.

8 DR. HAWKINS: Okay.

9 CHAIR TAYLOR: Yes.

10 MR. CLARK: I'm glad Dr. Hawkins  
11 mentioned that because I also have to give props  
12 to the USDA because this year we will be doing  
13 two ribbon cuttings on two buildings. And we've  
14 started the third building --

15 CHAIR TAYLOR: Wow.

16 MR. CLARK: -- based on support from  
17 USDA.

18 MR. HOLIFIELD: Now wait a minute, Mr.  
19 Chairman, I needed some of that earlier in this  
20 meeting.

21 (Laughter.)

22 MR. HOLIFIELD: You all just --

1 CHAIR TAYLOR: Well, you end on a  
2 positive note, that's what you do.

3 (Laughter.)

4 MR. HOLIFIELD: Yes.

5 CHAIR TAYLOR: This was staged, right?

6 (Laughter.)

7 CHAIR TAYLOR: So I'm going to request  
8 a motion to adjourn this meeting?

9 DR. BREAUX: So moved.

10 CHAIR TAYLOR: Dr. Breaux. I have a  
11 second?

12 MR. JUSTICE: Second.

13 CHAIR TAYLOR: Mr. Justice. All in  
14 favor?

15 (Chorus of aye.)

16 CHAIR TAYLOR: Assuming none said no,  
17 we're out.

18 (Laughter.)

19 CHAIR TAYLOR: Thank you all very  
20 much.

21 (Whereupon, the above-entitled matter  
22 went off the record at 2:27 p.m.)

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<b>A&amp;T</b> 24:18 33:18,22 42:7,8 57:16 95:4 96:13 136:12 183:10 <b>a.m</b> 1:11 4:2 110:22 <b>abatement</b> 43:21 <b>ability</b> 38:13 120:17 214:4 233:8 <b>able</b> 9:20 20:6 30:19 51:19 80:17 83:4 87:15 89:5 91:1 101:7 101:9 114:9 127:8 139:5,6 152:13 154:4 155:11 168:4 180:10 188:2 189:1,2,5 204:18 205:17 219:8 225:5,15 227:4 243:19 <b>aboard</b> 81:19 <b>above-entitled</b> 110:21 245:21 <b>absolute</b> 11:14 <b>absolutely</b> 39:10 53:15 55:1 88:11 121:19 149:8 151:13 154:10 174:16 241:8 <b>abysmal</b> 184:18 <b>academic</b> 53:9 89:15 89:18 120:12,18 124:5 125:9 150:8 207:1 <b>accelerated</b> 56:12 <b>Accelerator</b> 28:15 29:13 31:4 51:4 <b>accept</b> 6:5 <b>accepted</b> 178:3 <b>access</b> 29:17 58:20 108:9 119:10,14 120:8 168:4 176:14 <b>accomplished</b> 236:2 <b>account</b> 62:7 84:17 151:1 <b>accountability</b> 141:15 141:22 142:1,6,10,14 143:1,6,20 150:13 <b>accountable</b> 118:20 135:8 237:19 <b>accounting</b> 136:15,17 <b>accreditation</b> 82:12 <b>accrediting</b> 82:22 <b>accreditors</b> 140:12 <b>achieve</b> 174:8 <b>achievement</b> 119:6 <b>achievements</b> 125:1 <b>acquired</b> 77:6 <b>acres</b> 188:10 <b>act</b> 26:5 233:14 <b>action</b> 32:1 71:18	135:19 <b>action-oriented</b> 21:14 <b>actionable</b> 123:12 <b>actions</b> 105:18 117:11 162:16 <b>active</b> 155:3 <b>activities</b> 63:2 117:15 118:5 222:19 223:21 <b>activity</b> 223:22 <b>Acts</b> 166:16 <b>actual</b> 137:13 232:5 243:9 <b>ad</b> 164:17 174:3 <b>adapt</b> 60:6 75:3,8 <b>adaptable</b> 68:22 <b>adapted</b> 59:20 <b>add</b> 21:9 41:20 169:10 <b>addition</b> 51:18 53:5 80:7 187:18 194:11 <b>additional</b> 84:2 88:17 89:5 136:6 143:11 <b>address</b> 17:22 18:15 46:11 55:21 81:4 83:13 93:19 99:16 132:3,15 140:4 142:16 145:8 173:13 205:13 227:8 228:18 <b>addressed</b> 18:19 141:9 198:2 <b>addresses</b> 56:17 <b>addressing</b> 160:9 174:11 225:16 <b>adequate</b> 145:12 <b>adjacent</b> 93:9,16 <b>adjourn</b> 3:21 245:8 <b>adjust</b> 74:12 <b>administer</b> 217:3 <b>administration</b> 25:4 26:20 113:4 157:2 158:9 170:19 199:20 200:16 202:9 <b>administration's</b> 158:19 <b>administrative</b> 166:5 166:20 <b>ado</b> 6:19 <b>adopting</b> 92:6 <b>adoption</b> 119:14 <b>adults</b> 18:5 <b>advance</b> 61:7,16 120:22 157:14 173:6 204:14 206:14 <b>advanced</b> 84:19 85:10 173:18 <b>advantage</b> 10:10,15 25:22 53:11 62:19 64:7 65:6 75:8 86:12 88:19 124:1 125:12	174:18,21 <b>advantaged</b> 47:16 <b>advantages</b> 9:20 29:18 48:10,15 50:5 64:19 68:3 <b>adversely</b> 225:18 <b>advice</b> 60:10 <b>advisor</b> 162:2 170:19 170:20 <b>advisors</b> 1:3,10 23:4 113:12 <b>advisory</b> 4:9 100:18 106:20 179:10 199:21 <b>advocacy</b> 22:10 86:9 87:6 207:8,20 <b>advocate</b> 241:19 <b>advocating</b> 178:20 <b>affairs</b> 12:22 215:18 <b>affect</b> 73:5,6 <b>affinity</b> 93:15 <b>afford</b> 91:1 233:13 <b>African-American</b> 60:2 <b>afternoon</b> 230:5 <b>agencies</b> 21:11 82:22 114:11 116:20 117:8 118:17,20 119:1 120:22 125:22 126:13 126:16 127:19 128:8 129:2,4 130:12,20 131:1,8 132:17 135:10,11 141:22 143:8,18 145:11 148:11 152:10 153:2 153:7,14,18 154:2 156:22 166:12 167:4 169:4,13,14,15 172:2 172:5 173:2,2,8,13,22 179:5 180:2,4,6 192:18 194:3 196:3 197:7 231:11,15,18 231:20 <b>agencies'</b> 176:22 <b>agency</b> 116:22 117:12 117:14 118:6,8 126:14 131:20 134:2 134:15 135:16 137:1 143:10 144:11 151:20 156:1 162:16 170:17 174:3,6,15 175:15,21 175:22 178:4 179:3 179:22 189:6,9,11,16 193:1,1,8 243:9 <b>agenda</b> 13:22 19:5,5 74:22 160:6 161:13 173:6 194:18 <b>agents</b> 186:16,18,19 <b>agglomerate</b> 119:3 <b>agglomeration</b> 118:21	<b>aggregate</b> 38:14 40:6 41:13 119:2 187:1 <b>aggressively</b> 169:17 <b>ago</b> 81:10 138:18 139:1 141:8 145:5 149:19 185:5 205:2 222:2 <b>agree</b> 66:7 131:15 132:21 202:13 209:21 <b>agreeing</b> 142:20 <b>agreements</b> 195:9 <b>agricultural</b> 181:18 187:21 <b>agriculture</b> 187:22 220:14 <b>ahead</b> 42:3 110:2 164:3 178:8 205:19 207:11 <b>Air</b> 167:8 <b>Alabama</b> 24:14 104:7 <b>align</b> 88:18 205:15 <b>aligned</b> 144:17 198:11 <b>aligning</b> 205:20,21 <b>alignment</b> 205:17 <b>alive</b> 233:22 234:18 <b>Alkisswani</b> 2:13 112:5 112:14 164:8,20 170:11,12 171:15,17 171:19 185:11,17 188:20 190:15,18,22 191:9,22 192:5,8,10 <b>all's</b> 214:4 236:5 <b>allegiance</b> 5:9,22 6:2 <b>Alliance</b> 180:21 <b>allocated</b> 58:18 <b>allow</b> 99:15 116:18 168:1 189:17 201:15 <b>allowable</b> 222:19 <b>allowing</b> 221:14 <b>AltCap</b> 70:7 <b>alternative</b> 63:22 <b>alumni</b> 108:21 <b>amazing</b> 225:3 240:19 241:9 <b>Amazon</b> 108:3,12 <b>amenities</b> 55:3,7 <b>America</b> 28:15 29:13 31:4 51:5 52:2 220:8 <b>American</b> 5:11 98:15 158:19,20 <b>Amina</b> 206:6 <b>Aminta</b> 1:14 7:1 <b>amount</b> 49:9 90:4 <b>analogy</b> 182:7 <b>analysis</b> 67:7 <b>anchor</b> 30:15 36:22 104:15 119:17,19 177:11,13 <b>Angeles</b> 28:17 34:5 <b>angle's</b> 137:19

<b>animates</b> 195:10	120:2,21 147:20	<b>Aug's</b> 94:22 95:1	<b>began</b> 64:5
<b>animating</b> 198:15	154:16,17 173:5	<b>August</b> 162:8,9	<b>beginning</b> 19:16 31:18
<b>Anita</b> 142:13	176:11,16 185:7	<b>authorities</b> 168:1	78:12 111:13 147:22
<b>anniversary</b> 218:4	187:15	<b>Authority</b> 90:6	154:15
<b>announced</b> 108:13	<b>argument</b> 130:10	<b>automatically</b> 80:18	<b>begs</b> 33:9 66:8
<b>announcement</b> 13:22	<b>Arizona</b> 104:6	<b>availability</b> 119:14	<b>behalf</b> 23:3
99:5	<b>array</b> 69:5 120:21	<b>available</b> 20:7 21:4 31:7	<b>beings</b> 153:11
<b>announcements</b> 4:11	<b>arrival</b> 8:21	44:13 85:6 117:20	<b>belief</b> 220:7
<b>answer</b> 20:10 38:21	<b>arrived</b> 132:6	174:20 225:2	<b>believe</b> 87:18 88:16
48:22 93:22 113:20	<b>article</b> 194:5	<b>aviation</b> 121:3	91:10 114:16 115:12
114:2 148:2,6	<b>arts</b> 121:1	<b>avoidance</b> 91:13	118:2 144:3 176:3
<b>answered</b> 11:3	<b>ascertain</b> 35:8	<b>awaiting</b> 8:21	196:5 212:14,15
<b>answers</b> 118:22 119:2	<b>aside</b> 176:1	<b>aware</b> 82:17 102:3	225:11 230:8
<b>anybody</b> 127:4,9	<b>asked</b> 10:20 11:10 18:4	200:8 201:4 213:4	<b>belong</b> 39:3
156:12	52:20 200:2 206:14	<b>awareness</b> 46:9 120:16	<b>belongs</b> 112:22
<b>anyway</b> 185:12	210:19	<b>awful</b> 181:19 190:19	<b>Bend</b> 30:5 31:19
<b>apologize</b> 225:9	<b>asking</b> 39:7	<b>aye</b> 8:12 245:15	<b>Benedict</b> 24:20
<b>appeal</b> 80:12	<b>aspects</b> 92:10		<b>beneficial</b> 84:16 103:22
<b>appear</b> 14:16 16:8	<b>assemble</b> 219:8	<b>B</b>	<b>benefit</b> 53:21 57:22
<b>appears</b> 19:3	<b>assembled</b> 175:18	<b>B</b> 117:10	65:1 84:21 92:21
<b>applaud</b> 227:20	238:19	<b>back</b> 6:12 25:3 45:19	146:20
<b>applause</b> 195:17,18	<b>assembly</b> 20:16 219:14	49:1 74:4 93:21 95:17	<b>benefits</b> 53:22 82:19
241:11 243:16	<b>assess</b> 140:8 201:6,15	109:20 110:12,15	228:6
<b>apple</b> 209:8	<b>assessing</b> 200:21,22	112:22 131:18 132:13	<b>benefitting</b> 65:7
<b>application</b> 167:7	<b>asset</b> 37:17 39:17 40:7	134:7 135:10 136:21	<b>Bennett</b> 24:12 39:1
<b>applications</b> 167:11	50:8 190:11,15	138:6 144:2 147:3	54:4 57:12,16 95:4
171:2	211:17	148:14 149:10 152:1	211:6
<b>applied</b> 209:8	<b>assets</b> 32:8 38:14 43:4	152:18 164:11,18	<b>Berguson</b> 195:19
<b>applies</b> 92:10	49:4 50:4 68:3 73:11	177:10,13 184:7,17	<b>Bernard</b> 7:20,21
<b>appointed</b> 207:20	157:10 213:6,14	185:4,4 194:18,20	<b>best</b> 57:1 83:6 93:1
<b>appreciable</b> 196:13	<b>assigned</b> 137:3	198:18,18 199:5	114:3 144:14 180:6,7
<b>appreciate</b> 18:12 99:13	<b>assimilation</b> 219:11	209:12,16	196:10
99:14 105:11 154:22	<b>assistance</b> 120:10	<b>background</b> 172:11	<b>better</b> 15:16 17:15
161:6 170:9 207:4	<b>assistant</b> 15:19 98:16	<b>Bakersfield</b> 51:9	71:20 91:10 112:7
230:13	156:16	<b>balance</b> 231:14 232:1	114:17 115:21 116:18
<b>appreciated</b> 17:5 198:5	<b>Associate</b> 4:5	<b>Ballroom</b> 1:10	118:18 129:6 143:5
<b>appreciation</b> 195:14	<b>associated</b> 63:8 137:14	<b>Baltimore</b> 193:19	154:15 167:18 169:7
<b>approach</b> 118:15	<b>Assuming</b> 245:16	<b>band</b> 144:13	185:10 195:11 198:12
131:14 132:16 153:6	<b>assure</b> 54:19 141:14	<b>bank</b> 52:2 62:7	204:3 231:13 241:3
200:4	192:18	<b>banks</b> 43:19 51:20 53:3	<b>beyond</b> 118:1 126:4
<b>approaches</b> 172:2	<b>Atlanta</b> 23:19 40:21,22	68:12	156:1
<b>approaching</b> 229:12	47:14,18 50:16 78:13	<b>barbecue</b> 63:15	<b>big</b> 72:5 117:4 131:7,12
<b>appropriate</b> 145:16	80:3	<b>base</b> 50:8 59:6	136:11 139:4
200:21	<b>attack</b> 141:18	<b>based</b> 68:18 82:5 90:5	<b>bigger</b> 56:20 57:19
<b>approval</b> 4:22 8:7	<b>attempt</b> 202:5	91:2 201:13 208:7	<b>biggest</b> 30:14 40:16
<b>approve</b> 55:10 140:17	<b>attend</b> 241:18	244:16	214:18
<b>approved</b> 243:14	<b>attendance</b> 11:11	<b>basically</b> 29:18 30:6	<b>bill</b> 240:21
<b>approving</b> 8:13	<b>attention</b> 52:18 57:13	60:2,19 67:13 68:1	<b>billion</b> 28:1 47:12
<b>architect</b> 11:15 81:15	233:7,21	71:2 76:16 77:8,19	124:11,19 160:18
<b>architects</b> 108:15	<b>attitudes</b> 55:15	<b>basis</b> 59:2 182:2 185:6	166:8 193:20,21
<b>archives</b> 4:16 5:2	<b>Attorney</b> 230:6	<b>Baskerville</b> 21:21 22:19	194:4 195:8
<b>area</b> 9:11 14:9 30:16	<b>attract</b> 27:13 30:2 44:14	<b>bat</b> 103:2	<b>Billy</b> 1:16 7:10 17:17
34:20 67:20 74:15	64:14 69:14 89:5	<b>Bayh-Dole</b> 166:16	24:13 81:6 151:8
95:12,22 145:14	<b>attracted</b> 73:7 75:5	<b>bear</b> 104:17	209:11
178:13	<b>attraction</b> 84:14	<b>beautiful</b> 81:16	<b>bio</b> 99:10
<b>areas</b> 27:11 39:15	<b>attractive</b> 92:17	<b>beauty</b> 240:3	<b>bipartisan</b> 56:8
45:18 53:7 74:20	<b>audience</b> 19:18	<b>becoming</b> 221:4	<b>Birmingham</b> 104:7
88:15 103:14 119:5	<b>Aug</b> 95:17	<b>beds</b> 188:10	<b>Birmingham's</b> 61:14

**bit** 10:16 65:6 99:2  
 110:2 111:8 237:16  
**black** 1:1 4:10 49:13,14  
 70:2 78:9,9,10,10  
 177:2 184:22 214:16  
 222:17 236:7  
**black-oriented** 78:11  
**black-owned** 69:20  
**Blair** 22:18  
**bless** 191:21  
**block** 81:12  
**blow** 202:19  
**blue** 220:1  
**blurring** 11:6  
**board** 1:3,10 4:9,18  
 6:11 8:22 9:6 16:2  
 21:7 23:4,10,10 24:10  
 24:20 42:4 45:4 65:14  
 73:22 88:2 101:5  
 106:20 110:6,7,8  
 111:19 114:22 115:3  
 129:11 140:21 142:4  
 142:5 210:11,19  
 212:12 213:18 218:22  
 221:3 224:10 226:3  
 226:13 229:19 235:4  
 235:6,8,10 239:18  
 240:4 242:16 243:2,7  
**Board's** 5:2 149:3  
**boarded** 76:20  
**boards** 107:1  
**body** 18:19 84:7 145:10  
 199:15 200:3 207:3  
 207:20 210:10 215:20  
 238:16  
**boils** 147:2  
**bold** 235:14,20 236:6,9  
**bone** 189:20,22  
**Booker** 26:4  
**books** 82:13 216:3  
**boot** 59:12 61:18 74:19  
**Boston** 40:14  
**bottom** 44:4 69:9  
**Bowie** 115:2 184:14  
**box** 127:2  
**boy** 117:10  
**branch** 170:20 207:13  
 207:13 209:19  
**branches** 207:14  
**brand** 86:20 87:1  
**breadth** 125:21 126:10  
 134:7  
**break** 92:3 98:5,21  
 99:11 109:4,18  
 121:20  
**breaking** 97:10  
**breakthrough** 112:20  
**Breaux** 1:14 7:1 9:2

115:2 138:8,9,13  
 142:9,11,13,13,21  
 143:2 152:19 206:1,2  
 206:6,6 217:6 224:14  
 224:16,20 245:9,10  
**Bridge** 218:14  
**bridges** 195:11  
**bridging** 226:3  
**brief** 4:17 111:12  
**bring** 13:7 16:4 28:20  
 34:22 40:13 46:19  
 47:4 52:10 62:17  
 76:12 81:19 108:19  
 114:5,6 161:10  
 187:19 188:7 189:5,7  
 189:8 219:16 220:9,9  
 220:16 233:20 239:19  
**bringing** 43:3 45:22  
 65:5 79:2 102:7,15  
 219:14 238:14  
**broad** 34:8 92:12,19  
 106:1 116:6 120:2  
 121:5 131:13 144:4  
 187:4  
**broad-based** 56:8  
**broadband** 119:13,15  
 171:3,22 175:4,12  
 176:13 177:9 178:21  
 179:2,22 180:3,8  
 181:6,8 182:11 187:5  
 187:12,17 188:1  
 191:19  
**broaden** 225:14  
**broader** 34:1 116:14  
 140:10 159:11 165:15  
**broadly** 158:22 161:17  
**broken** 145:1  
**Brother** 220:4  
**brought** 93:13 136:19  
 200:6  
**Bruce** 2:14 14:10,11  
 15:1,12 17:8 23:2  
 116:16 119:20 211:16  
 212:12  
**Bruce's** 15:18  
**brush** 106:1  
**bucket** 89:8  
**budget** 134:19,19,20  
 136:18 162:8,12  
 227:3  
**bugging** 189:18  
**build** 55:11 123:20  
 129:13 132:8 133:10  
 143:19 144:16 146:10  
 147:10 176:9 183:7  
 195:11 214:6 218:7  
**builders** 163:9  
**building** 64:2 89:2

103:20 107:9,10  
 120:10 182:16 184:3  
 184:8 188:13 230:9  
 244:14  
**buildings** 125:6 184:5  
 243:11 244:13  
**built** 54:19 55:5,6  
 123:19 213:21  
**bulb** 228:5,9 236:11  
**bunch** 49:4 80:9 88:4  
**burden** 167:7  
**burdens** 166:4  
**Bureaucracies** 216:21  
**bureaucracy** 216:20  
 217:2  
**burns** 236:12  
**business** 5:7 9:12  
 10:16 27:15 34:7  
 53:10 63:22 70:4  
 74:17 76:19 81:11  
 104:4,12,12 108:4,9  
 111:20 123:21 124:14  
 166:20,21 187:3  
 191:20 208:19 212:16  
 212:21,22 219:2  
 220:20,21 221:2  
 241:1 242:3  
**businesses** 43:15  
 49:14 50:12 53:3 69:7  
 69:8,21 74:19 77:12  
 78:16 108:19 208:20  
 213:5 220:17 221:4  
**businesspeople** 239:22  
**button** 147:21  
**buttons** 152:14  
**buy** 79:16  
**buy-in** 129:17 130:21  
**bystanders** 186:12

---

**C**

---

**C** 1:11,13 6:21 178:9  
**calculate** 150:10,11  
**calendar** 12:2 218:17  
 242:21  
**calibrate** 208:6  
**calibration** 208:6  
**call** 3:7,9 4:22 5:5 6:5  
 6:20 8:5 15:19 28:14  
 45:9 87:2,13 115:1  
 141:10 148:17 163:5  
 185:20 210:16  
**called** 15:2,4,4 28:15  
 32:21 36:18 51:6 62:4  
 106:22 113:7 162:13  
 180:21  
**calling** 167:9 173:3  
 178:4 189:3 191:18  
**camp** 59:12 61:19

**camps** 74:20  
**campus** 81:12,17 82:1  
 82:1 121:2 143:13  
 184:10 188:17 201:20  
 243:12  
**campuses** 50:11 58:10  
 81:21 84:18 127:21  
 146:7 147:9 184:4  
 188:9,15 191:7  
 200:13 201:17 226:2  
**CAO** 191:12  
**capabilities** 120:14  
 153:3  
**capacities** 191:16  
**capacity** 42:19 49:1  
 50:18 51:18 52:3,22  
 70:14 116:11 120:10  
 130:22 131:3,10  
 132:8 146:8,11 147:2  
 183:6 190:2,3 191:15  
 199:21  
**capital** 25:22 26:7,8  
 27:13,20 29:11 30:2,3  
 31:21 32:12 38:5  
 40:13 43:1,7,11,11,18  
 44:2 45:3 47:12 51:12  
 54:17 58:17,18,21  
 59:15 62:5,11,14 63:4  
 63:8,10,17 66:20,22  
 66:22 68:6 70:14  
 71:11,12 72:19 73:6  
 73:16 75:12,16,19  
 76:7 77:3,17 78:5,5  
 79:3,12,14 80:4,9,14  
 81:3 84:14 92:4  
 119:21 124:17 168:13  
 231:8  
**capitalism** 92:22  
**capitalize** 69:20  
**capitalized** 70:5  
**capturing** 88:3,8  
**card** 134:3 167:13  
 193:4  
**cards** 133:21  
**care** 11:20 47:2,13  
 175:22  
**career** 119:22 120:3,15  
**careful** 14:17 18:22  
 82:10 83:10 126:18  
**Carolina** 13:1 23:21  
 24:16,18 33:18,22  
 39:1,2 42:7,8 43:2,4  
 45:7 57:16,20 60:8  
 69:4 89:22 90:6 94:22  
 95:4,18 96:13,14  
 97:14 122:13 124:10  
 169:15 178:16 181:1  
 181:1 182:8,10



187:18,18 240:2  
**Carolinas** 180:21  
**cascades** 150:16  
**case** 80:20 93:10  
 113:11 155:13 177:22  
 199:17 202:21 204:18  
 241:13  
**cases** 68:8  
**cash** 109:1 240:21  
 241:3  
**catalyst** 75:19 76:2  
**catchall** 120:19  
**categories** 36:21 121:5  
**caucus** 189:11  
**CDP** 223:12,12  
**CDPs** 223:10  
**cease** 186:11  
**celebrate** 5:19  
**census** 25:21 26:13,13  
 37:2  
**center** 69:17 92:14  
 124:16  
**centers** 183:10  
**central** 13:2 58:15  
 76:19 77:7 95:1 96:15  
**CEO** 130:14 218:14  
**ceremony** 225:10  
**certain** 29:4,4 40:1  
 73:16 90:4  
**certainly** 42:8 100:15  
 121:11 141:16 143:20  
 145:8 152:6 201:10  
 209:15 227:10 237:21  
 239:12  
**certification** 5:1 8:6  
**certified** 220:20,21  
 221:4  
**cetera** 9:6 22:17 27:17  
 27:17 42:11 54:13  
 55:7 67:22,22 68:4  
 69:5 70:12 81:17  
 84:14 102:9 108:16  
 111:18 120:11 121:4  
 128:9 129:8 141:21  
 192:21 239:20  
**chairman** 1:11,13 17:16  
 24:9 52:9,14 127:16  
 139:10 141:6 143:21  
 151:14 197:11,16,17  
 203:12 209:11 215:19  
 221:19 226:11 234:4  
 236:14 238:1 243:5  
 244:19  
**challenge** 42:17 225:13  
 239:12  
**challenged** 244:3  
**challenges** 232:10  
**chamber** 34:7

**chance** 121:11 153:19  
 198:13 243:6  
**chancellor** 24:2,18  
 57:11 86:7 113:18  
**change** 13:21 35:4  
 56:10 73:14 169:3  
 185:22 186:1,1,6,17  
 186:19 187:9,14  
**changer** 220:22  
**changes** 57:6 209:18  
**changing** 53:6 184:5  
 187:10 213:5 225:22  
 225:22  
**chaos** 28:20  
**characteristics** 49:20  
**Charlotte** 45:12 178:10  
 178:11,13  
**charrettes** 68:10  
**charter** 185:1  
**chase** 172:15,16  
**cheap** 108:7  
**cheated** 123:5  
**checked** 127:3  
**Cheyney** 171:8  
**chief** 11:21 12:21 26:20  
 242:19  
**chime** 199:14  
**chimed** 14:11  
**chomping** 10:16  
**choose** 39:8  
**Chorus** 245:15  
**chose** 108:4  
**Christmas** 227:21  
**chunks** 217:5  
**circuit** 51:10 228:12  
**circuits** 228:7,8  
**circumvented** 178:14  
**Cisneros** 26:21  
**Citi** 52:2  
**cities** 27:12 28:16,19  
 30:8 31:10,18 34:3,9  
 35:6 39:13 49:7 57:21  
 59:17 60:15 61:14,15  
 69:2 94:20 101:17  
 103:12 104:2 178:6  
 178:10,14,15  
**cities'** 103:12  
**city** 29:5,5,16 30:6,15  
 31:18,19 33:3,11  
 34:20 35:13 36:7,8,9  
 39:13,21 40:2 42:11  
 43:20,22 54:2 55:9  
 56:9 59:20,22 60:7  
 67:18 68:13,20 76:15  
 76:18 77:16 104:10  
 184:20  
**City's** 61:15  
**city-wide** 34:13

**civil** 175:22  
**clarification** 142:9  
 154:1 202:2  
**clarify** 172:12  
**clarity** 93:14  
**Clark** 1:14 7:2,3 8:8,10  
 19:21 20:1,4 23:19  
 24:15,15 45:5,6,6  
 46:8 50:16 89:20,21  
 93:7 122:4,9,11,11,12  
 122:18 123:4 125:19  
 125:19 127:14 130:7  
 132:1 133:14,16,17  
 133:17,20 165:6,6,13  
 182:3 237:1,2 244:10  
 244:16  
**Clark's** 136:21 169:9  
**class** 37:17 40:7 41:13  
 211:17  
**classes** 39:17 182:13  
**clause** 137:11  
**clear** 12:16 13:9 17:6  
 19:3 20:2 52:22 60:13  
 62:16 84:4 102:12  
 116:12 127:17 138:5  
 144:1 206:2  
**clearance** 122:14  
**clearly** 82:19 209:21  
**cliff** 205:9  
**Clifton** 24:5  
**Clinton** 26:19 70:10  
**close** 72:10 143:11,14  
 218:18 223:16 242:4  
**closely** 34:6 79:8  
**closing** 140:15 192:3  
 195:4 220:16 224:15  
**clunky** 204:4  
**cluster** 100:16 182:9  
**clusters** 186:22  
**co-learning** 214:6  
**co-ops** 187:15,20  
**co-sponsored** 26:4  
**coffin** 117:19  
**coherent** 78:19  
**cohering** 78:22  
**collaborate** 95:21  
**collaborating** 104:2  
**collaboration** 71:16  
 101:4  
**collaborative** 195:9  
**collaboratively** 191:5  
**colleague** 202:13  
 209:21  
**colleagues** 141:7 206:9  
 216:1 225:4,15  
 231:16 239:3  
**collecting** 139:3  
**collective** 153:13 173:3

182:5 183:7 184:21  
 240:11  
**collectively** 178:17  
 182:15  
**College** 17:17 22:11,12  
 24:12,14,20 39:1 54:4  
 57:12 81:7 130:15  
 207:10,10 211:7  
 243:8  
**colleges** 1:1 4:10 22:17  
 53:4 63:19 177:3  
 183:13 222:17 236:7  
**color** 58:14  
**combination** 44:22  
**combined** 183:22  
**come** 13:20 14:6,13  
 36:20 55:11 61:8 81:8  
 86:11 93:21 105:9  
 111:22 142:5 147:9  
 147:19 161:9 165:22  
 188:7 191:20 196:12  
 199:5 210:16 215:9  
 227:2 240:5,22  
 243:19  
**comes** 47:2 52:18 87:9  
 131:21 142:1 166:6  
 168:9 181:3 202:22  
 203:4 211:5  
**coming** 22:3,18 58:12  
 94:1 96:3 98:9 106:17  
 123:22 135:8 155:2  
 169:21 171:9 218:5  
 228:13,14 241:9  
**commence** 6:4  
**commencement** 9:1  
**commend** 215:22  
 218:21 221:19 238:13  
 238:16  
**comment** 6:10,15,16  
 21:6 52:20 53:18,19  
 59:5 65:17 74:16  
 109:14 207:5 210:4,8  
 210:9 211:5,11 212:9  
 222:8  
**commentary** 66:9 86:3  
 88:1  
**comments** 6:11 15:9  
 16:1,5,11 17:12,21  
 18:1 20:18 21:9,17  
 22:7 58:7,11,22 60:13  
 61:1 64:3 66:13,16  
 71:22 74:5 75:15  
 83:20 86:7,8 106:16  
 109:4,7,9,12,13 114:7  
 130:2 132:4 142:7  
 171:21 206:8 210:12  
 210:15,18,20 221:14  
 227:19 228:22 239:17

**commerce** 104:14  
**commercial** 20:21  
 27:14 43:14 50:10  
**commercialization**  
 165:18  
**commingle** 90:13  
**commissioners** 42:11  
 54:3 104:11  
**commitment** 18:12  
 238:15  
**committed** 193:1  
**committee** 13:10 113:8  
 160:1 179:7,10  
**committees** 179:3,9  
**committing** 193:1  
**common** 240:6  
**communicate** 29:17  
 140:9  
**communicating** 140:15  
**communication** 119:12  
 140:5 170:21 191:6  
**communities** 27:2 32:4  
 45:10 46:2,8 49:10  
 54:8,11 55:8 57:7  
 59:9 60:1 65:9 66:19  
 67:4 68:13 79:1,3  
 86:12 107:16 115:21  
 119:18 120:6 125:12  
 171:5 173:11 177:9  
 178:6 181:4 186:20  
 188:1 214:16 230:21  
**community** 9:12 22:17  
 23:2 25:15 29:21 30:1  
 30:21 31:16 32:5  
 33:17 45:20 54:5,9  
 55:14,20,22 56:3,7,17  
 56:19 65:3 66:21 70:8  
 70:15 72:12 75:22  
 76:1 80:15 84:10,10  
 86:21,22 92:8,18 96:5  
 97:7 106:3,7 107:6,20  
 108:22 109:2,2  
 168:17 177:14,20  
 178:1 181:21 183:13  
 191:17 198:3 200:9  
 201:10 214:14 216:7  
 219:2,20  
**community's** 80:6  
**companies** 50:13 79:11  
 81:11 90:8 108:1  
 150:5 158:3  
**company** 76:21 77:1,9  
 79:13 81:2 124:13  
 209:7  
**Compared** 114:1  
**compete** 116:2,5  
 120:17 121:6 127:9  
 198:13 223:3

**competing** 97:1 115:21  
 163:10 192:14  
**competition** 224:6  
 227:2  
**competitions** 129:8  
**competitive** 48:9,15  
 64:7,19 68:3 73:10  
 192:16 195:8 217:22  
 223:1 224:6 225:20  
**competitiveness**  
 111:13 112:13 113:15  
 115:19 116:9 117:14  
 118:8 119:9,16 120:5  
 120:13 121:1 156:5  
 157:3,4,5,8,22 159:22  
 162:4,20 176:14  
 225:21 230:10  
**completed** 23:21  
**completely** 58:11 76:9  
**compliant** 192:19  
**compliment** 21:10  
**comply** 222:20 244:6  
**component** 233:7  
**components** 231:19  
**comprehensive** 219:18  
 223:9  
**con** 23:15  
**concept** 11:15 84:5  
**concerned** 206:10  
**concert** 100:19 176:2  
**concessionary** 44:2  
 51:2  
**conclude** 210:20  
 236:15  
**Concluding** 3:19  
**conclusions** 19:12  
**concrete** 51:12 78:1  
**concreteness** 71:20  
**concur** 58:11  
**condition** 165:16  
**conditions** 116:2,5,18  
 125:1,18 161:18  
 186:14  
**conductivity** 188:16  
**conduits** 64:20  
**conference** 103:11  
 193:13 195:13 196:2  
 198:3 216:1 219:1  
 221:22 230:8 232:20  
 234:5,6,8,13  
**configured** 208:8  
**confirmation** 11:21  
**conflict** 90:19 91:2  
**confusion** 36:12  
**congratulate** 16:13  
 17:2 221:20 234:4  
 235:16  
**congratulations** 17:20

224:21  
**Congress** 216:22  
 217:11 238:3  
**connect** 88:13 137:15  
 183:9  
**connected** 157:21  
 184:9 198:7,11 215:8  
**connecting** 81:16  
**connection** 138:7  
**connectivity** 215:3  
**connector** 116:13  
**Connie** 1:19 7:22 24:4  
 233:11  
**conscious** 82:20  
**consensus** 31:14  
**consequence** 227:7,17  
**consequences** 145:11  
 145:17  
**conservative** 27:22  
**consortium** 70:18 71:8  
**constant** 59:2  
**constantly** 222:14  
**constituencies** 30:9  
**constituents** 20:7  
 140:9  
**construction** 67:21  
 107:10 125:7 143:13  
**contact** 155:12  
**contain** 133:9  
**contemplated** 212:6  
**content** 224:22  
**content-rich** 17:4  
**CONTENTS** 3:5  
**context** 23:16 133:8  
 159:18 207:6  
**continue** 47:5 55:22  
 85:4 99:20 104:21  
 181:13 187:11,12  
 201:7,12 204:6 217:9  
 217:11 225:12 226:3  
 226:5,12 240:9  
**continued** 236:5  
**continues** 217:20  
**continuum** 76:4 89:9  
**contract** 136:16 137:4,9  
**contracting** 160:10  
 167:14 173:8  
**contractor** 81:8 137:2,3  
**contractor's** 81:14  
**contracts** 136:9,13,16  
 145:14 150:2 167:10  
 173:19 195:9  
**contrast** 26:18  
**contribute** 69:12  
 198:13  
**contributing** 60:19  
 214:15  
**contributor** 197:22

**control** 137:7 220:1  
**convene** 11:11,17  
 13:12 46:16 61:17  
 103:13 113:14 212:3  
**convenience** 122:5,19  
**convening** 12:16 48:3  
 85:12 86:20 99:22  
 102:6 189:2 211:22  
 232:22 242:9  
**convenings** 100:10  
 131:19  
**conventional** 51:2  
**conversation** 9:9 18:6  
 31:11 42:12,15 54:2  
 55:17 57:3 159:9  
 184:17 231:11 232:4  
 239:4  
**conversations** 42:10  
 170:4 186:15 207:12  
 226:4 232:2  
**convocation** 225:10  
**cooperation** 158:11  
**coordinated** 158:11  
**coordinating** 113:8  
**coordination** 160:1  
**Coppin** 184:15  
**corner** 117:19  
**corporate** 80:13  
**corporation** 77:2,5,20  
 79:16  
**corporations** 26:7  
 32:10 41:1 70:7 76:1  
 76:2 80:11 104:3,13  
**Corps** 51:6  
**correct** 39:11 171:17  
 174:17 203:21 212:18  
**Cory** 26:4  
**cost** 136:16  
**council** 42:11 54:3  
 55:10 98:13 100:19  
 100:20 101:4 113:1,2  
 113:13 158:18  
**counties** 60:16 183:9  
**country** 5:18,20 6:1  
 27:12 28:7 31:13 37:4  
 37:13 49:16 58:15  
 67:9 78:15 85:16  
 103:20 104:6 158:6  
 176:17 218:5 226:9  
**county** 34:6 35:8 42:11  
 54:3 69:12  
**county-** 39:21  
**county-wide** 34:14  
**couple** 8:22 31:8 42:2  
 93:20 101:17 104:5  
 115:11 119:5 154:16  
 230:14 235:2  
**course** 9:16 98:14 99:3

156:19 170:22 196:16  
198:1 228:8  
**courses** 182:13,15  
**court** 4:13  
**courtesy** 20:17  
**coverage** 126:17  
**covered** 27:6,7 225:8  
**covers** 22:16  
**crazy** 99:14  
**create** 33:20 50:11  
58:20 70:19 74:10  
98:6 139:21 161:5  
178:2,3 186:14  
205:17  
**created** 71:14 77:16  
88:20 228:7  
**creates** 49:12 224:1  
**creating** 42:22 49:13  
56:14,14 59:11 71:1,6  
78:4 107:19 116:18  
**creation** 107:4 213:19  
**creative** 91:19 94:5,9  
231:22  
**creatively** 117:9  
**credit** 167:13  
**criteria** 26:14 28:4  
**critical** 5:10 42:12  
49:15 87:20 154:6  
159:7,15 168:14  
186:15 225:17  
**cross** 125:17 172:21  
**cross-agency** 160:8,14  
161:13  
**cross-cutting** 162:15  
**crowded** 47:18  
**culminated** 16:6  
**cultivate** 116:8  
**cultural** 186:1  
**culture** 121:1 169:3  
229:7  
**currency** 214:12  
**current** 23:14,14 133:7  
176:9 230:2 235:13  
**currently** 82:9 208:8  
216:14,15 226:22  
**curricula** 182:16  
**curriculum/agenda**  
61:4  
**customary** 118:1,5  
**cut** 149:14 211:1  
223:12  
**cuts** 167:4  
**cutting** 172:21 243:11  
**cuttings** 244:13  
**cyber** 175:10 179:10  
**cybersecurity** 192:20  
**cynical** 148:19

**D**

**D.C** 1:11 11:17 169:13  
169:18 184:20  
**da** 152:4,4,4,4  
**dancing** 114:4  
**dark** 5:20  
**darn** 107:1 154:13  
**dashboard** 134:1,5  
139:6  
**dashboards** 133:20  
136:22 139:3,21  
142:17 161:12  
**data** 67:6 120:9 139:4,4  
139:5 203:12 215:5  
**data's** 32:7  
**data-rich** 60:11  
**date** 35:9 220:10 230:2  
242:5,6  
**Dawkins** 1:15 7:4,5 8:7  
8:10 24:11,11 52:16  
57:9,10 94:14,15  
97:18 141:5 145:21  
145:22 232:14,15  
**Dawson** 152:1  
**day** 5:10,20 11:6,13  
41:9 62:1 96:13,16  
103:11 106:10 108:3  
108:12 112:7 116:18  
160:5 162:7 167:13  
177:13 185:3 196:22  
224:3 228:4 238:3,18  
**days** 11:5 59:12 167:9  
172:6 178:5 194:19  
196:16 205:5 219:4  
**deal** 43:12 44:18 50:21  
51:10 63:6 64:9 68:14  
69:13 71:17 72:21  
73:3,4,8,12 76:8  
84:11,11,12 93:22  
102:8 108:8 137:14  
153:14 154:2 158:15  
226:1  
**dealing** 82:12 229:6  
**deals** 40:2 43:7,16 46:4  
50:8 51:8 69:6 83:11  
213:12,13 214:8  
**dear** 176:18 229:13  
**Deborah** 179:13  
**debt** 43:19 44:9,12,22  
51:2,2 63:11,12,12,19  
68:16 71:12 72:16  
82:6 89:1  
**decade** 194:16  
**decades** 70:1 171:11  
**December** 193:16  
220:10  
**decent** 191:3  
**decide** 143:5 153:13

**decided** 9:14  
**decisions** 87:17  
**deck** 167:11  
**dedicate** 51:21  
**dedicated** 163:11  
224:12  
**deep** 102:6 127:9  
130:12,19,19,20  
131:9,13 153:20  
194:3 203:9 241:12  
**deeper** 88:16 147:18  
**deeply** 145:6  
**defer** 26:8  
**define** 56:9 117:2  
120:20 125:16 127:17  
**defined** 116:12 186:6  
225:21  
**defining** 44:17  
**degree** 124:16  
**degrees** 84:17  
**delegate** 11:18  
**deliberation** 239:11  
**deliver** 59:8 106:13  
244:3  
**delivery** 137:4 150:16  
**Delta** 80:3  
**Democrat** 219:19  
**demonstrate** 199:22  
204:6  
**demonstration** 180:11  
**Dent** 178:17 179:13  
**departing** 85:4  
**Department** 25:4  
119:10 151:22 152:8  
154:10,14,16,18  
184:2 195:21 220:13  
221:16 240:13  
**departments** 104:14  
130:18 142:3  
**dependent** 63:20 181:5  
**depending** 196:21  
**depends** 148:3  
**deploy** 31:21 187:17  
**deployed** 27:21 28:1  
114:11  
**deployment** 176:14,15  
180:8  
**depth** 11:12 125:21  
126:8 127:7 128:16  
132:20 134:7  
**deputy** 98:16  
**describe** 132:11 133:11  
**described** 64:6 198:17  
**describing** 35:18 73:18  
102:14 115:11 132:8  
**description** 48:11  
112:21  
**descriptions** 116:16

**deserve** 55:15  
**design** 59:7,14 88:6  
**designate** 26:12  
**designated** 2:11 4:8  
26:17,21 27:4 29:7  
34:17 39:14 195:16  
**desired** 116:19  
**desk** 6:13  
**destination** 239:7  
**detail** 174:14  
**details** 59:13 216:12  
**determine** 140:7  
**devastated** 67:21  
**develop** 53:7 114:10  
115:14 132:17,19  
135:2 145:12 153:20  
189:8  
**developed** 124:11,15  
**developers** 42:17,18  
54:19 55:4 70:3 78:10  
86:11 104:4,12  
**developing** 118:22  
119:1 134:13 135:4  
200:21 209:5 239:2  
**development** 27:11  
68:12 70:7,8 74:6  
76:1,2 77:2,5,20 89:3  
100:5 104:3,13 119:8  
119:22 120:2,3,4  
123:20 160:16,19  
167:21 223:10  
**developmental** 63:2  
**DeVos** 22:9 196:1  
197:10  
**DFO** 211:9  
**dialogue** 114:4 121:10  
121:15 186:16 187:6  
228:12,18  
**Dickens** 12:20 242:7  
**dictated** 208:15  
**differ** 106:4  
**difference** 239:19  
**different** 37:19 39:17  
40:6 43:10 50:14  
51:13 57:15 83:7  
94:17 101:17 103:17  
139:15 142:18,20  
144:8,9 146:3,20  
148:10,17 150:7,18  
158:8,12 161:9  
163:22 165:9,12,13  
167:4 168:8 213:15  
229:11,15,16,17  
239:6,7,20 242:22  
**differently** 142:15  
217:19  
**difficult** 36:16  
**diffusion** 171:2

**dig** 66:10 188:12  
190:20  
**digging** 203:17  
**digital** 188:6  
**diminish** 88:15  
**dinners** 79:17  
**dip** 91:11  
**direct** 26:12 65:16,18  
103:1 169:12  
**direction** 143:4 150:18  
212:19 230:12  
**directions** 133:5  
**directly** 58:22 100:11  
100:18 117:13 205:15  
**director** 2:12 4:6 12:3  
24:7 38:9 98:12 101:6  
111:16 112:12 113:12  
143:22 156:16 162:2  
193:12 234:5  
**director's** 222:11  
**directors** 223:22  
**disciplined** 229:5  
**discover** 127:4  
**discoveries** 160:20  
161:3  
**discretion** 242:16  
**discretionary** 233:17  
**discuss** 242:4  
**discussed** 235:5  
**discussing** 128:22  
**discussion** 3:13,17  
10:19 17:14 53:20  
85:4 93:6,6 113:19  
121:12 123:9 125:22  
128:6,7 129:5 197:11  
199:4,12,15 200:3  
202:11 203:6,22  
213:17 216:11 222:21  
225:11,14 239:4  
**discussions** 27:10  
54:15 154:15 155:15  
161:8 171:10 225:17  
233:18  
**disparities** 49:17 56:2  
60:20  
**disrespect** 147:18  
**distinct** 48:8,9,15  
**distinctive** 41:18 64:6  
**distinguished** 238:4  
**district** 37:8,8 60:4  
76:19  
**districts** 39:15,16  
183:13  
**dive** 102:6 203:9  
**diverse** 120:21  
**diversity** 179:7 240:3  
**divest** 124:13  
**divested** 124:16

**divide** 188:6  
**divides** 60:14 93:12  
**dividing** 97:6  
**dock** 137:20  
**docs** 120:15  
**document** 72:4 202:20  
**documents** 162:6  
**DoD** 194:1  
**doing** 12:19 13:10  
21:11 27:8 31:9,12  
40:9 41:18 55:13 68:2  
70:22 72:15 73:12  
78:2 84:3 92:11 94:10  
100:9 102:10,12  
125:17 135:14 137:8  
139:3 173:16,17  
174:6,7,20 182:1  
185:8 189:17 194:22  
199:1 214:1 219:7  
221:12 226:21 244:12  
**dollars** 47:9 89:19  
100:5  
**Domestic** 113:1,2,13  
**doodle** 242:20  
**door** 110:7,19 229:10  
**doors** 190:5  
**dormitory** 81:17  
**dorms** 87:10  
**dot** 125:16  
**double** 13:1 91:11  
**doubted** 240:8  
**doubters** 234:19  
**downtown** 37:6,11  
76:19 77:2,5,7,17  
95:2,5,8  
**downtowns** 39:14  
**dozens** 28:20 30:11  
31:10  
**draft** 116:1  
**draw** 19:12  
**drawing** 81:16  
**drawn** 81:15  
**dress** 228:1  
**Drexel** 31:3 59:11  
**drill** 129:12,12  
**drilling** 139:10  
**drive** 63:5  
**driven** 67:6,6 96:8  
**driver** 230:19  
**driving** 23:1 25:15 34:9  
42:14  
**Droegemeier** 162:1  
**Droegemeier's** 156:4,8  
**due** 134:12 139:9 141:7  
**dumped** 97:21  
**dynamic** 65:2 113:19  
204:7

## E

**E** 1:14 7:2  
**earlier** 10:21 52:20 72:8  
74:5,16 84:1 103:21  
116:15 119:20 125:22  
128:6 163:20 164:12  
196:4 226:17 237:7  
244:19  
**earliest** 122:5 132:13  
**early** 104:17 113:17  
120:15 147:15 231:3  
**easier** 122:7  
**easily** 31:6  
**east** 1:10 54:9 56:12  
57:13 59:22 87:10  
**Eastern** 184:15  
**easy** 126:19  
**echo** 17:18 141:14  
206:3,7 216:4 228:21  
232:16 234:14  
**echo's** 237:16  
**economic** 27:11 37:22  
40:1 41:12 44:17 53:6  
53:13 74:6 104:3,13  
115:15 120:4,5  
176:14 177:5,5,6,8,17  
212:9 215:12 226:8  
**ecosystem** 89:2 116:9  
116:9,14,22 161:5  
163:9 167:21 180:9  
**ecosystems** 161:8  
163:16  
**ed** 185:1  
**Eddie** 113:21,22  
**edge** 81:22 158:4  
**educate** 222:15  
**educated** 87:2  
**educating** 47:6 185:6  
**education** 24:21 25:4  
53:9 64:11 101:19  
115:15 119:6 136:14  
146:2 150:10,20  
151:22 152:8 154:10  
159:3,18 180:22  
195:21 221:17 227:12  
240:13  
**Education's** 119:11  
**educational** 49:6 119:7  
**effect** 112:15  
**effectively** 114:10  
**efficacy** 199:17 204:1  
**efficient** 127:13  
**efficiently** 206:20  
**effort** 36:3 158:11  
161:15 162:22 165:10  
165:15,21  
**efforts** 90:6 157:13  
158:9 161:22 162:3

163:15 176:10 240:11  
**eight** 76:17 88:8 205:2  
**Eighteen** 129:9  
**either** 23:14 27:6 34:16  
35:2 49:10 51:7 69:6  
70:17 117:5 135:14  
163:6  
**elected** 35:7 96:8  
**elections** 10:7  
**electric** 187:15,19  
**electricity** 181:8,9  
**electronics** 124:9,19  
**element** 152:13  
**elementary** 23:11  
**eligible** 25:22 26:13,13  
**eliminate** 26:8  
**Elise** 195:19  
**Ellis** 1:15 7:6,7 24:2,2  
75:10,11 230:4,5  
**email** 193:5  
**embody** 238:16  
**emerge** 84:13  
**emerging** 48:6 104:18  
**Emily** 12:20 13:3 88:3  
242:7  
**Emily's** 61:2  
**emphasis** 233:2  
**emphasize** 233:9  
**employer** 49:7 81:1  
**employment** 223:19  
**empower** 74:13,18  
**empowered** 116:10  
**empowerment** 26:19  
26:22  
**en** 9:1 86:2  
**enable** 31:14  
**enabled** 159:12 187:12  
**enables** 26:7 29:16,22  
**enabling** 119:16  
**enacted** 40:12  
**encourage** 75:4,8 104:8  
104:20,21  
**ended** 197:3  
**endowment** 223:5  
**energy** 16:9 27:16  
184:3 220:14 226:1  
238:15  
**engage** 42:20 167:19  
176:10 216:8  
**engaged** 135:12,12  
137:2  
**engagement** 167:17  
213:10  
**engaging** 230:1  
**engine** 53:13  
**engineering** 159:14  
183:1,3 191:11  
**engineers** 108:15 137:7

159:6,20 166:13  
169:1 183:2  
**enhance** 162:3,19  
179:21  
**enhancing** 29:21 30:21  
167:16  
**enjoyed** 234:14  
**enormous** 40:17 41:10  
**enriched** 229:20  
**enrollment** 182:16  
224:2  
**enrollment-driven** 83:9  
**ensure** 119:15 163:1,7  
165:17 180:7 225:15  
225:19  
**ensuring** 119:9,13  
158:20 160:14 161:4  
163:18 231:6  
**enter** 187:13  
**entered** 4:15 211:12  
**entering** 83:10 219:4  
**enterprise** 27:2 69:17  
120:13,18  
**Enterprises** 218:15  
**enters** 186:13  
**entertain** 164:6  
**entertainment** 55:2  
**entice** 43:11  
**entire** 34:16 37:13  
38:17 63:6 117:20  
152:21 158:6  
**entrepreneurial** 168:15  
168:16,22 169:4  
**entrepreneurs** 49:14  
70:3 78:10  
**entrepreneurship**  
92:14 156:16 161:19  
168:15 169:6  
**entry-level** 108:14  
**environment** 140:11  
218:1  
**environmental** 121:3  
**equal** 119:9  
**equity** 41:3 43:19 44:6  
44:9,22 47:12 51:1  
63:5,6,11 68:16 69:15  
70:16 72:17 73:7  
88:22 196:17 214:17  
**erase** 58:17  
**Eric** 34:4  
**Erie** 76:14,21,22 77:9  
77:14,18 79:7,12  
**Erie's** 69:1  
**especially** 5:7 45:10  
82:22 163:12 195:15  
229:2  
**essentially** 33:4 50:21  
63:6 77:15 92:21

106:21 113:21 117:2  
**establish** 28:4 29:3  
114:13 150:12  
**established** 176:8  
**establishment** 201:14  
**estate** 27:15 43:14,15  
44:8,21 50:10 64:8  
69:6 76:8 127:21  
**estimates** 27:22  
**et** 9:6 22:17 27:16,17  
42:11 54:13 55:7  
67:22,22 68:4 69:4  
70:12 81:17 84:14  
102:8 108:16 111:18  
120:10 121:3 128:9  
129:8 141:21 192:21  
239:20  
**evaluating** 209:4  
**evaluator** 82:14  
**event** 19:14 21:10  
228:22 229:3  
**events** 237:7  
**everybody** 85:7 131:12  
148:3 157:13,15  
158:5 163:10 192:1  
**evidence-** 60:11  
**evolve** 187:11,13  
212:18  
**exact** 132:8  
**exactly** 66:2,4 130:10  
132:14  
**example** 12:18 13:11  
33:10 37:6 40:4 54:17  
76:12 79:8 94:21  
143:7 153:17 159:2  
159:10 160:10 163:18  
167:8 168:3,18 240:2  
**examples** 50:15 149:5  
**excellence** 119:7  
**excellent** 58:7 218:22  
219:1 224:22  
**exception** 5:15  
**exceptions** 136:11  
**exchange** 213:7  
**exchanges** 145:15  
**exchanging** 213:8  
**excitement** 9:10  
**exciting** 103:8  
**excuse** 180:16  
**execute** 186:5  
**execution** 21:15  
**executive** 2:12 12:3  
21:15 24:7 25:5 34:6  
38:9 98:12 101:1,5  
103:16 111:16 112:11  
113:4 115:13 128:14  
132:14 133:2,5,7  
143:22 169:11 170:20

196:2 207:13 221:7,9  
234:4  
**executives** 35:8 133:21  
**exercise** 73:10 173:15  
209:4  
**exist** 78:17 182:17  
213:2  
**existing** 68:15 95:20  
**exists** 51:16 68:15  
89:22 94:22 168:6  
**expand** 108:4 115:15  
187:17  
**expanded** 200:14 201:1  
201:18  
**expanding** 182:16  
**expansion** 171:2  
**expect** 118:17  
**expectation** 115:17  
117:22 118:3 144:5  
**expectations** 128:16  
132:17,18 199:19  
**expenses** 236:19  
**experience** 13:17 136:7  
146:5 172:9 232:9  
**experiences** 118:14  
120:6 232:12 239:20  
**experiment** 197:14  
**expert** 14:15  
**expertise** 45:11 48:2  
84:18 127:8 168:6  
176:11  
**experts** 11:14 13:7 15:3  
45:8,19 46:18,20  
51:21 62:18 91:10  
94:3 102:8  
**expire** 201:4  
**explaining** 45:21  
**explicit** 117:21 118:3  
**explicitly** 88:18 133:6  
204:6  
**exploit** 87:4 125:18  
**exploration** 64:4 88:17  
117:15,22 118:4  
**explorations** 205:10  
**exporting** 41:2  
**exposed** 146:3  
**extend** 117:22  
**extension** 183:10  
**extensive** 122:15  
**extensively** 126:1  
**extent** 72:14 164:16  
201:7  
**external** 65:22 74:22  
**extra** 155:8  
**extract** 198:14  
**extramural** 168:16  
**eyes** 131:17 229:12

## F

**F** 201:8 217:2  
**F-U-S-E** 51:6  
**facilitate** 45:21  
**facilitator** 116:13  
**facilities** 168:5  
**facing** 49:16  
**fact** 10:4 19:13 25:2  
35:12 84:9 86:19 96:7  
145:9 157:7 183:6  
201:1 244:2  
**factor** 187:16  
**factory** 223:20  
**facts** 19:6 234:20,22  
**faculty** 56:18 120:16  
145:14 146:15  
**failure** 74:5  
**fairly** 12:14 13:8,20  
**faith-based** 183:18  
**fantastic** 219:3  
**far** 23:17 81:14,18  
126:3  
**Fargo** 52:2  
**farm** 188:11  
**fashion** 125:4  
**fast** 122:6,21 230:11  
232:10  
**favor** 8:11 245:14  
**favorable** 21:9  
**favorably** 64:13  
**FCC** 179:7  
**fear** 139:12  
**federal** 2:11 3:15 4:8  
12:16 15:22 21:11  
64:15 109:6 111:13  
112:12 113:14 116:3  
116:8,14,20 117:12  
117:14 118:8 119:3  
120:22 128:8,8 131:7  
131:20 136:8 137:2  
137:10 147:5 150:5,6  
156:1 157:11 159:2  
160:11 166:10,10  
168:3,22 169:2  
170:17 172:2,5 173:2  
173:9,13 176:21  
178:11 179:3,5,22  
189:16 192:14,18,22  
193:20 194:7,21  
195:16 196:3 197:7  
197:13 207:20 210:5  
210:9 216:20 219:16  
221:12 223:22 231:11  
231:15,18,20 244:5  
**federally** 160:15 165:17  
166:17  
**feedback** 101:15 124:6  
140:16 180:13

**feel** 65:15 105:8,9  
 170:12 236:1  
**feeling** 240:7  
**feels** 235:21  
**feet** 176:22  
**fellow** 229:19  
**fence** 126:20  
**fiber** 50:13 188:14  
**field** 117:20 118:14  
 154:21 169:16 197:3  
 197:6,9 218:2  
**Fifth** 120:12  
**figure** 30:19 80:4 97:9  
 100:1 101:21 139:13  
 139:18 146:10 193:5  
 194:22 195:3 228:4  
**figures** 108:16  
**figuring** 91:20 153:2  
**fill** 67:15 99:9  
**final** 203:8  
**finally** 118:7,7 123:4  
 221:16 232:3  
**finance** 31:3 59:8,11  
 70:8 91:9 187:16  
**finances** 82:15  
**financial** 51:20 60:18  
 82:13 87:7 191:15  
**financing** 68:10  
**find** 40:18 52:1 91:12  
 97:1 134:22 162:10  
 181:19 183:2 194:15  
 216:7  
**finding** 30:22  
**finish** 67:14 128:1  
**fire** 176:22  
**firms** 41:4  
**first** 11:6 16:8 18:15,22  
 19:7 27:10 28:18  
 29:17 31:12 32:21  
 58:8 71:7 102:4  
 111:20 122:4 123:16  
 136:7 146:1 153:8  
 156:14 157:3 166:3  
 198:1 201:15 206:20  
 210:16,16 211:5  
 213:10,22 218:21  
 234:4 237:2 239:18  
 243:6,18  
**fiscal** 143:14 162:7  
 201:5 202:4 216:18  
**Fischer** 30:4  
**fit** 48:14 76:11 83:6  
 121:4 166:1  
**fitting** 158:13 220:4  
**five** 97:18,19,19 124:10  
 134:13,15 139:14  
 146:19,22 165:20  
 166:2

**five-year** 159:3  
**flag** 202:22  
**flexibility** 99:15 209:16  
 209:20 210:1 217:16  
**flights** 109:21  
**flip** 135:7  
**flipped** 5:13  
**floor** 16:5 85:22 88:1  
 210:8 238:3  
**flow** 43:7 46:3 49:10  
 50:8 75:12  
**focus** 9:11,15 51:7  
 71:11,12 107:21  
 108:5 119:5 151:20  
 153:4 156:20 158:20  
 160:5 163:11,17  
 194:1 212:12 230:13  
 235:11  
**focused** 10:3 59:22  
 128:7 153:18 159:5  
 159:19 168:10 235:5  
**focusing** 163:6 164:5  
 166:3  
**folk** 56:7  
**folks** 22:5 88:6 94:10  
 98:10,21 102:11  
 107:10 109:11 114:15  
 135:10 175:10 205:5  
 216:11  
**follow** 30:9 41:14,21  
 52:7 59:15 66:22  
 100:3 103:1 224:16  
**follow-up** 164:17  
 211:16,20  
**following** 4:16 78:3  
**food** 109:18  
**footprint** 37:20  
**force** 34:9 42:15 118:4  
 135:19 167:8 198:15  
**forces** 183:22  
**forcing** 27:9 126:12  
**forefathers** 218:7  
**forefront** 45:22  
**foremost** 15:3 29:17  
 58:8  
**forget** 80:21  
**forgot** 165:2  
**forgotten** 184:16  
**form** 18:6 37:17 45:9  
 192:2 224:11 231:5  
**formalize** 101:8  
**formed** 38:3 77:21,22  
 242:16  
**former** 23:18 24:12,19  
 25:3 67:20 239:21  
**forms** 63:11  
**formula** 200:11 222:18  
**forth** 37:11 45:21 208:5

219:14  
**forthcoming** 13:8  
 173:22  
**forum** 205:14  
**forward** 20:1 30:11,11  
 30:22 31:5 58:12  
 70:17 71:21 72:1  
 82:19 85:18 105:12  
 114:14 129:14 140:19  
 191:2 198:18 216:8  
 220:3 232:10 235:6  
 236:12 238:22  
**fostering** 119:7  
**found** 134:21 213:13  
**foundation** 24:5 36:7  
 129:13 230:10 240:1  
 241:2  
**foundations** 44:2  
**four** 61:7,14 116:6  
 131:8 139:11  
**fourth** 118:7 120:4  
 186:7,8,13  
**framed** 54:1  
**framework** 111:14  
 136:1 138:11,16  
 139:7,22 140:6  
 147:16 148:10 151:3  
 151:3,11,18 152:12  
 153:15 154:5 158:7  
 170:2 194:11 227:20  
 227:21  
**frameworks** 148:10,21  
 215:6  
**framing** 93:5  
**Francine** 2:13 175:7,9  
 175:11  
**Franklin** 2:11 4:3,5 5:4  
 6:4,7 7:1,4,6,8,10,12  
 7:16,18,20 8:2,15  
 14:12 19:22 20:11,15  
 109:9,13 110:4,17  
 111:4 195:15 196:18  
 196:19 210:5,7 211:4  
 211:8,11,14 212:7  
 237:10  
**frankly** 9:12 19:15  
 38:16 40:8 47:19  
 85:16 119:10 130:22  
 193:9  
**freaking** 131:19  
**free** 65:15  
**frequency** 183:3  
**frequently** 190:6  
**Fresno** 51:9  
**frictionless** 69:10  
**Friday** 162:6  
**friend** 117:13 118:11  
 220:12

**friendly** 148:13  
**friends** 196:10  
**fringes** 171:10  
**front** 77:8  
**fruit** 104:17  
**fruitful** 104:1  
**fruition** 52:11  
**frustrated** 131:21  
 194:14,16  
**frustration** 140:1  
**full** 139:21  
**full-out** 65:13  
**fully** 9:7  
**function** 41:9 116:17  
**functions** 212:17  
**fund** 12:10,17 22:11,12  
 26:10 47:8 76:9 77:10  
 79:13,18 80:5 130:15  
 136:15 167:6 180:3  
 207:10,11 241:2  
**fundamental** 49:2  
 213:6  
**fundamentally** 71:11  
 213:1,15  
**funded** 79:13 160:15  
 165:18 166:17 193:7  
 202:4 243:14  
**funder** 154:11  
**funders** 102:8,20  
**funding** 120:9 129:7  
 143:12 194:8 201:7,8  
 201:11 217:3,14  
 233:18  
**funds** 12:6,13 28:2 41:3  
 41:4 46:21 47:9 75:15  
 76:5 77:21 167:5  
 174:22 183:21 184:2  
 208:14,16 221:1  
**further** 6:19 70:19  
 86:14 87:4 97:6  
 119:16 202:21  
**FUSE** 51:6  
**futility** 173:16  
**future** 18:11 19:16 84:2  
 93:6 104:12 106:21  
 124:17 125:9,11,11  
 125:18 157:14 159:14  
 181:11,13 198:19  
 199:18 200:20 212:18  
 229:11 232:9

---

**G**

---

**gains** 26:7,8 27:20  
 31:21 43:1 54:17 62:5  
 62:11,14 63:8 76:7  
 79:12,14 80:4,9 81:3  
**gallery** 6:8 25:1 110:12  
**Gallup** 13:14

**Gallup's** 242:10  
**game** 32:12 157:22  
 187:9,10 205:19  
 220:22  
**gamut** 108:17  
**gap** 68:15 132:10,11  
 188:3  
**Garcetti** 28:17 34:5  
**gather** 61:12 139:5  
 173:19 229:21  
**gathering** 17:4 78:22  
**gatherings** 78:13  
**gender** 196:17  
**general** 20:16 49:4  
 119:14 184:21  
**generate** 62:13 63:22  
 197:15  
**generating** 49:9 92:15  
**generation** 53:12 59:7  
 214:12 228:1  
**gentleman** 216:4 238:4  
**gentlemen** 4:4 99:7  
 129:21  
**geographies** 27:6  
**geography** 25:21  
**Georgia** 69:4  
**getting** 51:7 99:3  
 124:18 129:6,7  
 135:12 143:11,14  
 167:10,10 221:7  
**gift** 70:20 107:11  
**give** 5:8 17:11 23:6  
 68:21 76:12 79:18  
 93:1,21 99:7,9 100:7  
 101:14,20 114:18  
 143:7 165:20 174:19  
 195:17 199:8 233:7  
 243:8 244:11  
**given** 10:4 39:13 57:13  
 227:13  
**gives** 31:2 202:8  
**giving** 52:2 68:2 70:21  
 107:12  
**glad** 17:12 203:19  
 237:8 244:10  
**glaring** 145:7  
**global** 119:9 126:7  
 157:8,21  
**gnarly** 137:14  
**goal** 40:10 47:7 116:1,7  
 174:8 186:11 243:21  
**goaling** 118:9  
**goals** 114:13 237:17,18  
**God** 110:2 191:21  
**gold** 67:5  
**goodness** 95:12  
**goodwill** 80:12  
**Gosh** 91:5

**govern** 166:16  
**governing** 136:1  
**government** 12:16,22  
 29:2 32:9 34:22 64:15  
 68:13,14 69:6,11,12  
 69:12 70:11 123:14  
 128:8 136:8 137:10  
 147:5 150:6 156:2  
 157:11 160:10 165:15  
 167:14 168:1 178:11  
 208:15 216:20 219:10  
 221:12 227:3 243:2  
**governmental** 215:17  
**governor** 124:5 221:7  
**governors** 26:12,16  
 100:1 219:22  
**gown** 214:7  
**grab** 203:15  
**grad** 216:5  
**graduate** 13:1 120:15  
**graduation** 107:15  
**grant** 146:12 147:6  
 171:7 173:9,15,21  
 181:18 182:4,13  
 193:21 200:11 222:10  
 222:18  
**grantees** 172:13  
**grants** 145:14 146:6,6  
 147:10 172:16 188:15  
 192:14 193:20 195:9  
**gravity** 44:17  
**greater** 33:3 35:12 52:3  
 58:20 179:4  
**greatest** 135:4  
**greatly** 145:20  
**Greensboro** 45:13 54:7  
 54:10 56:11,12 57:13  
 57:14 58:9 69:3 87:11  
 87:12 95:3,5 118:11  
**Greenville** 178:16  
**grids** 184:4  
**Grigsby** 1:16 7:8,9  
 24:19,19 83:17,22  
 141:4,4 144:20,21,22  
 144:22 200:5,7 202:7  
 222:16 237:22 238:8  
 238:10  
**grocery** 72:21 73:3,4  
**ground** 101:16 103:3  
 225:8  
**group** 3:17 9:14 11:12  
 18:16 28:15,19,19  
 32:9 34:1 39:3 42:13  
 42:22 51:5 56:7,8,8  
 95:15 97:22 131:5  
 140:10 175:18 199:3  
 211:18 225:13 232:11  
**groups** 36:18 38:22

87:6 207:8  
**grow** 108:8 129:14  
**growing** 28:19  
**growth** 50:12 177:5  
 181:14  
**guaranteed** 195:3  
**guardrails** 214:20  
**guess** 18:13 138:21  
 156:14  
**guest** 22:20 229:14  
**guests** 96:3 98:8  
 106:16 111:11,22  
 121:11 147:13  
**guidance** 136:6 138:4  
 147:11 152:6 229:13  
**guide** 30:8 106:5  
**guiding** 56:22

---

**H**

---

**H** 1:14  
**Haines** 25:7  
**half** 10:11 11:13,13  
 18:16,18 65:12 72:9  
 128:21,21 236:4  
**Hampton** 220:19  
**hand** 6:15  
**handing** 167:12  
**handle** 109:16 136:13  
**handout** 122:5  
**handouts** 161:10  
**hands-on** 84:15  
**happen** 34:13 55:20  
 81:21 106:20 129:15  
 150:19 176:20 187:6  
 206:16 227:6 228:18  
 230:20 243:18  
**happened** 54:9,10  
 76:22 86:14 137:5  
 200:18 231:13 236:4  
**happening** 66:5 149:20  
 149:21 158:9 184:19  
 226:2 236:7  
**happens** 10:5,21 13:6  
 55:3  
**happy** 8:4 37:15 41:14  
 41:21 52:7 58:10 59:3  
 59:15 70:19 164:6,20  
 189:22  
**hard** 76:14 83:14 85:7  
 113:20 155:9 163:11  
 165:1 175:8  
**harken** 185:4  
**harkens** 184:17  
**Harold** 1:18 7:18 24:17  
 33:18 42:6 74:4 129:3  
**Harris'** 113:22  
**Harvey** 141:11  
**hat** 127:12 175:7,7

**hate** 56:15  
**Hawkins** 1:16 7:10,11  
 17:16,17 24:13,13  
 79:5 81:5,6,7 93:9  
 127:15,16 128:1,4,11  
 128:18 131:16 141:4  
 141:6 142:8,19 143:1  
 143:3 144:6 149:11  
 151:8,14,17 154:9  
 171:12,14,16,18  
 174:3 201:22 202:1,8  
 203:15 204:20 205:1  
 205:4 209:10,11,15  
 234:2,3,11,13 236:18  
 236:21 237:16 238:1  
 243:5,14,17 244:1,8  
 244:10  
**Hawkins's** 88:14  
**Haynes** 151:19 152:4,6  
 152:15 195:20 209:15  
 218:18 221:16,18  
 222:2,6 227:1 234:7,9  
**Hayneses** 152:11  
**haystack** 31:1  
**HB** 177:17  
**HBCU** 11:7 16:6,9  
 18:12 19:2 21:21  
 22:10 34:15 39:19  
 51:11,11 58:10 68:9  
 84:10 95:21 101:6  
 111:13 112:12 113:15  
 116:9 118:8 119:6  
 120:14,22 128:9  
 131:10 132:19 142:2  
 157:3,4 159:22  
 162:19 172:4 177:9  
 178:22 186:18 191:17  
 191:19 193:13 195:7  
 195:13 200:9 201:10  
 217:17 221:2 230:10  
 235:10 241:18 242:1  
 243:10  
**HBCU's** 200:17  
**HBCUs'** 115:15  
**He'll** 15:19  
**head** 76:13 90:17,18  
 131:18 141:20 218:6  
**headed** 186:7  
**headquarters** 242:10  
**heads** 134:15  
**health** 49:18 60:21  
**healthcare** 121:2  
**healthy** 55:18  
**hear** 15:7,8,15 16:16  
 17:12,15 18:6 57:8,8  
 61:20 66:5 75:14  
 103:8 112:21 133:12  
 139:22 143:20,21

155:9 161:7 164:2  
231:2  
**heard** 17:22 18:8 84:1  
94:9 98:14 99:8,17  
106:19 116:15 119:19  
129:19 138:10 139:9  
140:2 155:14 158:14  
167:1 170:14 181:3  
193:8 224:17 234:6  
**hearing** 8:9 21:16 99:10  
101:15 140:1  
**heart** 176:19  
**heartland** 40:14  
**heck** 88:6  
**hedge** 41:4  
**hell** 148:12  
**Hello** 130:3  
**help** 45:15,15,21 51:11  
52:10 64:10,21 106:3  
106:3 144:19 147:4,9  
163:7 174:7 175:20  
176:22 184:12 187:6  
190:6 218:2,7 226:6  
241:13  
**helped** 237:10  
**helpful** 23:17 46:10  
59:19 72:1 84:8,16  
106:9 238:21  
**helpfully** 208:10  
**helping** 48:18 75:19  
90:7 120:5 166:13  
187:16 223:13 239:9  
**helps** 25:21 69:19  
**Henry** 26:21  
**hey** 135:10  
**HHS** 194:1 220:15  
**hi** 15:12,18 17:8,10  
**high** 32:11 37:9 90:10  
117:6  
**high-level** 160:7  
**high-leverage** 116:21  
117:1,2  
**high-net** 41:1 42:22  
**high-quality** 58:20,21  
**higher** 28:5,6 101:18  
136:14 146:2 150:10  
**highest** 54:22 163:13  
**highlight** 241:16  
**highlights** 177:19  
**highly** 40:8 50:1 78:6  
78:20  
**highway** 67:21  
**highways** 188:13,14  
**hindsight** 87:17  
**hire** 51:6  
**hiring** 51:22 108:13  
**historic** 60:3 77:7,8  
**historical** 222:17

241:20  
**historically** 1:1 4:10  
128:14 154:13 177:2  
214:16 236:7  
**history** 5:11 202:15,15  
209:13,22 216:2  
227:15 229:5  
**hit** 76:14 100:15 103:2  
**hold** 66:9 86:10 118:19  
132:2 135:7 176:21  
181:17 198:19 214:13  
237:19  
**holes** 234:19  
**Holifield** 2:12 12:3  
20:20,22 24:6,6 38:4  
38:8,9 48:4,5 64:2  
88:13 100:11 112:14  
112:17 114:8 115:6,8  
121:19 122:1,8,14,22  
128:3,5,13 132:2,5  
133:1,4 138:12 144:6  
149:4 154:7,9 156:6  
169:9 170:10 195:4  
195:19 196:20 197:21  
199:11 203:21 204:11  
204:16 205:7 207:22  
215:22 218:21 221:20  
224:22 234:5 237:3  
242:15 244:18,22  
245:4  
**Holt** 30:5  
**home** 105:8 135:10  
**homeowners** 67:19  
**homework** 188:3  
**honor** 22:20  
**honored** 192:12  
**hope** 19:15,16 44:15  
52:5 108:18 155:7  
164:10 180:16 201:10  
226:3 234:17 235:4,6  
235:10 238:22 243:18  
**hoped** 46:15  
**hopefully** 155:11 167:1  
169:2  
**hoping** 207:16 241:21  
**Hopkins** 193:17  
**hospital** 37:7 39:14  
67:18 76:20  
**host** 102:6 119:17  
145:15  
**hosted** 197:11  
**hot** 147:21  
**hotel** 222:6  
**hour** 137:22  
**hours** 11:13 112:8  
**House** 1:1 4:6 14:1  
20:18 24:7 25:8 38:10  
98:12 99:20 100:19

100:22 112:17,22  
116:10 156:17 174:14  
232:19 235:13 240:14  
**housing** 27:14 40:3  
50:9 54:13,16,20,21  
54:22 55:5,11,19  
56:13,14,15,16,16  
125:6  
**hub** 37:2 116:12 182:6  
182:6,7  
**HUD** 26:20 70:10  
**human** 102:5 119:21  
147:4 152:13 153:11  
168:13 233:5,7  
240:20  
**humanities** 121:1  
**hundred** 196:15  
**hundreds** 30:12 59:12  
**Hunter** 7:12,13 9:6,6  
**hurricanes** 196:9  
**hurry** 185:18  

---

**I**  
**I-Corps** 165:10  
**ICOR** 166:1 168:9,19  
**ICT** 119:14  
**idea** 92:9 96:17 131:22  
211:17 214:15  
**ideas** 45:17 74:3 92:16  
92:16 101:12 213:14  
215:7  
**ideate** 104:9  
**identification** 84:13  
**identified** 50:19 81:9  
116:6  
**identifies** 67:17 68:5  
**identify** 16:14,18 61:7  
69:19 83:4  
**identifying** 43:9,10  
72:15 73:11 81:18  
**IDIQ** 137:3  
**III** 199:7,12,17 200:8,17  
202:11,16,21 208:8  
208:10,13,17 216:10  
217:1,4,14,14 218:2  
222:9,10,14,18 223:6  
223:14,18 224:4  
227:2 233:14,15  
**imagine** 207:19  
**immediacy** 53:5  
**immediate** 45:14 125:5  
**immediately** 14:8  
**impact** 56:3 93:16  
105:3 114:12 115:16  
116:19 117:3 173:3  
177:5,6,8,17 182:5  
200:1,12,22 201:16  
201:19 202:19 204:1

204:7 205:8 206:17  
208:7 225:18 227:15  
231:7,8  
**impacted** 196:8,11  
**impactful** 29:11  
**impacts** 53:9 117:10  
**imperative** 157:22  
178:1  
**implement** 115:12  
128:9  
**implementation** 117:16  
136:2,5 137:13 138:3  
150:22 169:17 194:12  
195:1  
**implementing** 233:12  
**importance** 116:16  
161:4 163:3,6 200:8  
238:11 239:2  
**important** 5:7,8 6:14  
32:7,8 38:19 63:3  
92:2 93:5 99:16  
101:14 105:4 113:16  
115:9 117:17 134:4  
151:7,12 152:20  
177:18 190:16 194:22  
213:11 214:11 216:6  
216:19 217:7,14  
223:5 224:4 226:21  
228:11 231:9,14  
232:8 235:1 238:20  
239:1  
**importantly** 12:5 71:22  
198:14 220:15  
**impotent** 186:12  
**impressed** 18:9  
**impressions** 111:14  
**improve** 116:2 117:12  
117:14 118:16 120:7  
160:15 199:16 231:17  
**improved** 165:18  
**improvements** 160:10  
166:5,20  
**improving** 115:20,22  
116:4 167:14  
**incentive** 28:22 43:20  
44:16 137:11 158:16  
**incentives** 28:11 44:12  
69:2,5  
**incentivizing** 126:12  
**included** 157:6  
**includes** 159:11  
**including** 11:14 94:5  
120:8 130:4 157:9,12  
157:15 158:5 159:9  
161:14 170:22  
**inclusion** 180:8 186:15  
**inclusive** 161:5  
**income** 26:15 49:17



56:16 60:20  
**incomes** 28:6  
**incorporating** 157:9  
 163:19  
**increase** 173:20 178:22  
 233:17  
**increased** 200:16  
**increases** 227:4  
**increasing** 115:19  
 120:13,16 182:15  
 187:13  
**increasingly** 64:13  
**incredible** 49:9  
**incumbent** 87:1  
**indefinite** 137:4,4  
**independent** 52:21  
**indicated** 17:19 201:1  
**indicators** 150:12 209:5  
**individual** 33:21 60:6  
 70:18 81:1 155:21  
**individually** 66:18  
**individuals** 32:11 41:1  
 42:22 43:1 51:7 59:7  
 80:7 90:2,11 159:19  
**industrial** 39:16 76:15  
 186:8,13  
**industries** 157:14 187:3  
**industry** 10:16 12:6  
 191:20  
**infill** 67:19  
**inflection** 38:11 226:22  
 227:7  
**inform** 101:10 149:5  
**information** 29:9 37:16  
 41:9,10 66:17 67:3,5  
 67:12 68:3,19 102:17  
 119:12 140:17 155:12  
 167:2 170:18,21  
 191:6 192:1 197:12  
 203:20 223:9 242:13  
**informative** 52:19  
**informed** 118:13  
**infrastructure** 9:19  
 27:16 50:13 127:18  
 147:3,4,10 157:17,19  
 168:5 179:10 181:9  
 182:12 192:17,17  
 213:21 215:5 233:4,6  
**initial** 11:4 51:17  
 111:14  
**initially** 14:4 26:21  
 28:14  
**initiate** 180:10  
**initiative** 1:1 4:6 10:10  
 20:19 24:7 25:8 38:10  
 90:7 101:6 112:18,21  
 116:10 174:14 175:13  
 178:21 193:6 232:19

235:14 240:14  
**initiatives** 90:5 105:5  
 120:1 142:2 165:9  
**inner** 184:20 217:15  
**innovation** 74:20 90:5  
 92:14 98:16 161:5,19  
 163:16,16 166:21  
 167:20 169:6 208:18  
 208:22 215:13 226:2  
**input** 189:10 236:15  
**inside** 104:14 214:19  
**insider** 215:6  
**insight** 126:2  
**insists** 126:8  
**inspire** 161:18  
**instances** 64:22  
**institutes** 24:1 123:17  
 163:20  
**institution** 54:5 77:20  
 82:20 83:6,7 96:15  
 104:15 106:3 137:7  
 148:4 155:21 193:6  
 193:21 224:1 227:11  
**institution's** 172:18  
**institutional** 58:13 70:6  
 70:20 119:8 199:6  
 217:5 222:10  
**institutions** 30:15 48:7  
 48:14,20 51:20 55:4  
 60:18 64:9,11,18 65:1  
 65:8 69:17 70:8,14  
 82:9,10,11,16 83:4,9  
 88:18 89:5 92:11  
 95:15,20,22 96:6,10  
 96:19 97:15,16 98:1,3  
 100:16 102:1 106:1,2  
 114:12 115:18 117:18  
 119:17,19 121:6  
 127:20 131:5 136:11  
 136:15 139:15,16,18  
 144:13 147:3 150:8  
 153:15,16 154:11,12  
 157:16 163:7 168:17  
 177:12,13 179:15,19  
 182:4 183:15 186:17  
 197:6 198:3,6,17  
 201:15 202:10,17  
 203:1,4 206:18  
 209:17 216:7,14  
 217:7,15 218:3,6,8,12  
 223:6,15 230:22  
 240:2 241:20  
**instructed** 210:8  
**instructing** 214:8  
**instrument** 113:3  
**Insurance** 76:21 77:1,9  
 77:18 79:7,12  
**integrating** 219:4

**integration** 158:10  
**intellectual** 166:13,17  
 168:7  
**intelligent** 178:19  
**intended** 176:2 210:11  
 240:4  
**intent** 40:12 49:15  
 100:21 101:3  
**intentionally** 213:1  
**interacting** 42:16 137:6  
**interactions** 113:17  
 116:21  
**interagency** 113:9  
 121:9  
**interest** 73:16 74:13  
 80:6 96:9 97:20 171:1  
 173:5 177:19 180:7  
 197:13,16 199:10  
 210:2 242:18  
**interested** 43:2,3,13  
 48:12 149:6 204:5,5  
 241:18  
**interesting** 32:19 86:6  
 155:15 178:9  
**intermediary** 28:16  
 69:18 77:19 116:13  
 116:17  
**International** 137:17  
**internet** 179:16  
**internships** 145:14  
**interrupt** 36:15 114:21  
 115:7  
**intrigued** 84:5  
**intriguing** 76:18  
**introduce** 22:6 23:12  
 98:11 111:21 156:15  
**introduced** 98:15  
 102:20  
**introductory** 13:5  
**invent** 30:6  
**invented** 29:13  
**invest** 26:9 29:19 41:7  
 47:14 62:8 77:10 80:1  
 91:1 218:1  
**investable** 31:15 37:22  
 40:2 41:17 92:16,16  
**invested** 38:6 62:12  
 66:21 96:21 97:4,15  
 124:17 157:10 160:18  
**investing** 26:5 90:22  
 173:4 218:11  
**investment** 29:6,7,14  
 29:15 30:7 32:2,6  
 33:17,21 37:18 44:14  
 45:11 46:3,4 50:3,15  
 51:15 54:13 56:12  
 60:12 69:7 71:9 72:15  
 73:19 74:14 75:4,7,13

75:20 76:16 77:1,3,22  
 79:19 98:2 124:9,19  
 125:6 126:9 166:9  
 168:13 198:9 211:18  
**investments** 27:16  
 40:19 53:2 54:15 55:7  
 56:2,10 75:17 107:5,8  
 126:15 157:16 230:19  
**investor** 29:21 30:20  
 39:12 87:3 154:12  
**investors** 28:9 38:17  
 42:17 53:3 78:9,16  
 81:19 92:17 212:2,4  
**invests** 26:10  
**invitation** 243:8  
**invite** 100:13  
**involved** 52:21 53:20  
 219:15  
**involves** 228:12,13  
**issue** 49:1 50:18,19  
 56:20 141:10 147:22  
 205:13  
**issues** 49:16 55:21  
 58:15 82:12 84:13  
 99:16 137:14 226:8  
 227:9,11  
**it'd** 101:14  
**it'll** 35:4  
**iterative** 77:15

---

**J**


---

**J** 7:20,21  
**J's** 36:4  
**Ja'Ron** 2:16 14:4 86:1  
 94:1 98:14 103:6,21  
 105:6  
**Jackson** 178:18 179:14  
**jaded** 148:20  
**James** 1:14 7:2 24:15  
 45:6 122:11 125:19  
 133:16,17 165:6  
**Jarvis** 95:9  
**Jennifer** 2:15 156:15  
 170:10  
**Jermane** 195:21  
**Jerry** 7:12,13  
**job** 21:11 85:9 107:3  
 111:17 149:3 154:13  
 219:15  
**jobs** 37:5,7,9,21 56:14  
 107:3,16,17,17  
 159:13  
**jockeys** 50:21 51:10  
**John** 28:13 212:9  
 227:10 232:22  
**John's** 193:17  
**Johnathan** 2:12 24:6  
 38:9 48:5 100:11

103:19 112:17 130:11  
136:4 145:8,20  
155:11 174:16 177:10  
**Johnny** 1:11,13 6:21  
24:9 32:19 46:14  
65:11 110:10 128:22  
130:6 141:17 184:17  
197:19 238:14  
**Johnson** 1:17 7:14,15  
16:12,16,19,22,22  
17:2,18 23:18,18  
62:20,21,22 91:22  
92:1 130:7 135:20,21  
149:10,17,18 178:9  
208:1,2,3,4,13 226:15  
226:16 235:12 236:11  
**Johnson's** 226:19  
**join** 6:1  
**joined** 4:13 114:22  
**joining** 17:9 225:9  
**joint** 101:4  
**jointly** 134:4 164:9  
**Jonathan** 17:3,20 20:22  
194:21 200:19 205:21  
208:4 227:20 228:16  
229:22 232:18 235:16  
238:14,20  
**Jones** 195:20  
**Jordan** 212:9,10,11  
215:11,15 227:10  
**jot** 164:9,14  
**Journal** 193:16  
**JP** 52:1  
**Jr** 1:11 212:9  
**jump** 8:20 46:6 65:15  
102:3  
**jumping** 33:14  
**June** 4:20 6:6 8:6,14  
**Junior** 6:21  
**Justice** 1:17 7:16,17  
21:8,8,13 23:20 52:6  
52:9,14,15,17 65:21  
66:3 73:22 74:1,2  
89:11,13,15,17,17  
123:7,8,8 205:11,12  
205:12 228:20,21  
245:12,13  
**justification** 217:13

## K

**Kansas** 31:17 33:3,11  
35:12 36:7,8,8 59:20  
59:22 61:14 67:18  
68:20  
**Katz** 2:14 14:10 15:1,6  
17:8,9,10 23:2,3,5  
25:9,10,17,20 32:16  
32:17 33:1 34:3 35:17

35:22 36:2,6,11,14  
38:5,8 39:10 42:3,5  
43:6 48:5,21 52:7,10  
54:16 58:6 64:6,22  
66:15 72:14 76:3  
83:13,15,17 85:3,5,13  
91:5 116:16 119:20  
**Katz's** 211:16 212:12  
**Kauffman** 36:7  
**keep** 65:11 86:2 98:4  
104:22 107:13 110:1  
115:4,11 132:16  
133:15 147:14 169:10  
175:6 182:12 217:11  
218:17 224:5 233:21  
234:17,22 236:9  
237:15 239:1,1,8,13  
**keeping** 210:3 230:1  
**keeps** 70:21  
**Kelly** 220:13  
**Kentucky** 33:10,11  
**Kevin** 8:2,3  
**key** 150:11 166:2 170:6  
170:14,19 172:14  
187:16 189:5 212:17  
213:3,18 214:10  
227:11  
**kick** 86:5  
**kickoff** 241:3  
**kid** 170:12  
**kids** 107:14  
**killing** 212:21  
**kinds** 39:17 40:1 50:14  
51:13 55:21 56:1  
84:12,15 113:9  
117:11 118:3 133:10  
151:1 201:14  
**knew** 9:11 10:1 111:7  
114:3 153:19 189:18  
**knock** 131:4 149:11  
**knocking** 149:2 190:5  
**knowledge** 49:8 102:19  
179:18  
**known** 50:17  
**knows** 14:9 23:13 33:18  
61:21 90:12 128:22  
129:3  
**KPIs** 150:10  
**KRIs** 150:11  
**kudos** 198:22

## L

**L** 1:18 7:18  
**lab** 31:3 59:11 160:16  
160:21 166:10 182:18  
182:19  
**lab-to-market** 161:15  
161:16 162:21 163:14

164:5 165:8,21  
**Labor** 162:7  
**laboratories** 161:4  
**labs** 166:10 168:3 169:2  
**lack** 56:1 241:3  
**ladies** 4:3 129:20  
149:14  
**laid** 83:3 141:17  
**land** 43:21 49:5 108:7  
181:18 182:4,13  
188:11 220:5,5  
**landmass** 34:16,17  
**lane** 64:3 198:4  
**language** 48:7 117:1  
144:9 150:21 203:22  
204:3 229:17  
**large** 46:12 51:18 59:21  
66:18 72:14 81:12  
84:11  
**largely** 116:11 128:13  
154:16  
**larger** 46:2 96:20 140:9  
**lastly** 221:6  
**late** 111:8 150:15  
**lately** 172:6  
**Lateri** 28:13  
**Laughter** 91:16 190:14  
222:1,5 234:12  
236:20 238:7,9  
244:21 245:3,6,18  
**launch** 90:7 189:1  
**launching** 180:15  
188:22  
**law** 26:2 28:8 40:11  
49:16 76:10 151:3  
**lawyers** 91:18  
**laxity** 52:4  
**lay** 151:5  
**laying** 188:14  
**lead** 12:22 17:14 33:16  
34:21 99:3 212:9  
215:12 219:10 230:22  
239:7  
**leader** 22:1,14  
**leaders** 15:3 21:20  
22:10 56:9 104:11  
124:6 187:5  
**leadership** 42:10 103:4  
178:22 185:21 186:18  
226:10,19 230:7  
235:14,17,17,20  
236:6,9 238:12  
**leading** 125:12 233:1  
**leads** 240:1  
**League** 33:3,12 35:13  
**learn** 46:22 53:1,12  
59:13 94:12 148:6  
**learned** 188:5 190:19

**learning** 48:13 214:2  
232:9  
**leave** 78:7 83:14 142:4  
237:14  
**left** 71:4  
**legacy** 229:6  
**legislation** 26:3,11  
**legislative** 207:13  
**legislature** 124:5  
**legitimate** 19:11 32:5  
**lend** 202:14  
**Lenny** 25:2 152:1  
**Leonard** 25:7 151:19  
152:14 218:17 221:16  
227:1  
**Les** 113:21,22  
**Leslie** 21:21  
**lessened** 209:20  
**lesson** 31:12  
**let's** 34:15 43:10,21  
57:5 66:6,9 73:1 80:4  
88:1 98:4 128:5  
129:22 130:4 140:7,7  
140:8 176:20,20,21  
182:1,5 189:19  
194:17 195:17 203:15  
224:4,5 237:17,18  
**level** 42:13,19 50:6 75:4  
102:16 126:7,8  
145:19 189:9 213:18  
218:2  
**leverage** 70:15 90:13  
106:8 117:7  
**leveraging** 223:17  
**liability** 90:3,4  
**life** 198:9 201:20  
**light** 74:6 236:11  
**lights** 228:3 235:13  
**likelihood** 145:18  
**limitations** 207:4,19  
**limited** 10:9 35:13  
**line** 44:4 58:14 69:9  
152:3 225:1  
**linear** 212:22  
**lined** 12:4  
**linked** 182:11  
**list** 103:19 134:3 207:18  
**listed** 161:14  
**listen** 8:20 18:5 52:18  
106:18 231:20  
**listened** 231:12  
**listing** 115:5  
**lists** 183:21  
**Literal** 75:2  
**literally** 15:2 21:2 57:17  
108:11 124:3  
**literature** 177:12  
**little** 15:16 17:15 38:12

99:1 110:2 111:8  
 147:15 174:13 191:10  
 198:20 237:16  
**live** 5:18 84:9  
**live-streamed** 20:17  
**living** 115:20,22 120:7  
 140:13  
**loaded** 25:12 208:7  
**local** 28:10 30:2 34:7,22  
 40:17,19 42:10,16,18  
 43:7,8 44:2 45:19  
 48:16 51:3 69:12  
 71:12,12,12,13 77:19  
 78:5 79:16 187:2  
**Localism** 15:2  
**localities** 70:12 104:10  
**locally** 41:7 44:11 45:1  
**located** 10:12,22 54:5  
 67:4 72:7,12 178:13  
**location** 41:11 63:14  
**locations** 63:17  
**locked** 208:7  
**long** 19:8 109:3,17  
 146:2 148:1,8 194:19  
 203:7 217:8  
**long-term** 57:6 63:12  
 105:5  
**long-time** 24:20  
**longer** 216:21,22 217:2  
**longest** 135:5  
**longstanding** 132:11  
**look** 27:18 37:21 59:19  
 63:3 68:14,14 71:21  
 80:5 82:3 84:8 85:18  
 92:5,11 94:16 95:19  
 105:11,21 123:6  
 124:22 125:3 134:2  
 139:20 145:5 152:5,6  
 152:10 159:2 174:15  
 184:14,14,15,15,18  
 190:20 193:22 198:17  
 198:18,18 202:15  
 208:5 209:13,22  
 227:17 229:16 230:18  
 232:10 240:16  
**looked** 201:6  
**looking** 25:14 37:3,4  
 39:11 43:18 51:1  
 69:15 72:21 73:3 77:3  
 82:15 89:9 92:22  
 100:9 117:11 135:16  
 167:22 172:16 173:14  
 182:3 190:11 193:11  
 202:14 220:17 221:1  
 221:3 233:5 242:19  
**looks** 37:20 82:1,13  
**loop** 140:16  
**lore** 227:14

**Los** 28:17 34:5  
**lose** 157:21 218:16,19  
**lot** 5:19 12:14 17:21  
 23:9 46:3,3 57:15  
 64:8 65:19 66:10  
 75:14 76:5 80:4 83:19  
 94:16 97:21 99:6,19  
 106:19 122:7 123:3,9  
 130:18 135:1,3 148:5  
 148:15 149:20 155:14  
 155:15 167:6 170:2  
 181:20 190:19 192:10  
 192:13 197:12,13,15  
 206:13 216:11 225:8  
 229:1 233:7 241:6,7  
 241:20  
**lots** 74:3 112:10 167:2  
**Louisiana** 98:1  
**Louisville** 30:5 31:18  
 32:22 35:12,14 58:3  
 59:17 206:7  
**love** 19:19,19 45:18  
 74:22 100:10  
**low** 56:3  
**low-** 56:15  
**low-income** 39:15  
 56:15  
**lower** 28:6  
**luckily** 147:14  
**lunch** 99:11 106:19  
 110:6,7,8 111:4  
 125:15  
**Lynn** 218:14

---

**M**

---

**ma'am** 229:14  
**mad** 197:18  
**Madam** 109:6  
**magic** 114:15,16  
 118:15  
**magnitude** 117:5  
**Mahals** 87:11  
**main** 71:3 124:16 208:4  
**maintain** 141:8 155:19  
 157:8 158:4  
**maintained** 163:8  
**maintaining** 163:4  
**major** 49:7 51:20 76:20  
 79:11 80:10,22 81:2  
 99:5 124:14 137:2  
 192:21 202:16,19,19  
**majority** 86:21 240:1  
**making** 80:20 85:5  
 87:16 96:10 105:7  
 108:16 113:3,7,11  
 127:10 140:16 157:6  
 157:8,13 158:5 166:4  
 212:17 231:4 240:15

**MALE** 132:21 133:3  
**man** 133:19 231:2  
**manage** 99:14 111:9  
 186:21  
**management** 41:4  
 53:10 74:18 102:5  
 160:6 161:13 240:20  
**manager** 55:9  
**managers** 169:5  
**mandate** 171:4  
**mandates** 208:18  
**mandatory** 217:1  
 233:16  
**manifest** 232:5  
**manpower** 153:10  
**manufacturing** 23:22  
 123:16 163:19  
**map** 125:4 208:11  
**mapping** 190:11,15  
 191:5  
**maps** 123:19,20  
**marbles** 127:2  
**march** 160:7 172:4  
**marginalized** 171:5  
**mark** 82:4  
**market** 12:11 29:9  
 30:18 37:14 38:16  
 40:21 48:16 62:13  
 69:11,14 73:7 78:4  
 81:2 85:15 87:3,4  
 104:18 107:9 160:16  
 168:12 187:13  
**market's** 68:18  
**marketplace** 160:22  
 166:14  
**markets** 38:3 41:9 67:6  
 71:14 79:11 80:11  
 81:3 102:15  
**marry** 51:1  
**Marshal** 24:19 222:15  
**Marshall** 1:16 7:8 22:11  
 130:15 144:22 207:10  
**Martin** 1:18 7:18,19  
 23:20 24:17,17 33:18  
 42:6,7 52:16 53:16,18  
 57:11 83:18 85:2 95:3  
 113:18 117:13 129:3  
 182:2  
**Martin's** 74:5 86:7,8  
**match** 131:10 191:19  
**material** 65:19 66:12,14  
**math** 51:8 73:12 159:15  
**matter** 19:15 35:4 38:2  
 62:18 86:19 96:7  
 108:7,8 110:21  
 175:21 219:22 245:21  
**maximizing** 119:22  
**mayor** 28:17 30:4,5,5

34:5,5 35:7 36:6  
 42:10 54:2 55:10  
**mayor-led** 35:3  
**mayors** 34:9 104:11  
**MBI** 180:15 189:3  
**McCann** 113:21,22  
**mean** 44:17 48:19  
 50:14 58:11 80:8 87:8  
 94:8 135:3,22 152:2  
 157:5 198:22 199:7  
 205:9 207:14 212:20  
 212:22 219:22 220:18  
 228:8 241:18  
**means** 48:19 71:5 75:7  
 136:17 231:3  
**meant** 204:12  
**measure** 114:13 140:8  
 205:18 237:18  
**measuring** 139:7,19  
 140:14  
**mechanics** 62:17  
**mechanism** 70:20 90:1  
 93:5 113:3  
**mechanisms** 46:6  
 90:21 93:15 201:14  
**medical** 9:5  
**meet** 83:1 134:1,16  
 173:10,10 181:13  
 190:8 209:17 217:17  
 229:1 231:22 243:6  
**meeting** 1:5 4:18,19 5:6  
 6:6,11 10:1 11:4,4,11  
 12:14 47:7 61:4,8  
 65:14 72:6 75:1 87:19  
 87:22 93:8,14 99:8  
 101:10 103:10 109:8  
 111:3 135:6,6 149:15  
 164:16 179:11,11  
 189:3,7 192:4 210:13  
 211:20,21 212:3  
 215:21 236:14,16  
 240:22 242:5,6,14,15  
 243:1,2,4,21 244:5,20  
 245:8  
**meetings** 4:16 103:18  
 105:9 109:22 129:2  
 135:9 224:13 230:1  
 242:12  
**meets** 22:8,9  
**member** 8:10,10 9:6  
 19:21 21:7 23:10  
 24:21 45:4 74:1 115:2  
 199:13 200:5 224:14  
**members** 4:18 6:8 8:22  
 9:4 11:9 16:1,11  
 21:17 72:11 107:22  
 110:9 113:18 114:22  
 179:15 196:4 215:20

217:10 224:10 229:19  
**memo** 162:8,12  
**memorize** 170:3  
**memory** 205:4  
**men** 196:16  
**mention** 100:22 103:9  
**mentioned** 22:7 46:16  
66:20 75:13 93:9 95:3  
101:1 139:10 184:22  
230:15 244:11  
**mentor** 69:20 146:17  
**message** 234:17  
**met** 1:10 11:7,16  
192:10  
**methodology** 213:6  
**metric** 126:10 192:3  
213:12  
**metrics** 118:9 126:6  
191:1,1 199:6,20  
200:22 204:1  
**Metro** 31:3  
**mezzanine** 63:12  
**mic** 15:9 114:7 130:2  
132:4 142:7 211:1  
218:18 224:19  
**microphone** 4:14  
**mics** 20:1 130:4  
**mid-play** 187:11  
**mightily** 223:15  
**Milano** 7:20,21  
**mile** 67:17 68:4  
**mileage** 197:17  
**miles** 95:8,13 137:21  
**mill** 81:9  
**millennials** 5:15  
**million** 62:2,6,13 79:18  
107:8 124:8 184:1  
195:6 201:9  
**mind** 5:21 55:20 56:5  
74:4 98:5 107:13  
115:11 125:21 132:16  
157:6 169:10 184:8  
186:3 237:15 239:1,8  
239:13  
**mindful** 231:16  
**mindset** 168:16 169:5  
**mine** 204:4,4  
**minority** 54:6,11 55:14  
175:12 176:10 178:21  
**minority-oriented**  
78:16  
**minute** 15:19 16:1  
36:15 48:18 190:13  
210:3 244:18  
**minutes** 4:19,20 5:1 6:6  
6:18 8:6,14 10:1  
83:14,20 95:5 98:9,22  
99:10 121:10 185:16

210:17,21,22,22  
211:1  
**mirror** 221:12  
**missing** 140:22 183:14  
231:18  
**mission** 49:8,21 119:11  
172:20,21 179:18  
207:9  
**mission-focused**  
160:13  
**missions** 64:12  
**mix** 43:17 44:8 72:16  
**mobile** 49:11  
**model** 58:3,3 59:20  
68:21,22 78:3 182:6  
183:11,20 184:12  
**models** 29:4 60:5 61:8  
61:16 70:6 75:3,3  
83:3,5 84:9,11,15  
94:17 212:21,22  
239:3,10  
**modernization** 160:12  
**moment** 4:17 5:16  
21:19 36:15  
**moments** 237:11  
**momentum** 99:19  
**money** 12:10 47:2,13  
80:17,19 97:21 124:4  
130:18 134:8 136:18  
150:2 167:12 172:15  
172:16 173:19 174:20  
194:2 208:22 216:15  
216:16,17 223:4  
**monolith** 217:18  
**monolithic** 84:10  
131:11  
**monopoly** 101:11  
**months** 10:5 40:17  
100:17 134:22 195:3  
205:14 219:9 233:19  
233:21  
**morale** 224:1  
**Morehouse** 216:5  
**Morgan** 52:1 184:16  
**morning** 4:3 5:13 14:1  
16:2 85:6 123:10  
225:9  
**motion** 245:8  
**motivated** 78:6 79:3  
**motivating** 126:12  
**move** 8:7 13:18 27:9  
48:4,17 82:18 99:11  
108:1 141:1 145:19  
199:3 203:2 206:20  
216:8,21 217:22  
220:7,8 232:11 235:6  
236:12  
**moved** 8:9 47:11

112:22 245:9  
**mover** 71:7  
**moving** 129:14 140:18  
145:19 205:5 220:3  
**multi-sector** 32:9  
**multi-stakeholder**  
189:3  
**multiple** 8:12 31:5  
38:22 40:10 41:1  
59:17 71:16 75:4  
77:13 117:3,5 157:1  
179:9 196:21 217:5  
**multisector** 162:16  
**Murray** 215:16,19  
218:10,13 220:4  
223:14  
**mute** 6:9  
**myriad** 19:9

---

**N**

---

**N.W** 1:11  
**NAFEO** 21:22 22:11  
207:11  
**NAFEO's** 22:1  
**naively** 62:8  
**name** 4:5 14:5 23:14  
106:22 134:10 171:13  
171:15 187:9 215:13  
**narrative** 48:7 204:19  
**narrow** 144:13  
**NASA** 20:17 130:16  
**nation** 53:13 115:16  
171:3 186:12 198:12  
198:20  
**nation-wide** 60:9  
**national** 4:16 5:2 23:22  
29:2 30:2 43:7,11  
44:14 45:2 71:11 78:5  
123:16 158:18 163:19  
170:18 195:13 198:7  
205:21  
**nations** 229:7  
**naturally** 156:19  
**nature** 64:10 177:19  
**navigation** 151:5  
**near** 10:17 176:18  
**nearby** 92:8  
**nearly** 188:11  
**neatly** 121:4  
**necessarily** 34:10 81:1  
93:2  
**necessary** 159:15  
181:20 192:16  
**need** 16:17 17:13,15  
22:1 29:3 30:21 41:9  
47:4,9 50:21,22 58:19  
66:5 74:12 75:7 81:4  
88:16 94:16 95:19

97:9 98:21 99:1,2  
107:15 109:20 113:13  
115:4,13 122:16  
127:8 133:22 135:11  
135:12,22 136:2,16  
140:3,22 143:11  
144:18 146:9,10  
147:3 152:11,12  
155:18 166:11 187:21  
187:22 188:1 191:5  
191:13,14,15 206:5  
206:15,16,19 207:12  
208:11 211:13 213:3  
217:19 220:16 224:18  
225:19 229:8 233:6  
233:16,18,20 239:8  
241:13  
**needed** 161:2 244:19  
**needle** 31:1  
**needs** 29:9 40:18 56:18  
87:13 98:1 106:2,4  
126:3,7,7 134:21  
136:6,20,22 155:22  
156:2 173:10 185:3  
191:16,18 192:20,20  
200:20 209:17 217:17  
217:20 231:22 238:6  
**neglect** 229:8  
**Negro** 22:12 207:10  
**neighborhood** 63:15  
**neighborhood-** 50:11  
**neighborhood-serving**  
69:7  
**neighborhoods** 39:16  
60:1 66:19 67:20  
**net** 32:11 90:10 138:3  
**network** 24:21 28:16  
34:4,8 40:5 78:9,17  
90:2 151:12 183:16  
187:5  
**networks** 43:9 78:15,22  
215:1  
**never** 18:19 19:3 44:6  
47:1 123:20 144:14  
193:8 209:6  
**new** 10:10 15:2,4,4 23:1  
25:15 40:14 46:9,9,22  
58:16 64:14 67:19  
86:20 87:1 105:2  
125:12 129:13 142:4  
148:2,16 150:14  
188:13 222:22 223:12  
238:18 243:11  
**newbies** 138:19  
**Nick** 21:6,8 23:20 89:17  
92:5 95:18 123:8  
205:12  
**Nickolas** 1:17 7:16

**night** 20:14  
**nine** 197:1  
**nod** 118:10  
**nodes** 50:11  
**non-federal** 116:3  
**non-opportunity** 73:5  
 73:15  
**noon** 110:16,17  
**Norfolk** 68:8,9  
**norm** 71:6  
**normally** 127:12  
**norms** 29:4 74:13  
**North** 13:1 23:21 24:18  
 33:18,21 42:7,8 43:2  
 43:4 57:16,19 60:8  
 69:4 94:22 95:4,18  
 96:13,14 97:14  
 124:10 180:22 182:8  
 187:17 240:2  
**northern** 108:4  
**northwest** 76:15  
**note** 6:14 53:8 162:5  
 178:9 211:8 216:10  
 216:19 245:2  
**noted** 53:17 65:22  
**notes** 122:6 164:9,14  
 164:15 176:7  
**notice** 33:2,10 153:9  
 210:9  
**noticeable** 57:12  
**noticed** 95:12  
**notifications** 242:8  
**notion** 38:18 67:19  
 113:14 172:1 177:11  
**notions** 45:20  
**November** 100:9  
 102:18 180:16 189:1  
**NSF** 165:10 179:9  
**NTIA** 170:18 171:1,6,7  
 171:9 173:20 175:7  
 175:11,13 176:8  
 182:18 189:7,14  
**NTIA's** 176:9,11  
**nugget** 38:19  
**nuisance** 238:14  
**number** 37:9 42:18  
 61:13 74:10 123:22  
 125:2,3 131:9 135:5  
 139:11 145:4 146:15  
 147:6 151:20 158:8  
 161:7 169:22 185:8  
 190:9 194:7 196:14  
 238:18  
**numbers** 196:11  
**nurture** 48:18

---

**O**


---

**o'clock** 192:4

**Oakland** 78:13  
**Obama** 25:3 70:11  
**objective** 117:4 186:3  
**objectives** 117:4  
 172:22  
**observing** 112:2  
**obviously** 27:5 28:10  
 36:22 40:21 49:5,7  
 52:8 126:2 147:21  
 159:7,22 197:10  
 201:3  
**occur** 56:10 107:5  
 116:19  
**occurs** 223:2  
**offer** 41:5 177:3  
**offered** 147:6 232:21  
**offering** 40:1,3 48:14  
 174:22  
**offers** 69:6 147:5  
**office** 19:16 98:15  
 112:6,10 113:5  
 156:17 161:21 175:22  
 196:2  
**Officer** 2:11  
**offices** 94:6  
**official** 4:9 5:6 8:16  
 109:6 195:16 210:5  
 210:13 211:21 243:1  
**officially** 5:5 111:2  
**officials** 35:7 96:9  
**oftentimes** 18:4 96:4  
**Oklahoma** 30:6 31:19  
 78:14  
**old** 60:3 67:18 81:9  
**omissions** 145:7  
**onboard** 136:19  
**once** 23:10 151:14,17  
 153:15 169:22 188:12  
 194:14  
**one-thousandths**  
 134:20  
**ones** 96:20 130:12  
 136:11 146:20 169:12  
 180:6  
**open** 4:21 16:2 85:20  
 85:22 88:1 179:11  
 210:7 229:13  
**opened** 225:6 228:17  
**opening** 17:12 22:7  
 25:14 63:15 64:3 94:6  
**operating** 69:8 189:13  
**operations** 71:6 133:22  
**operative** 74:8  
**opinions** 18:6  
**opportunities** 9:21 38:1  
 40:1 41:12 45:14 46:1  
 73:1 74:9,11,14,21  
 75:22 88:20 89:10

93:15 94:11,13 95:19  
 107:15 116:4 120:9  
 120:17 121:7 123:11  
 125:3,7,13 126:3  
 127:5 140:21 144:15  
 146:4 173:9,15  
 205:18 217:9 225:2,6  
 230:18,22 231:17  
**opposed** 130:12 131:13  
**oral** 210:9,12  
**Orangeburg** 39:4,5  
 45:18 47:1,15  
**orchestrator** 214:22  
**order** 3:7 5:6 13:9,20  
 14:7 28:20 52:16  
 101:1 103:16 111:20  
 115:13 128:15 132:1  
 133:2,7 137:19 141:3  
 157:7 169:11 191:2,4  
 210:16 221:7,9  
**orders** 21:15 132:14  
 133:5  
**organization** 15:1 92:6  
 150:13,17 186:2,6  
 215:14  
**organizational** 191:14  
**organizations** 22:10,15  
 33:13 139:2 140:20  
 179:3 207:17,17  
**organize** 31:20 37:12  
 44:10 45:1 76:8  
**organized** 17:4 28:17  
 34:4 76:6  
**organizer** 34:21 214:22  
**organizing** 32:6,9,11  
 45:13  
**oriented** 69:15  
**original** 11:14  
**OSTP** 100:4 161:21  
 162:2  
**OSTP's** 162:10  
**ostp.gov** 162:11  
**others'** 74:13  
**ought** 53:8 145:9,15,17  
**outcome** 57:6  
**outcomes** 106:10,13  
**outline** 114:18  
**output** 179:4  
**outreach** 179:21 182:20  
**outside** 43:2 118:4  
 193:18 198:8 205:14  
 207:5  
**outstanding** 224:21  
**overall** 115:15 116:7  
 160:3 162:21 163:14  
 164:5  
**overarching** 115:17  
 116:1 136:1 165:15

165:20  
**overview** 111:12  
 112:12 193:12 199:8  
**overwhelming** 154:11  
 197:2  
**owe** 124:4  
**owners** 104:12  
**ownership** 214:18  
 215:5,7

---

**P**


---

**P-K** 108:11  
**P-R-O-C-E-E-D-I-N-G-S**  
 4:1  
**p.m** 111:1 245:22  
**PAB** 145:4  
**package** 82:21  
**packed** 16:9  
**packers** 108:14  
**packet** 4:19  
**page** 44:11 51:17  
 167:10  
**pages** 135:5  
**painful** 228:2  
**paint** 105:22  
**panel** 11:9  
**parallel** 228:7,8,11  
**parameterize** 150:15  
**part** 16:2 33:3 42:17  
 43:4 53:13 61:6 72:19  
 99:19 107:19 112:7  
 112:20 127:7 135:14  
 135:15 140:4 159:16  
 160:2 162:14,21  
 163:21 167:15 179:5  
 179:16,19 180:20  
 181:2,21 183:15  
 184:9 187:22 188:8  
 188:15 201:8 203:3  
 207:9 208:21 210:12  
 216:9 217:1 226:13  
 231:5 239:4,8  
**partially** 27:7  
**participant** 15:12,18  
 63:2 197:22  
**participants** 74:19  
**participate** 11:1 33:6  
 47:19 72:13 91:12  
 92:20 101:11 154:4  
**participated** 11:9 156:7  
 193:14 221:21 233:1  
**participation** 179:1,22  
**particular** 28:21 29:16  
 29:20 31:16,16 34:20  
 37:17 41:16 48:10  
 51:8 56:11 60:7,8  
 64:12 68:11 73:11  
 75:18 77:17 82:6

148:9 156:1 163:12  
 168:12 171:4,22  
 173:5,6 217:17  
**particularly** 10:3 44:8  
 44:20 75:21 78:4 95:1  
 173:9 190:2 197:13  
 199:13 200:10 221:8  
 233:5,13  
**parties** 163:3  
**partisan** 19:5  
**partner** 96:21 100:18  
 168:2  
**partnered** 101:18  
**partnering** 43:3 104:2  
**partners** 35:1,14 216:7  
**partnership** 12:19  
 13:11 24:1 65:2 99:20  
 100:21 102:4 130:19  
 143:9,16 163:1  
 183:12 219:11  
**partnerships** 9:16 65:4  
 74:10 103:20 104:10  
 104:17 120:1,8  
 123:15 162:17,19,22  
 167:19 177:15 231:5  
**parts** 27:12 43:10 69:4  
**party** 39:21  
**pass** 216:22 217:12  
**passionate** 192:11  
**pasted** 223:12  
**path** 105:1  
**patience** 99:13  
**patient** 77:2,3,17 80:14  
**paucity** 73:1  
**pay** 11:22 12:18 13:15  
 80:19  
**paying** 102:11 236:19  
**payroll** 223:22  
**PBA** 99:15 100:12  
 101:9 217:10 224:14  
 242:12,15  
**PCC** 121:9  
**peculiar** 50:20  
**Pennsylvania** 76:14,15  
**people** 12:3,4,5,6 13:4  
 14:3,19 23:9 25:1,6  
 26:7 33:5 36:14 42:14  
 45:13 46:5,5,20 47:8  
 47:21 49:11 50:22  
 61:13 62:19 68:11,12  
 75:6 86:15,16 88:4  
 90:14,21 91:20 94:4  
 102:8,8 107:6,9,20  
 108:6,13 112:1,15  
 147:8,19,22 148:2,7  
 163:7 176:2 178:3  
 180:17,18 194:15  
 199:5 215:8 218:5

227:22 231:4 239:19  
 240:1 241:7,8,21  
**percent** 44:5 60:2  
 126:17 134:18,19,20  
 223:4  
**perception** 37:18  
**Perdue** 197:21  
**perfect** 102:21 148:5  
**perform** 116:21 119:17  
**performance** 199:6  
 209:5,8 226:18  
**performance.gov**  
 161:11,12  
**period** 12:15 169:14  
 174:22 209:18 210:3  
 210:4  
**permissible** 76:9  
**persistence** 60:14  
**person** 11:19 137:6  
 146:5 153:9,11  
 155:19 174:7 175:21  
 193:3  
**personal** 174:5 230:17  
**personalities** 48:9  
**personality** 48:15 64:7  
**perspective** 29:14  
 64:17 80:13 92:12,20  
 107:22 148:20 159:1  
**perspectives** 122:1  
 155:11 239:19  
**pertaining** 210:10,18  
**pervades** 65:2  
**Pete** 30:5  
**Ph.D** 159:5  
**phase** 138:3  
**phenomenal** 17:20 85:9  
**Philadelphia** 69:18,19  
 78:14  
**philanthropic** 64:15  
**philanthropy** 32:10  
 34:7 35:1 44:3 68:13  
 77:18  
**philosophy** 158:2  
**phone** 14:12,14,20  
 98:10 109:7 112:1  
 152:3,9  
**phones** 6:9  
**phonetic** 22:19 25:3,7  
 28:13 61:11 152:2  
**phrase** 56:15  
**Phyllis** 1:15 7:4 24:11  
**physically** 10:22 72:12  
**pick** 57:10 130:11 131:8  
 152:3,9 155:16  
**picture** 131:7 139:21  
**piece** 26:3 63:6,8 81:12  
 157:20 158:17 159:7  
 160:1 166:19 168:20

208:22 232:3 242:3  
**pieces** 92:3 158:12  
 163:22 165:21  
**pillars** 9:15 170:6  
**pilot** 180:10  
**pipeline** 108:9  
**pitch** 29:18 167:9,13  
**pitching** 167:12  
**place** 12:13 29:20 35:5  
 35:5 71:10 89:12  
 90:22 92:13 126:7,15  
 130:16 134:21 144:8  
 144:12 228:9  
**places** 30:11 58:14 90:1  
 104:5,6 127:5,8 137:8  
 215:8  
**plan** 100:1 101:8,9,22  
 103:2 128:8 132:19  
 134:13 136:1,3,5  
 138:14,15 140:13,14  
 150:9 159:4 175:20  
 180:5 185:11 194:12  
 195:1 206:15 223:10  
 236:21,22  
**planned** 61:2  
**planning** 91:14 118:9  
 128:16 141:16,21  
 206:14,22 217:8  
**plans** 55:11 70:4 118:6  
 118:18 133:9 135:2,5  
 144:11 145:6 148:21  
 174:16,19 231:21  
**platform** 68:2 71:15  
 78:21 212:13,14,16  
 212:21 213:5 227:18  
**play** 50:5 67:9,10 87:6  
 94:13 241:22  
**players** 161:9 189:5  
**playing** 75:18 117:20  
 135:1 154:20 218:2  
**please** 5:22 6:1,9 45:4  
 65:14 105:15 122:4  
 234:14  
**pleased** 198:16  
**pledge** 5:8,22 6:2  
**plural** 74:9  
**plus** 11:18  
**pockets** 191:10  
**point** 21:4 38:12 43:8  
 50:4 59:1 62:22 79:6  
 79:22 88:14 114:9  
 129:22 136:21 142:9  
 143:9 144:10 153:2,5  
 153:12,21,22 157:18  
 161:21 166:8 169:10  
 173:7 192:15 195:5  
 199:13 201:9 203:3,8  
 204:13 205:10 208:4

213:10 218:11 226:20  
 226:22 227:6,7  
 229:16 232:1 238:10  
**pointed** 200:15 223:14  
 227:1,10  
**pointing** 14:20,21  
**points** 118:12 132:5  
 138:10 144:1 155:16  
 170:15 188:16 193:9  
**policies** 188:12  
**policy** 19:2 113:1,2,2,7  
 113:7,8,13 156:18,20  
 159:22 161:22 170:22  
 186:16 189:8 190:2  
 215:17 232:6  
**political** 19:5  
**politicians** 187:2  
**politics** 19:2  
**populated** 51:16  
**populating** 77:12  
**population** 49:22  
 159:11  
**populations** 176:16  
**portfolio** 89:18 125:9  
**portion** 34:16 59:21  
 121:18  
**position** 64:18 116:20  
 214:22  
**positioned** 64:14  
**positive** 17:21 18:1,2,8  
 18:17 55:18 230:12  
 231:7 234:6 245:2  
**positively** 151:21  
**possibilities** 50:15  
**possibility** 43:5 54:17  
 231:1  
**possible** 43:9 90:12  
 127:9 132:10 183:20  
 217:16 225:7 237:11  
**post** 110:1 120:15  
**posted** 20:18  
**potential** 38:13,17  
 46:19 49:13 50:3  
 51:14 75:17 79:2  
 85:15 114:16 172:13  
 212:2,4  
**potentially** 27:20 38:16  
 94:6 182:9  
**poverty** 26:15 28:5  
**power** 99:22 124:9,19  
 153:9,11 155:19  
 183:9 207:8  
**powerful** 182:9  
**practical** 205:8  
**practice** 189:14  
**practices** 60:19  
**precedes** 132:12  
**precisely** 178:13

**precision** 187:22  
**predicatively** 198:10  
**preface** 171:21  
**prefer** 93:3 140:19  
**preference** 121:13  
 230:17  
**preferential** 96:14  
**preferred** 63:11  
**preparation** 119:8  
 185:4  
**prepare** 88:19 95:15  
 106:18 181:10  
**prepared** 31:6 185:2  
**preparing** 139:4 185:5  
 224:13  
**preread** 61:5  
**presence** 169:18  
 188:16  
**present** 1:12 2:9 6:22  
 7:3,5,7,9,11,15,17,19  
 8:1 14:4 18:16 101:9  
 147:19 156:3 164:8  
 164:13 169:15 185:3  
**presentation** 14:14,16  
 16:7 25:11 52:19  
 65:13 74:2 85:7 156:4  
 156:8 164:14 170:1  
**presentations** 3:15  
 20:16 111:11 121:15  
**presented** 9:21 83:3  
**presenters** 86:1  
**presenting** 138:6  
**presidency** 138:20  
**president** 10:11 11:7  
 16:7 18:11,20 21:22  
 23:19 24:4,12,13,15  
 24:20 57:12 75:10  
 98:15,16 113:5  
 122:12 128:20 130:7  
 132:12 141:4,11  
 162:3 169:9 190:4  
 196:3 198:2,16  
 199:10 200:15 201:22  
 211:6 215:17 218:14  
 230:3 234:1,15,18  
 236:4 237:1  
**president's** 1:3,10 4:9  
 11:8 17:22 21:15 23:4  
 99:18 106:20 113:12  
 115:12 160:6 161:13  
 169:11  
**presidential** 113:4,7  
**presidents** 11:10 19:17  
 129:16,18 131:17  
 141:9 148:12,13  
 172:4 222:13 239:21  
 239:22 242:9  
**presiding** 1:11

**pressed** 113:20  
**pressure** 217:11  
**pretty** 62:12 107:7  
 154:13 196:13 239:17  
**previous** 64:3 169:12  
 228:3  
**primarily** 156:21  
**principal** 170:19  
**principals** 22:14  
**priorities** 157:2 158:9  
 160:8,14 161:14  
 162:8,12 163:10  
 198:7 205:22  
**priority** 158:20 163:13  
 233:3  
**private** 22:16 41:3 51:1  
 70:15 96:5 97:6,18,19  
 104:3,4 116:4 167:17  
 167:19 183:19 193:17  
 197:7 219:13 221:1  
**privates** 83:8 96:18,18  
**privilege** 21:20 145:4  
 226:13  
**proactive** 179:17  
**probably** 69:22 73:16  
 94:2 101:20 129:18  
 132:13 136:5 171:11  
 179:14 183:15  
**problem** 62:5 68:17  
 105:20 106:6,8  
 172:17 209:1,2  
**problems** 80:9 98:7  
 183:1 224:1  
**procedure** 9:5  
**proceed** 60:11,22  
**proceedings** 4:12  
**process** 51:22 77:15  
 86:17 113:9 114:10  
 118:17,22 119:1  
 121:9 122:15 149:6  
 150:1,4,7,21 195:10  
 216:9 223:13  
**processes** 117:14  
 198:14  
**procurement** 129:8  
**product** 15:4 20:21  
 87:1  
**products** 44:12  
**professionally** 159:20  
**professionals** 78:11  
**profile** 48:14 63:7  
**profit** 75:5 124:3,16  
**program** 26:19 58:3  
 72:19 88:7 89:2 167:4  
 168:19 169:5 176:9  
 178:11 180:16 185:1  
 200:1,11 204:2  
 217:20 222:11,11,18

222:19 223:1,1,11  
 224:6,22 232:19  
**programming** 177:4  
 195:7  
**programs** 119:22  
 125:10 166:22 168:8  
 169:7 171:7 180:1  
 182:17 183:4 187:21  
 201:16 218:1 232:21  
 233:1  
**progressing** 134:5  
**progressive** 57:5  
**project** 59:14 178:14,15  
 180:11,11 199:1  
**projects** 29:20 30:20  
 39:12 59:8 67:17  
 75:20 134:10 180:22  
 192:2 230:20 233:3  
 233:13  
**promise** 149:12 198:19  
**promoting** 119:6  
**prompt** 109:20  
**proper** 182:11  
**properties** 77:6,7,11,12  
**property** 81:13 87:10  
 166:13,17 168:7  
**proposals** 191:3 197:4  
 197:5  
**proposed** 162:3  
**proposition** 213:4,15  
**propositions** 41:17  
 72:16 77:22  
**props** 244:11  
**prospective** 38:18  
**prospectus** 29:15 30:7  
 30:10,17 31:6,13  
 32:12,22 33:17,21  
 34:11,19,22 38:15  
 39:4,20,22 50:2 51:17  
 57:22 59:20,22 60:12  
 68:20 71:9 73:19  
 76:16 77:15 79:22  
 95:16  
**prospectuses** 34:14,15  
 59:18 68:1 75:13  
**prosperity** 176:15  
 181:4 183:11  
**protect** 47:16  
**proud** 13:1 197:9 231:2  
**prove** 240:9  
**provide** 13:15 55:14  
 120:5 138:4 147:10  
 185:6 231:8,17,19  
**provided** 110:7 138:16  
 139:8  
**providing** 147:2 183:12  
**proving** 204:1  
**provision** 26:3,6 201:3

**public** 4:15 6:10,11,14  
 6:16 22:16 28:10  
 66:20 69:2 87:8 96:5  
 96:19 97:6 101:10  
 109:12,13,14 116:3  
 146:14 180:15 210:3  
 210:4,8 212:8 215:17  
 219:13 235:9  
**public-private** 9:16  
 12:18 13:11 22:17  
 24:1 65:2 84:12 102:4  
 120:1,8 123:15  
**publicly** 20:8  
**published** 5:1  
**Puerto** 26:16  
**pull** 20:1 96:18 97:5  
 186:21 194:3  
**pulled** 34:11  
**pulling** 175:12  
**punch** 234:19  
**purpose** 76:6 175:3  
**pursue** 169:17  
**push** 19:4 111:17  
 152:14 178:5  
**pushed** 18:15 173:18  
**pushing** 19:7  
**put** 12:10,10 30:7,10,11  
 30:16,21 31:5 41:6  
 46:12 47:10,20 50:2  
 62:2 77:10 80:5 82:21  
 103:2 107:6 114:3,17  
 126:7,20 127:1  
 130:19,20 133:22  
 134:9 135:18 140:7  
 141:14,19 175:7,20  
 194:17 205:13 207:18  
 208:4,22 209:19  
 233:10 239:12 240:4  
 240:14  
**puts** 87:9,11  
**putting** 17:3 33:16  
 45:20 57:21 61:3 87:4  
 105:18 240:21

---

**Q**


---

**Q&A** 210:11  
**qualified** 26:9 28:2 65:5  
**quality** 54:22 55:3  
 56:14,16 118:18  
 232:12,20  
**quantifiable** 124:22  
**quantify** 123:12  
**quantity** 137:4  
**quarter** 22:8,9 26:12  
**quest** 42:1  
**question** 18:13 20:5,11  
 20:15 32:18 33:5,9  
 35:11,15 39:7 46:11

48:22 53:19 58:2 66:8  
72:3 75:12 82:4 83:21  
85:2,3 91:4 93:8  
111:18 205:15 211:19  
212:1 213:7 232:4  
**questioning** 203:1  
**questions** 10:20 11:3  
42:2 52:13 65:16,18  
65:22 66:6 72:5 83:16  
118:4 147:13 164:6  
164:17 165:4 169:20  
170:2 199:6  
**quick** 20:5 93:7 98:5  
101:13 172:8 193:12  
195:12 199:8 206:4  
241:6  
**quicker** 244:3  
**quickly** 13:6,18 31:10  
67:14 87:2 128:5  
149:12 165:6 172:9  
188:22 199:3 206:20  
219:6 222:8,9 241:5  
**quite** 144:14 154:20  
161:17 170:13 177:16  
181:15 192:11 198:22  
224:7  
**quorum** 8:5

# R

**R&D** 162:8 165:18  
166:9,17 193:20  
194:8  
**R&D-based** 161:19  
**racial** 49:17 60:14  
**racism** 58:13  
**radiating** 60:4  
**radical** 67:19  
**radically** 229:11  
**radio** 183:3 205:6  
**radius** 95:8  
**railroad** 57:17 175:10  
**raised** 72:22 118:12  
148:12 199:13  
**Raleigh** 45:12 95:2  
**ran** 123:15 221:22  
**ranged** 196:22  
**rapidly** 214:2 225:22  
**rate** 187:14  
**rates** 184:19  
**Rath** 1:19 7:22 8:1  
13:13 24:4,4 232:7,8  
**ratio** 37:21  
**ratios** 37:5  
**re-authorization** 203:5  
217:1,12  
**re-authorized** 203:5  
**reached** 18:3 38:11  
**reaches** 143:10

**react** 46:13  
**reactive** 204:19  
**read** 149:2 164:18  
211:14,15  
**Reading** 193:16  
**reads** 82:21  
**ready** 29:21 30:20  
38:21 39:12 62:2  
135:11,11 211:2  
**real** 11:11 17:6 27:15  
43:14,15 44:8,18,18  
44:21 50:7,10 64:8  
69:6 76:8 80:22 84:8  
84:21 98:5 102:6  
114:13 127:20 140:3  
194:2 213:9 222:8  
**realign** 231:21  
**reality** 31:14 58:17  
193:22 208:9 227:5  
**realizable** 176:21  
**realization** 239:5  
**realize** 14:17 164:3  
**realized** 130:17  
**reason** 190:7,8 208:21  
217:4  
**reasons** 19:9,11  
**recall** 9:22  
**receive** 203:20 216:17  
**received** 146:6 216:16  
**receiving** 194:7 243:7  
**recession** 227:6  
**recognize** 21:20 225:19  
241:5  
**recommend** 33:15 40:8  
50:1 78:20 221:3  
239:13  
**recommendation**  
145:10  
**recommendations**  
189:13 190:4 201:17  
232:5  
**reconnect** 184:1  
**reconvene** 110:11,18  
111:3  
**reconvening** 111:7  
**record** 4:15 8:18 13:9  
14:19,22 16:18 20:2  
70:2 89:16 110:22  
111:6 114:21 115:4  
142:12 145:2 195:14  
206:5 210:13 211:12  
222:4,7 234:10  
245:22  
**recorded** 4:12,14  
**recreation** 55:6  
**red** 220:1  
**redline** 63:13  
**redlining** 58:13 60:14

**reduce** 26:8 167:7  
**reduced** 145:20  
**reducing** 49:17 166:4  
**reeducate** 60:17  
**reemphasize** 233:11  
**reemphasizing** 19:1  
**reference** 162:6 165:8  
**referenced** 163:20  
**references** 54:16  
**referencing** 142:16  
**referred** 162:1  
**referring** 167:18 174:3  
**reflect** 8:19 14:22 22:1  
74:4 115:1 128:14  
**reflected** 10:1  
**reflects** 14:19 111:18  
**refunding** 204:18  
**regard** 84:20 176:6  
189:4 206:11  
**regardless** 168:11  
**regional** 163:15,16  
**regions** 53:22  
**register** 210:9 244:5  
**registered** 6:12 210:14  
**registrants** 196:5,6  
**regulatory** 166:4  
**rehash** 145:2  
**reinvent** 186:6 203:11  
**reiterate** 26:1  
**relate** 5:17  
**related** 6:15 167:18  
170:15  
**relates** 52:19 219:7  
220:22 221:6 233:14  
**relating** 26:14  
**relations** 177:15  
**relationship** 143:17  
154:20 174:2,7  
**relationships** 145:12  
145:13,16 153:20  
155:20 163:4,8  
**relative** 42:19  
**relatively** 193:18  
**released** 20:13 21:2,3  
160:6  
**relegated** 117:19  
**relevant** 23:15 120:9  
179:2 186:9 187:3  
**rely** 177:10  
**remain** 107:16  
**remarks** 3:11,19 4:14  
13:5 16:3 198:5  
224:15  
**remember** 20:1 26:18  
171:12 205:3 222:10  
231:14  
**remind** 195:2  
**reminded** 94:16 238:2

**reminding** 165:5  
**Remix** 215:12  
**removed** 202:18 214:17  
**Renaissance** 1:10  
110:8,19  
**renewal** 67:20 233:17  
**renovation** 67:18 77:11  
**renovations** 184:6  
**rental** 87:9  
**repairing** 188:13  
**repeated** 29:5  
**replay** 149:15  
**replicable** 68:21 184:13  
**replicate** 60:6  
**report** 8:4 32:1 71:17  
145:4 148:14 177:6  
189:12  
**reporter** 4:13  
**reporting** 28:9 29:1  
118:10  
**repository** 191:16  
**represent** 170:17 219:2  
**representatives** 12:13  
103:14  
**represented** 22:2  
**represents** 17:6 179:15  
180:6,7 201:9 215:14  
**Republican** 219:19  
**request** 175:19 245:7  
**requests** 243:1  
**require** 28:8 43:17  
72:16 158:10 213:5  
**required** 181:10,13,17  
187:1,5  
**requirements** 29:1  
118:10  
**research** 61:6,10 90:6  
100:5 120:9,12,18  
136:10 156:4,22  
157:19 160:15,18,20  
161:3 162:4,12,19  
166:21 181:17,20,21  
**researcher** 172:11,12  
**researching** 203:9  
**resident** 37:7,10  
**residential** 43:14  
**residents** 37:5,21  
**resilience** 121:2  
**resource** 102:5 192:1  
240:20  
**resources** 64:14,20  
66:20 89:6 126:1  
129:7 130:20 193:2  
194:12  
**respect** 134:12 139:9  
141:7 166:15 170:20  
172:1 174:19 184:3  
185:18 186:2,10



187:4,8 188:2 190:4  
**respects** 78:3 238:19  
**respond** 58:6 146:8,11  
 146:15 212:5 217:20  
**responded** 151:21  
**response** 133:13 152:4  
 197:2  
**responsibility** 49:6  
 80:13 236:10 239:9  
**responsible** 137:6  
**responsive** 52:5 197:8  
**rest** 20:6 40:2 139:13  
 188:17 195:22  
**restrictions** 209:19  
**restructure** 213:2  
**result** 14:3 239:11  
 241:2  
**resulted** 124:20  
**results** 58:21 130:1  
 235:7,11  
**resumed** 110:22  
**retail** 50:11 55:2,6  
 56:17 73:1 81:17  
**rethink** 214:5  
**rethinking** 213:6  
**retire** 189:19  
**return** 47:15 75:6 80:14  
 93:1 98:2 124:11  
**returns** 43:18 44:18  
 51:1 69:15 77:4  
**revamp** 185:1  
**revenue** 64:1  
**reverse** 14:6  
**review** 4:18 111:16  
 138:5  
**revitalization** 98:13  
 100:20 101:1,19  
 219:20  
**revitalize** 106:12  
 108:22  
**revitalized** 109:2  
**revolution** 186:9,13  
**rewarded** 126:16  
**ribbon** 243:11 244:13  
**rich** 40:21 60:12 225:11  
 229:7,7  
**Rico** 26:17  
**riders** 51:10  
**rights** 175:22  
**risk** 63:7 150:11  
**road** 45:10 82:5 98:7  
 100:11 123:19,20  
 125:4 141:21 151:4  
 151:11 205:2  
**roads** 144:9 239:7  
**robust** 121:12 135:5  
**Rodney** 1:15 7:6 24:2  
**Rodriguez** 215:16

**role** 23:15 67:9 75:18  
 86:6,9 87:6,7 111:15  
 112:20 241:22  
**roles** 50:5 88:17,17  
 89:4 182:3  
**roll** 3:9 6:5,20 115:1,18  
 131:17 144:4  
**rolling** 230:11,12  
**Ron** 23:18  
**Ronald** 1:17 7:14 16:22  
 62:22 208:3  
**room** 5:15 12:20 16:9  
 22:2,15 23:7,16 24:22  
 25:6 47:21 48:2 111:4  
 115:3 152:22 241:7  
 242:1  
**round** 151:19 195:17  
**rounds** 126:13 127:3,11  
**route** 9:1 86:2  
**routine** 29:10  
**routines** 29:4  
**routinize** 37:14  
**row** 194:6,6  
**rules** 15:22 29:1 187:10  
 187:11  
**run** 46:20 47:8 59:11  
 109:3 133:21 241:12  
**running** 9:2 23:22  
 108:16 130:15  
**runs** 12:21  
**rural** 27:12 30:16 84:12  
 176:15 183:11,12  
 187:15 188:1  
**RUS** 184:1

---

## S

---

**sad** 91:5  
**saddened** 237:6  
**safety** 121:2  
**sale** 43:21  
**sat** 141:9  
**satellite** 94:6  
**saw** 9:9 18:10,10  
 108:12 124:14 184:2  
 230:9  
**saying** 14:18 33:20  
 67:11 88:3 98:21  
 123:7 128:11 129:20  
 142:3,19 143:3,17  
 144:16 174:9 232:16  
**says** 22:13 66:6,7 133:7  
 172:5 174:16 175:11  
 175:15 191:11 194:5  
**SBIR** 167:9  
**SC** 90:7 122:11 165:7  
**scale** 57:19  
**schedule** 99:13  
**scheduled** 129:2

**scholars** 18:3,7  
**school** 108:20 182:14  
 183:12,18,19,19  
 184:20 194:8,9  
**schools** 52:21 53:10  
 72:9 74:11,12,17 75:9  
 95:7,7 97:3,7 100:6  
 101:18 131:11,12  
 146:13,14 151:22  
 173:12 181:1,1,8,18  
 181:19 182:8,14  
 183:1,5,8,17 184:20  
 184:21,22 187:19  
 190:11 191:10 203:10  
 208:11 217:3 232:13  
**science** 156:17,20,21  
 157:19 158:22 159:14  
 161:18,21 162:2  
 172:11  
**scientists** 159:5,20  
 166:12 169:1  
**score** 133:20 134:3  
**scorecards** 136:22  
**Scott** 2:17 14:5 26:5  
 86:1 94:1 98:11 99:18  
 101:13 219:18  
**scrambling** 205:5  
**screen** 14:16 25:14  
 66:8  
**screw** 98:19  
**scribble** 122:6  
**scribbling** 123:2  
**seat** 132:6 141:9  
**second** 8:8 9:18 36:2  
 51:21 59:5 100:3  
 114:21 126:10 148:22  
 167:16 196:7 206:4  
 212:1,8 231:10  
 245:11,12  
**seconded** 8:10  
**secondly** 116:20  
 240:12 242:12  
**seconds** 17:11 154:7  
**Secretary** 8:22 13:19  
 22:8,8 196:1 197:10  
 197:21  
**section** 6:11 17:12  
**sector** 37:18 38:13,17  
 51:15 64:15 70:15  
 116:4 152:21 154:1  
 167:17,20 197:7  
**sectors** 71:16  
**security** 192:20  
**Sedika** 2:11 4:5 195:15  
**seed** 167:5  
**seeing** 77:14 105:12  
 142:15,17 213:14  
**seek** 173:7 178:22

188:20  
**seeking** 188:15 190:6  
**seen** 103:22 104:5,16  
 148:20,21,21 164:4  
 230:11 236:3  
**segregate** 60:15 63:1  
**self-generate** 71:2  
**selling** 175:4  
**send** 61:5 147:8 149:5  
 164:17 167:2 193:5  
 242:19  
**sending** 242:8  
**senior** 113:12  
**sense** 17:6 23:6 40:12  
 44:15 94:4 100:13  
 145:3 180:5 205:8  
**sent** 137:16 156:8  
 164:3 182:22  
**sentence** 125:16  
**separate** 60:15 96:5  
 128:6 243:3  
**September** 1:8 5:11,19  
 58:9  
**series** 37:13 67:17 68:5  
 71:1 78:12  
**serious** 102:16 141:19  
 226:8,22  
**seriously** 177:16  
 225:18 241:14  
**serve** 4:8 65:9 75:19  
 113:1 115:21 116:11  
 120:7 130:22 171:4  
 176:3 178:1 201:21  
 210:16 229:19 230:20  
 235:8  
**served** 113:10 116:11  
 171:8  
**service** 82:6  
**serving** 50:12  
**session** 109:14 155:4  
 197:4,4  
**sessions** 196:21  
**set** 26:1 45:8 79:13  
 85:15 91:3 147:16  
 153:15 161:17 172:21  
 176:1 186:3 190:2  
 201:4 215:1,2 237:17  
**setting** 125:1,18 165:16  
 186:16  
**seven** 171:9 196:22  
**shaming** 87:8  
**shaping** 125:8  
**share** 37:15 59:3 64:17  
 105:10 123:13 155:12  
 181:21 203:18 215:6  
 231:6  
**shared** 55:9 100:21  
**sharing** 108:2 182:15

**sharp** 60:13  
**sharpen** 70:3  
**Shaw** 94:22 95:1,18  
**Sherm** 61:11  
**Shieh** 2:15 112:2,3,3,3  
 155:2,5,7 156:10,12  
 156:15 164:16,21  
 165:4,4,11,14 169:21  
 170:8  
**ship** 137:16  
**shoes** 114:4  
**shops** 63:15  
**Shore** 184:15  
**short** 12:15 13:8,20  
 149:14 198:10  
**shotgun** 153:6  
**shots** 40:10  
**shout** 234:15 237:9  
**show** 11:17 19:19 21:14  
 45:10 62:18 79:2  
 102:18 129:4 131:2  
 202:9  
**showed** 148:14  
**showing** 21:13 68:6  
 134:5  
**shows** 172:10  
**Shreveport** 24:3 95:10  
 97:22  
**SHRM** 79:8 88:4,5  
 102:11 107:22 112:10  
 212:3 240:20 241:1,6  
 242:10,11 243:3  
**side** 18:4 43:14,14 44:8  
 54:6,11,12 58:14  
 87:11,12 90:10  
 126:19 135:7 150:20  
 175:9,11  
**sides** 57:14 135:19  
 163:3  
**sign** 221:8  
**signed** 6:13  
**significance** 19:17  
**significant** 42:9 47:15  
 54:2 90:2 99:21 107:7  
 126:9 200:12 201:19  
 206:17 227:4  
**significantly** 62:12  
**Silicon** 40:13 41:3  
**similar** 37:19 49:19  
 93:11 165:9  
**similarly** 38:14  
**simple** 133:22 134:11  
**simply** 55:15 56:21  
 63:1 185:22 190:19  
 239:18  
**Simultaneous** 91:7  
 156:11  
**Simultaneously** 204:22

**single** 76:6 117:6  
**singling** 180:17,18  
**sir** 33:1 133:4  
**sister** 54:4 55:4  
**sit** 68:14 80:11 144:5  
 235:21 236:1  
**sitting** 61:3 63:13  
 125:15 141:13 151:8  
 188:10  
**situate** 25:21  
**situated** 38:14  
**situation** 82:6 93:11  
 239:6  
**six** 26:21 27:1 88:8  
 102:11 108:16 134:22  
 139:14 205:14 233:19  
**size** 148:4 158:2  
**skilled** 159:10  
**skip** 71:4  
**slide** 25:18 27:9,18  
 29:12 31:2 32:14,14  
 33:2 36:2,4,8,17,18  
 67:16 69:1,16 71:4  
 167:11 213:10  
**slide's** 32:21  
**slides** 30:13 35:18  
 67:15 71:3  
**slight** 13:21 48:8  
**slightly** 9:2  
**slowly** 216:21  
**small** 27:15 28:18 42:13  
 45:17 77:12 82:8,15  
 83:8 131:11 166:20  
 166:21 185:8 193:18  
 194:8 219:2 220:20  
 220:21 221:2,4 224:1  
**smaller** 45:10  
**smallest** 81:3  
**smart** 42:14 91:20  
 178:4,6,6,10,14,15,19  
 178:22 184:3,4,9  
**smarter** 178:17  
**Smith** 2:16 14:4 86:2  
 98:14 99:12 102:21  
 105:14,16 178:10  
**social** 80:12,13 172:11  
 186:17,19  
**socially** 79:2  
**Society** 102:5 240:20  
**solely** 159:5 180:18  
**solicit** 175:19  
**solve** 68:16 105:20  
 106:7,8 172:18 209:1  
 209:2  
**somebody** 179:12  
**somewhat** 84:19  
**sorry** 16:15,21 21:6  
 36:11,11 98:20 115:7

165:2 172:1 177:18  
 183:16 208:3 218:19  
 224:19 225:4  
**sort** 26:1 27:10 33:12  
 40:7 102:16 108:14  
 161:21 163:8 173:14  
 202:22  
**sorted** 90:16  
**sorts** 25:2 61:19 77:13  
**Soul** 215:13  
**sound** 145:1  
**sounds** 23:11 141:15  
**source** 67:3,12 202:16  
**sources** 63:22 73:17  
 187:1  
**South** 24:16 30:5 31:19  
 39:1,2 45:6 89:22  
 90:6 122:12 169:15  
 178:16 181:1 182:10  
 187:18  
**southern** 24:3 95:10  
 237:13  
**space** 13:15 21:21  
 137:16,17,21  
**spaces** 93:9 213:22  
 214:6  
**span** 198:9  
**spark** 57:3  
**sparked** 74:3  
**speak** 15:16 19:6 29:19  
 39:21 40:15 41:6 51:8  
 51:16 58:15 61:13  
 85:14 142:12 146:9  
 219:6 224:18 227:14  
 234:20 237:13  
**speaker** 109:10 238:5  
**speakers** 196:15  
**speaking** 16:20 19:18  
 23:13 89:14 91:7  
 142:12 156:11 204:22  
**special** 49:21 237:9,9  
**specific** 16:4 36:9 63:1  
 93:21 106:2,7 109:22  
 117:3 124:22 177:4  
 195:7 199:9  
**specifically** 80:6 82:14  
 83:17 119:15 155:18  
 162:12 165:22 166:7  
 167:5 202:11 240:13  
**specificity** 50:6 68:19  
 71:19  
**spectrum** 170:22  
**speech** 20:8 99:18,19  
**speed** 137:18  
**spend** 11:12 48:18  
 107:8 134:12 136:8,9  
 139:17 174:12 228:4  
**spending** 135:1,3

216:15  
**spent** 112:7 238:2  
**spoke** 103:21 211:22  
 216:5  
**spoken** 13:13 237:6  
**spokes** 182:7  
**sponsoring** 61:11  
**spot** 59:9 86:8  
**square** 77:8  
**squeeze** 99:1  
**Sr** 1:18 7:18  
**St** 94:22 95:1,17  
**stability** 217:6,8  
**stack** 43:11 51:12 63:4  
 63:10,17 68:6 72:20  
 73:6 92:4  
**staff** 11:22 12:21 26:20  
 82:3 221:20 223:11  
 229:22 240:13,17,19  
 242:19  
**stage** 105:9  
**staged** 245:5  
**stakeholder** 180:8  
**stakeholder-led** 35:3  
**stakeholders** 30:1  
 31:20 32:6 34:8  
 176:10 187:4 189:6  
 219:15,16  
**stand** 5:22 13:4 21:22  
 90:14 198:12 224:3  
 241:6  
**standard** 67:5 189:13  
 209:7  
**standards** 115:20,22  
 120:7  
**standing** 70:15 123:14  
 229:10  
**standpoint** 104:1 136:8  
 173:3,14 207:21  
**stands** 240:19  
**start** 14:8 35:7 71:10  
 74:19 100:8,9 112:11  
 118:3 123:11 140:18  
 170:14 185:9 194:18  
 194:19 206:16 218:7  
 220:16 221:3  
**started** 4:12 6:7 123:14  
 147:14 164:12 244:14  
**starting** 23:17 43:8 50:4  
 53:6 224:14  
**startup** 90:7 209:7  
**startups** 167:6  
**state** 13:2 19:13 23:21  
 24:16 27:11 28:10  
 33:10,22 39:1,2 45:7  
 60:8 68:13 90:3 95:18  
 96:8,10 97:3,5,14,16  
 97:20 98:1,3 100:1

104:11,14 115:2  
 122:11,13 124:4,9  
 165:7 178:18 179:14  
 182:2 183:14,16,19  
 187:4 206:7 219:13  
 219:15 220:1,1,18  
 221:8,9 240:2  
**state's** 33:11 97:20  
**state-sponsored** 158:3  
**state-wide** 34:14  
**stated** 6:17 217:6  
**statement** 33:12 128:2  
**statements** 172:21  
**states** 16:8 26:22 40:18  
   50:20 70:1,12 78:18  
   79:1 96:20 98:17  
   158:1 183:8 198:2  
   219:21  
**station** 137:17,21  
**statistics** 26:15,15  
**stature** 32:3  
**stay** 215:8 235:11  
**staying** 160:20  
**stays** 235:4  
**steady** 108:5  
**steal** 155:8  
**stem** 159:3,12,17 188:2  
**step** 18:17 104:22,22  
   105:8 114:14 115:14  
**steps** 84:2 206:16  
**Stevenson-Wylder**  
   166:16  
**stewarding** 78:22  
**stick** 176:7  
**stiff** 142:1 143:6,20  
**Stockton** 51:9  
**stop** 71:20 83:14 155:9  
   164:1 165:1 188:18  
**stops** 107:11  
**store** 170:13  
**story** 41:16 129:19  
**Strada** 24:21  
**straight** 115:4  
**strategic** 56:1 100:1  
   101:8,22 105:18  
   118:9 150:9 155:20  
   159:3,3 175:20  
**strategies** 71:18 116:7  
   128:12 150:22 165:20  
   166:2 172:19  
**strategy** 32:1 100:12  
   103:1 106:5 111:14  
   112:13 113:14 115:14  
   119:4 128:9 131:7  
   137:13 138:3 167:16  
   168:10 172:19 194:21  
**street** 1:10 93:12  
   193:16

**strength** 89:19 94:19  
   107:19 202:10  
**strengthen** 38:16 89:7  
   95:22 115:18 118:8  
   199:16  
**strengthened** 201:18  
**strengthens** 77:19  
**strengths** 107:19 153:8  
   155:22  
**stress** 232:1  
**stressing** 212:15  
**stricken** 234:9  
**Strike** 222:3,7  
**string** 228:10  
**strive** 235:11  
**strong** 92:13 94:21  
   108:10  
**stronger** 118:6  
**strongest** 89:12  
**structure** 59:15 116:8  
   128:15 136:13 181:10  
   181:12,16  
**structured** 78:18  
**structures** 151:1 215:1  
**struggle** 223:15  
**struggled** 27:13  
**struggling** 123:10  
   224:2  
**stuck** 139:12 144:13  
**student** 40:3 49:22 50:9  
   54:16,20,21,22 55:5,9  
   55:11,19 59:6 87:10  
   119:6 197:14 224:2  
**students** 53:1 55:3  
   56:18 57:16 59:13  
   65:8 74:18 92:15  
   108:21 115:20 120:6  
   120:14,15 125:10  
   139:4 168:17 181:14  
   184:19 185:5 188:4  
   201:20 225:10 229:2  
   232:12  
**students'** 213:14  
**studied** 79:8  
**study** 31:5 177:6,17  
   197:14  
**stuff** 41:15 65:19 79:21  
   109:19 121:4 148:16  
   151:10 154:22 244:6  
**sub** 181:9,12,16  
**subject** 62:18 129:10  
   202:3  
**subjects** 199:4  
**submitted** 210:15  
**subsidy** 44:9,22 51:3  
   68:16 71:13 72:17  
**substandard** 87:9  
**substantial** 37:10

**substantially** 56:10  
**substantive** 57:3  
**suburb** 30:16  
**suburbs** 27:12  
**success** 105:4 125:1  
   176:6 180:21 243:10  
**successes** 57:7 235:1  
**successful** 64:10,21  
   70:13 96:11 113:11  
   153:19 176:4 221:22  
   234:5,8 241:22  
**successfully** 115:12  
   121:6  
**sue** 195:6  
**suffer** 56:1  
**sufficient** 54:14  
**suggest** 66:3 72:11  
   87:8  
**suggesting** 145:10  
   209:12 239:2  
**suits** 175:1,3  
**super** 40:7 211:17  
**supplemental** 27:1  
**supplementary** 120:20  
**supply** 108:6 122:4  
**support** 17:6 69:19  
   89:6 116:7,22 154:3  
   161:18 163:15,22  
   167:19 168:14 188:21  
   200:17 202:10 203:1  
   208:18 241:8 244:16  
**supported** 177:4  
   242:10 243:3  
**supporters** 163:9 242:2  
**supporting** 162:16,18  
   166:12 167:20 195:20  
   241:10  
**supportive** 196:2  
**supposed** 14:4 15:10  
   28:14 99:2 112:8  
   129:5  
**surprise** 9:8  
**surrounds** 106:4  
**sustain** 227:4  
**sustainability** 105:5  
**sustainable** 231:1  
**sustained** 117:16  
**sustaining** 115:19  
**Suzanne** 211:6  
**switching** 213:16  
**system** 23:1 25:15 71:2  
   76:20 151:4 229:8  
**systematically** 214:17

---

**T**


---

**T** 125:17  
**table** 13:7 26:2 33:13  
   79:16 87:16 100:14

112:1 138:14 139:16  
 140:2 141:15 179:6  
 187:8,19 194:15  
 202:6 205:13 239:20  
**tackle** 130:13  
**Taj** 87:11  
**takeaway** 35:11 40:16  
   192:21  
**takeaways** 30:14 31:9  
**taken** 48:8 109:8,14  
   169:10 219:10  
**takes** 63:7 73:12 153:11  
   216:22 241:7  
**talent** 49:9,12 88:19  
   108:10 157:9 161:2  
**talented** 108:6  
**talk** 38:12 46:18 64:5  
   65:6 70:19 97:22  
   100:4 106:12 121:21  
   127:4,18 131:17  
   148:22 158:16 159:1  
   159:4,21 163:15  
   164:9 166:8 170:16  
   191:1,11 192:14  
   206:3 227:16 231:3  
   231:15,16 235:22  
   236:1  
**talked** 42:21 64:8 79:21  
   92:4,5 93:8 103:10  
   136:5 156:13 196:4  
   198:6 231:12 242:9  
**talking** 9:13 18:11  
   56:21 61:22 63:14  
   90:10 107:3 109:10  
   127:19,20 128:10  
   129:1,3,10 134:13  
   142:5 151:9 161:11  
   172:13 175:15 190:22  
   193:19 202:3 215:4  
   242:7  
**talks** 67:16 69:1,16 75:2  
**Talladega** 17:17 24:14  
   24:14 81:7 153:1  
   243:8  
**Tammy** 195:19  
**tandem** 238:13  
**tap** 28:10 45:2 58:4  
   114:3  
**taped** 20:7  
**tapped** 42:19  
**task** 65:12  
**tasked** 175:12  
**tax** 25:22 26:2 28:22  
   43:20 44:16 47:16  
   90:3 91:10,13,13  
   102:8 158:15  
**taxes** 26:9 80:19  
**taxpayers** 154:3 157:11

<b>teach</b> 125:10 185:2	83:22 85:5,10,19,20	<b>three</b> 6:17 9:15 10:3	<b>top</b> 116:3 130:21 225:1
<b>teacher</b> 185:1,3	98:9 103:5,6,7 105:6	22:14 30:11 40:9	<b>topic</b> 170:13 171:10
<b>teachers</b> 185:2	105:7,13 106:15,17	52:12 61:7 67:15	238:6
<b>teaching</b> 214:5	110:20 111:3 112:16	130:11 131:8,14	<b>topics</b> 6:15 113:9
<b>team</b> 11:19 17:3,7 88:4	115:6,6 122:17	139:11 146:19,22	<b>totally</b> 19:11 27:6 165:2
195:14,21,22 226:19	142:21 143:2 155:2	152:20 153:14,18	<b>touch</b> 85:11 93:17
238:13,19 241:6	165:5 169:21 170:6,8	170:5 179:14,15	<b>Tougaloo</b> 152:21,22
242:7,19	170:10 174:13 188:19	185:15 207:17 210:17	153:1
<b>tease</b> 50:6 51:11 52:3	192:5,6,8 197:16,19	210:20,22,22 211:1	<b>tour</b> 58:10
<b>tech</b> 165:17 168:11	197:20 198:21 199:1	219:3 233:21	<b>tours</b> 103:12
<b>technical</b> 14:15 120:10	211:3 212:7,11	<b>throw</b> 130:8 131:22	<b>town</b> 54:11,12 213:13
159:10	215:10,11,14,15,19	189:19	214:7
<b>technically</b> 10:22	218:12,13,20 221:13	<b>thrown</b> 189:21	<b>toy</b> 170:13
<b>technological</b> 233:6	221:15,18 224:8	<b>thrust</b> 48:6 117:6	<b>track</b> 11:5,8 57:18 70:2
<b>technologies</b> 170:21	226:10,11,13,14	<b>Thurgood</b> 22:11 130:15	237:18
171:3 187:12 191:6	228:19 229:22 230:2	207:9	<b>tracked</b> 124:4
<b>technology</b> 119:13	230:6 232:18 234:3	<b>tide</b> 188:2	<b>tracks</b> 196:21
123:19 138:22 156:18	236:13 237:9 238:1	<b>tie</b> 170:5 193:6	<b>tract</b> 37:2
156:20 157:19 158:22	239:14,15 240:10,12	<b>ties</b> 9:17 133:14	<b>traction</b> 135:15
159:14 161:22 166:21	240:15,18 241:9,14	<b>till</b> 66:9	<b>tracts</b> 25:21 26:13,14
168:12 190:8,9	242:1 243:17 245:19	<b>Tim</b> 26:4	27:7
191:14 192:17	<b>thankful</b> 21:5	<b>timeline</b> 206:11	<b>traditional</b> 94:3
<b>teeth</b> 141:20	<b>thanks</b> 23:5 85:13	<b>timeliness</b> 233:12	<b>train</b> 59:6 125:11
<b>telecommunications</b>	99:12 103:4 234:15	<b>timely</b> 196:9	<b>trained</b> 159:5,20
170:18 182:19	237:3	<b>times</b> 36:16 93:20	<b>training</b> 89:1 168:22
<b>television</b> 5:14	<b>themes</b> 21:14	99:14 105:2 117:18	<b>trajectory</b> 114:17
<b>tell</b> 15:22 41:16 46:17	<b>things</b> 10:2,3 14:21	225:21	<b>transaction</b> 68:11
47:5 79:9 88:11	46:15,17 52:17 61:2	<b>timing</b> 102:21 216:11	<b>transactions</b> 44:5,19
109:17 112:15 123:18	62:16 74:7,21 89:21	<b>tired</b> 189:18	50:7 51:13 68:5,7
124:2,8 130:14	93:19 94:18 107:2,4	<b>Title</b> 199:7,7,12,17	71:1 73:11 76:6
131:16,20 134:14,14	112:19 114:19 115:11	200:8,17 202:11,16	<b>transcript</b> 20:10 21:2,3
135:13 142:12 144:11	117:3 118:19 119:5	202:21 208:8,9,13,17	<b>transfer</b> 62:6 86:14
148:8 175:17 197:17	123:12 125:5 129:15	216:10 217:1,4,14,14	90:3 160:15 165:17
223:11 241:12	133:10,15 134:4	218:2 222:9,10,14,18	166:22 168:11
<b>telling</b> 97:12 135:9	135:18 145:15,18	223:6,14,18 224:4	<b>transform</b> 106:11
229:14	149:20 160:9 172:14	227:2 233:14,14	<b>transformation</b> 185:19
<b>ten</b> 154:7,8 210:3 222:2	180:12 182:17 188:22	<b>titles</b> 98:19	185:21 186:4
<b>tends</b> 66:22	190:9,10,10 207:3	<b>TMC</b> 153:17	<b>transformational</b>
<b>tenth</b> 134:19	213:19 214:1 219:4	<b>TMCF</b> 22:11 96:19	186:18
<b>tenure</b> 171:20	223:18 228:15 230:15	<b>today</b> 5:8 10:20 11:3,13	<b>transformative</b> 59:8
<b>term</b> 61:18 204:9	236:6 237:5,12,15	22:4,13 41:2 93:20	186:1
212:13 217:8 241:4	<b>third</b> 117:12 119:21	99:6 105:7 119:20	<b>transforming</b> 186:2,3
<b>terms</b> 18:15 37:19 84:2	138:19 166:9 168:10	138:10 139:1 140:6	<b>transitioned</b> 200:10
111:15 128:12 136:21	232:3 244:14	141:13 200:4 209:8	<b>translate</b> 232:11
141:17,21 150:20	<b>thirdly</b> 9:19	210:10,19 224:13,14	<b>transparency</b> 29:10
152:7 171:12 183:17	<b>thought</b> 15:3,13 18:2	225:21 226:5,5	<b>transparent</b> 69:10
184:4 202:2 215:2	47:1 55:13 62:1,8	227:16 228:7 229:14	<b>transportation</b> 121:3
217:13 228:16 235:1	78:8 101:14 105:16	230:15 233:2 235:5	220:15
<b>territories</b> 98:5 237:13	122:15 142:15 150:1	237:8	<b>travel</b> 140:2
<b>territory</b> 39:20 41:12	150:4,7,21 185:18	<b>told</b> 176:12 177:6	<b>traveling</b> 45:9
97:11	196:7 200:4	<b>tomorrow</b> 179:11	<b>Treasury</b> 12:5
<b>test</b> 188:10	<b>thoughtful</b> 17:4 209:4	229:15	<b>treated</b> 13:16
<b>testing</b> 214:1	<b>thoughts</b> 74:3 88:10	<b>ton</b> 109:1 240:14	<b>treatment</b> 96:14
<b>Texas</b> 95:9	101:21 121:22 122:2	<b>tons</b> 54:20,21	<b>tree</b> 227:21 228:1,17,18
<b>thank</b> 4:4 5:3 6:3 8:18	124:21	<b>tool</b> 30:7,10 32:13	<b>tremendous</b> 105:3
11:8 15:20 17:7,7	<b>thousands</b> 30:12	38:15 58:17 73:20	117:5 200:1,8 229:1,3
20:3,4 21:17 22:3,4	<b>threat</b> 214:18	105:2,2 113:6 169:16	229:6,18 243:10
22:18 23:3 25:3 72:2	<b>threatened</b> 148:11	169:16	<b>Triangle</b> 124:18

**tribes** 98:6  
**trigger** 28:11  
**trillion** 27:19 47:12  
**Trina** 184:2  
**trip** 91:11  
**triple** 91:11  
**Troost** 60:1  
**troubles** 55:8  
**true** 143:16 174:1  
 214:13  
**truly** 17:5 208:10 225:3  
**trust** 214:12,14 215:3  
 231:3,4,5  
**trusted** 216:7  
**try** 37:14 40:13 41:20  
 58:6 69:9 91:12  
 129:16 133:15 140:19  
 224:5  
**trying** 14:18 19:4 28:12  
 28:18 36:19 37:12  
 56:9 72:8 87:3 90:20  
 91:11 93:19 105:20  
 106:6 122:6 130:13  
 130:17 132:7,15  
 139:13,13,18 144:8  
 144:18 145:8 167:7  
 172:18 188:5 195:11  
 204:17 209:1 218:17  
 222:15 223:8 228:4  
 233:9 235:22  
**tug** 111:17  
**tuition** 63:19  
**Tulsa** 78:14  
**turf** 97:11  
**turn** 25:9 210:4  
**Turner** 2:17 14:5 86:1  
 94:1 98:11 103:6  
 219:18  
**turning** 181:7 222:22  
**turns** 232:11  
**two** 11:12,19 14:3 35:18  
 61:1,1 83:14 86:1  
 95:4 99:21 111:22  
 112:8 125:3 130:11  
 130:17 131:8,14  
 149:12 152:20 171:7  
 180:17,18 188:21  
 196:15,15,16 199:4,5  
 219:9 236:10 242:22  
 243:11 244:13,13  
**type** 74:20 104:9  
 211:18  
**types** 46:6  
**typically** 113:6  
**typologies** 32:15 36:20  
 37:13 38:2  
**typology** 38:13

---

**U**


---

**U.S** 27:4 30:15 44:20  
 49:11 58:18 120:17  
 157:7 227:3 238:3  
**Uber** 50:2  
**ubiquitous** 73:20  
**ultimately** 29:22 30:10  
 30:12,12 34:8,12  
 39:12 43:17 60:9  
 69:20 118:18  
**unable** 237:7  
**unacceptable** 55:16  
**unanimous** 8:19  
**UNCF** 22:12 82:3,9  
 96:18 203:8,10  
 215:18  
**underestimate** 207:8  
**undergraduate** 120:14  
**underground** 175:10  
**underscore** 206:19  
**underserved** 171:5  
 176:16  
**understand** 36:16  
 50:22 69:11 84:9  
 123:10 149:22 169:7  
 213:19 222:13 225:15  
 226:4 238:11  
**understanding** 19:17  
 99:5 126:2 131:10  
 163:2 212:13,16  
 213:11,12 214:7  
 228:13,14  
**undertaken** 36:3  
**undertaking** 119:4  
 199:1  
**underway** 222:22  
**unemployment** 28:6  
 56:2  
**uneven** 132:19 144:12  
**unfamiliar** 40:20  
**unfortunately** 110:9  
**UNIDENTIFIED** 132:21  
 133:3  
**Union** 219:12 220:21  
**unique** 41:17 145:3  
 183:2  
**United** 16:8 22:12 26:22  
 40:18 50:19 70:1  
 78:18 98:17 158:1  
 198:2 207:10  
**universities** 1:1 4:10  
 30:8 32:10 40:6 41:11  
 49:3,20 53:5 63:19  
 66:17 78:11 85:16  
 177:3  
**university** 13:2 23:19  
 24:3,16 33:22 37:1,8  
 39:3,15 45:7 53:22

54:4,20 55:12 76:21  
 104:1,15 115:2  
 126:21 153:8 171:8  
 177:14 178:18 193:18  
 194:7 206:7 219:12  
 219:13 220:19 236:8  
**university's** 153:3  
**unlock** 29:11 30:1  
 161:2  
**unprecedented** 115:14  
 189:16  
**unrealized** 27:20  
**unrelated** 211:21  
**unserved** 171:4 176:16  
**untimely** 196:8  
**unveiling** 32:8 73:10  
 78:8  
**upcoming** 85:12 201:5  
 236:16 240:22  
**update** 99:9 100:8  
**updates** 166:18  
**upgrading** 184:4  
**urban** 33:3,12 35:13  
 54:8,9,10 67:20 84:11  
**USDA** 181:3 184:1  
 197:22 243:11,15  
 244:12,17  
**use** 54:17 56:6 57:1,4  
 58:19 68:22 76:1  
 90:12 113:6 117:1  
 126:11 136:15 139:21  
 157:8 178:19 182:6  
 183:8 190:7,9 203:16  
 208:15 228:10  
**useful** 208:5  
**users** 178:19  
**utilized** 208:14

---

**V**


---

**vacuum** 100:17  
**valid** 32:5 118:13  
**Valley** 40:13 41:3  
**value** 53:4,21 131:6  
 163:2 198:13,14  
 213:4,9,15 215:6  
 227:13,13,15,16  
 229:8  
**vantage** 173:7  
**variation** 183:17  
**variety** 200:14 201:6  
**various** 27:15 49:4 83:3  
 103:12 114:11 142:3  
 176:11 200:13  
**varying** 84:17  
**vast** 45:12  
**vehicle** 32:5,5  
**vehicles** 200:18  
**vendors** 187:20

**venture** 138:21  
**verbatim** 21:3  
**versa** 231:20  
**versus** 73:4 97:6  
**vested** 96:9 171:1  
 177:19  
**vice** 215:16 231:19  
**victim** 86:18  
**view** 70:9 157:18  
 200:20 229:16  
**VII** 199:7  
**Vine** 60:3  
**Virginia** 68:9 108:4  
 219:7,12,12 220:3,6,8  
 220:19,20 221:8  
**vision** 238:15  
**visit** 103:13 112:9  
**volume** 17:13  
**vote** 8:5  
**vulnerable** 176:15

---

**W**


---

**wait** 204:14 233:14  
 244:18  
**waiting** 46:5 135:17  
**wake** 86:13 116:17  
**waking** 67:11  
**walk** 31:8 205:16  
 229:20  
**wall** 193:16 204:15  
 207:16  
**walls** 97:5  
**Walsh** 211:6  
**wanted** 21:9,10 75:11  
 90:17 104:20 123:13  
 149:11 153:22 160:4  
 182:20,20 185:12  
 193:4 203:18 212:12  
**wants** 72:4 175:9,16  
**Washington** 1:11 11:17  
 169:13,18  
**wasn't** 20:21 54:22  
 131:4,5 138:18  
 152:21 161:7 189:18  
**watch** 110:14  
**watchdog** 137:1  
**way** 8:17 19:4 31:3,21  
 32:20 33:7 34:11  
 36:14 37:3 47:16  
 51:12 55:18 57:6  
 58:19 59:6 62:10  
 63:21 67:10 69:10  
 78:2,19 91:3 92:21  
 97:2 108:12 114:10  
 116:12 129:13 134:22  
 136:4,20 137:1 138:5  
 175:16 198:5,6  
 208:14 209:16 214:1

215:12 225:20  
**ways** 9:7 29:11 56:21  
 57:15 58:1 64:9,18  
 84:7 91:19 94:9 95:14  
 99:21 167:14 172:20  
 180:3 200:14 201:6  
 201:11 208:6  
**wealth** 23:2 25:16 40:18  
 41:2,4,7 49:17 56:3  
 60:20 71:13 86:15  
**wealthy** 80:7,8 86:15,15  
**wear** 194:19  
**weather** 225:5  
**website** 5:2 20:19 31:4  
 31:4 162:11  
**WEDNESDAY** 1:7  
**week** 16:6,9 17:19,19  
 17:20 20:19 112:10  
 193:13 195:13 220:20  
 224:21 225:3  
**weeks** 88:8 102:11  
**welcome** 103:15  
**welcoming** 3:11 16:3  
**well-** 50:16  
**well-done** 216:2 226:18  
**well-run** 215:21 216:1  
**well-situated** 67:9  
**well-taken** 132:6  
**Wells** 52:2  
**went** 81:11 86:15  
 110:22 162:8 193:22  
 205:1 245:22  
**weren't** 87:16,18  
**west** 69:18 178:12  
**wheel** 203:11  
**White** 1:1 4:6 14:1  
 20:18 24:7 25:7 38:10  
 98:12 99:20 100:19  
 100:22 112:17,22  
 116:10 156:17 174:14  
 232:19 235:13 240:14  
**whittle** 45:15  
**who've** 56:7 147:19  
 148:7,13  
**wide** 39:22 229:13  
**Wiley** 95:9  
**William** 141:11  
**Williams** 8:2,3 171:12  
 218:14,19,20 221:11  
**willing** 13:14  
**win** 80:17 97:4 235:18  
 235:19  
**window** 10:9  
**winning** 129:7 237:11  
**wish** 196:10  
**woke** 5:13  
**women** 196:16  
**wonderful** 5:18 8:15

16:5,6 19:14 110:4,5  
 111:4 143:9 197:11  
 237:5 239:18 240:7  
 241:19  
**wondering** 33:4 90:11  
**word** 74:8 90:13 92:9  
 106:19 126:11 212:13  
**words** 74:16 123:3  
 125:21 126:9,11  
 215:10  
**work** 10:5 12:2,14 31:9  
 31:17 34:2 46:17  
 47:10 57:5 62:9 84:2  
 84:22 85:10 97:10,17  
 100:11 101:19 102:19  
 106:21 107:6,20  
 110:16 129:6 138:11  
 138:17 150:6 164:19  
 169:6 177:1 180:19  
 182:20 190:1 191:4  
 194:21 197:14 210:10  
 210:19 226:3 233:8  
 238:11,15 239:10  
 240:6,15 243:9 244:7  
**workable** 239:3  
**worked** 30:4 70:10  
 152:7 173:18 228:3  
**Worker** 158:19  
**workforce** 27:14 53:2  
 119:21 120:2 125:11  
 158:21,21 159:1,4,10  
 160:11 168:10 169:1  
 181:11  
**working** 34:6 51:5 56:7  
 70:2 85:18 99:22  
 102:18 107:10 127:19  
 128:12 134:9,15  
 136:7 139:22 140:12  
 143:7,16 144:15  
 151:21 156:21 158:7  
 176:19 184:6 192:19  
 238:2  
**workings** 217:15  
**works** 23:1 61:22 86:22  
 92:22 97:13 214:2  
 242:21  
**workshop** 52:21 66:1  
 124:21 205:14,17  
**workshops** 147:6,8  
**world** 186:12 229:15  
**world's** 135:4  
**worth** 32:11 41:1 42:22  
 62:13 89:19 90:10  
 124:6  
**worthy** 1:15 24:11  
 198:18 200:3  
**wouldn't** 40:3 181:7  
**Wow** 244:15

**wrap** 224:9  
**wrap-up** 195:12 198:20  
**wrapping** 17:11  
**writ** 51:17 66:18  
**write** 122:21 146:11  
 147:9 191:3  
**writes** 146:6  
**writing** 59:2 145:4  
**written** 210:12 211:12  
**wrong** 58:14 195:5  
 240:9,10  
**wrote** 100:22 148:14

---

**X**


---

**X** 117:9  
**XYZ** 126:21

---

**Y**


---

**Y** 117:10  
**yarn** 81:9  
**year** 138:19 139:13  
 143:15 160:18 162:7  
 174:13 180:20 193:20  
 194:4,6 196:7 197:5  
 201:5 202:4 206:12  
 206:21 207:1 216:18  
 217:5 218:6 220:19  
 226:12 228:3 243:7  
 243:18,22 244:12  
**year's** 216:15,16,17  
**years** 18:16,18 19:10  
 81:10 82:5 86:13  
 124:10 128:21,21  
 129:9 132:12 134:13  
 138:18,22 141:8,12  
 142:4 145:5 149:19  
 151:9 152:8 171:9  
 173:17,20 176:20  
 185:5 196:8 199:18  
 200:13 201:2 205:2  
 218:4 220:5 222:2  
 235:2 236:4  
**yesterday** 9:9 10:11  
 11:4 16:7 17:22 19:13  
 22:7 98:14 99:17  
 156:4 181:4 200:16  
 234:16  
**York** 40:14 47:1  
**young** 18:3,7 229:2  
 231:2  
**younger** 228:2  
**youth** 185:6

---

**Z**


---

**Z** 117:10  
**zero** 55:1,1 140:20  
**zone** 11:1 12:9,10 15:5  
 22:22 26:10 27:7 29:8

29:16 31:16 33:7  
 34:18 36:18 37:1  
 38:22 42:9 43:5,17  
 44:6 47:6 49:13 53:6  
 54:6 61:21 62:3,9  
 72:7,13,18 73:4,5,15  
 73:15,21 74:6 75:15  
 77:10,17 81:20,22  
 87:13 88:21 94:3,7  
 158:15 193:19 219:8  
**zones** 3:13 9:10,17,18  
 9:21 10:12,17,18 14:2  
 14:15 25:15 26:17,19  
 26:22 27:1,3 28:4,5  
 28:21 30:18 36:20,21  
 41:5 53:21 56:6 57:1  
 57:4 58:12,16 64:10  
 64:16,20,21 65:5,6  
 70:13 76:17 77:21  
 78:8 84:6 89:7 92:7  
 94:11,12 96:1 100:2  
 101:20 102:7 104:19  
 105:21 106:8 214:9  
 214:19 216:6 220:2  
 230:16 231:7 233:3  
**zones'** 65:8

---

**0**


---



---

**1**


---

**1,300** 196:12  
**1,400** 196:13  
**1,800** 196:4  
**1.25** 124:11  
**10** 10:2 51:17 57:20  
 79:18 82:5 86:13  
 97:15 100:16 107:8  
 182:7  
**10,000** 79:16 137:21  
**100** 28:1 44:5 47:11  
 60:2 139:16,17 195:8  
**101** 97:7  
**11** 1:8  
**11:20** 110:15  
**11:22** 110:22  
**11th** 5:12,19  
**12** 10:2,5  
**12:00** 110:15,17 111:8  
**12:05** 111:1  
**12:06** 111:6,7  
**13th** 4:20 6:6 8:6,14  
**14** 10:5 160:7 195:3  
**15** 10:2 98:9,22 99:10  
 167:11  
**150** 160:17 166:8  
**16** 3:11 108:11 183:5  
**17** 222:19 223:21,21  
**18** 18:16,18 40:17

128:20,21 132:12  
 141:8 173:16 236:4  
**18-year** 171:20  
**180** 124:16  
**18th** 60:3  
**19** 138:18,22 149:19  
**1992** 148:15 200:10  
**1995** 171:6

---

**2**


---

**2** 33:2 192:4  
**2.5** 193:20,21 194:4  
**2:00** 164:12  
**2:27** 245:22  
**20** 149:19 151:9 223:4  
**2014** 173:21  
**2017** 26:2  
**2018** 193:17  
**2019** 1:8 4:20 8:14  
     132:9 195:13  
**2020** 10:6  
**21** 162:7  
**239** 3:19  
**23rd** 58:9  
**24/7** 65:3  
**245** 3:21  
**24th** 58:9  
**25** 3:13  
**250** 218:3,6

---

**3**


---

**3** 134:3  
**30** 17:11 83:20 134:3  
     180:2 205:5  
**30,000** 108:13,13  
**300** 188:11  
**300,000** 108:1  
**30th** 162:9,9  
**32** 130:13 153:1,7 154:2  
**32-agency** 131:14  
**37** 82:9 203:10  
**39th** 194:6  
**3CDC** 70:7

---

**4**


---

**4** 3:7  
**400** 220:5  
**400th** 218:4  
**43** 141:11  
**45-minute** 112:8  
**48** 197:4  
**4th** 220:10

---

**5**


---

**5** 62:2,6,13 97:15  
**50** 10:11 26:16 95:8,13  
     195:8  
**50/50** 196:16

**500** 188:10  
**501(c)(3)** 241:2  
**52** 3:15 196:20  
**5G** 176:15 188:9  
**5th** 220:11

---

**6**


---

**6** 3:9 27:19 47:12  
**600** 184:1  
**68** 183:9

---

**7**


---

**7** 51:17 100:16 182:10  
**70** 124:8  
**700** 195:6

---

**8**


---

**8** 182:10  
**80** 126:17  
**85** 3:17 201:9  
**8762** 26:17 27:3 30:18  
     36:20  
**8800** 10:14

---

**9**


---

**9:30** 1:11  
**9:32** 4:2  
**9:40** 15:11  
**90** 126:17 197:3  
**9000** 10:13  
**911** 99:6  
**95** 27:1 173:20  
**97** 222:17 223:2  
**999** 1:10  
**9th** 1:10

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Historically Black Colleges

Before: US DED

Date: 09-11-19

Place: Washington, DC

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