WHITE HOUSE INITIATIVE ON HISTORICALLY BLACK COLLEGES AND UNIVERSITIES

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PRESIDENT'S BOARD OF ADVISORS

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MEETING

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WEDNESDAY
SEPTEMBER 11, 2019

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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. BREAUX
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

SEDIIKA FRANKLIN, Designated Federal Officer

JOHNATHAN HOLIFIELD, Executive Director

FRANCINE ALKISSWANI

BRUCE KATZ

JENNIFER SHIEH

JA'RON SMITH

SCOTT TURNER
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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
certification of the minutes to be published to
the Board's website for the national archives.

CHAIR TAYLOR: Thank you, Ms. Franklin.

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

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

I think all of us can relate to that.

So we live in a wonderful country, and we have a
lot to celebrate. And September 11th was a very,
very dark day for our country.

So with that in mind, I'd like us all
to please stand and pledge allegiance to our
country. Please join me.

(Pledge of allegiance.)

CHAIR TAYLOR: Thank you.

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

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

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

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

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

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

Johnny C. Taylor, Junior.

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

MS. FRANKLIN: Kevin Williams.

Kevin Williams.

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

MS. DAWKINS: I move for approval.

MR. CLARK: Second.

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

MULTIPLE: Aye.

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


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

So listen, we're going to jump right into this. We're awaiting the arrival of the Secretary. A couple of the members of the Board
are en route. One of them had commencement, Dr. Breaux, so she's running slightly behind. So we know who's here.

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

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

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

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

So if you recall from our last
meeting, and the minutes reflected it, we knew that there were 10, 12, 15 things we could do, but we focused in on three things, particularly given the fact that we have what we know to be 12, 14 months to do our work and whatever happens after that, we'll get to that after the 2020 elections.

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

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

So we're going to have some discussion today because one of the questions that was asked earlier was what happens if you're not technically physically located in an opportunity
zone. How too can you participate in that?

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

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

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

So I got confirmation from my chief of
staff that we do have -- she has -- she will pay
for it, and we're going to get this on the
calendar right away. We're going to work
Executive Director Holifield to get the people
lined up so that we have the people from
Treasury, the people -- and most importantly, the
people from the industry, from the funds
themselves.

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

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

It is not a -- we are going to fund it
and pay for it as an example of a public-private
partnership. Okay? So we will be doing that,
and Emily Dickens who, for those in the room,
here to the right, my chief of staff and who runs
Government affairs, will be the lead on this,
also a proud double graduate of North Carolina  
Central State University.

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

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

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

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

We're going to have a slight change in  
the agenda. There's going to be an announcement
this morning from the White House about
opportunity zones.

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

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

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

Yes. So he's going to come in via
phone to begin the presentation. He's a
technical expert on opportunity zones. He has a
presentation that will appear on the screen, and
I'm really careful. For those who don't realize
when I'm saying this, I'm trying to make sure the
record reflects for the people who are on the
phone as well so that they know when I'm pointing
at things and they have to know what I'm pointing
at or the record won't reflect it.
But Bruce Katz is with an organization called The New Localism, and literally is one of the foremost thought leaders and experts on this new product called -- or new opportunity called an opportunity zone.

Mr. Katz, are you there?

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

(Off mic comments.)

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

PARTICIPANT: Hi. This is Bruce --

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

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

Just get --

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

CHAIR TAYLOR: Okay. Thank you.

If I may, this may take us -- you all can tell me all these Federal rules, but can we
for this minute have any comments from members of the Board as we open the morning as part of the welcoming remarks?

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

And so any comments from the members?

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

CHAIR TAYLOR: Identify yourself, I'm sorry.

DR. JOHNSON: Can you hear?

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

DR. JOHNSON: Oh.

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

DR. JOHNSON: Ronald Johnson.
CHAIR TAYLOR: Yes.

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

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

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

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

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

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

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

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

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

CHAIR TAYLOR: So it -- you know, we want to be careful here because no one -- first
of all, it's, again, reemphasizing. We are in the HBCU policy, not politics. So I want to make very, very clear that it never appears that we are trying to take a, in any way, push a political agenda, a partisan agenda at all.

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

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

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

Yes. Member Clark.

MS. FRANKLIN: Before we go to Dr.
Clark, just remember to pull your mics forward so that we can be sure to be clear and record.

CHAIR TAYLOR: Thank you.

MR. CLARK: Thank you.

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

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

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

CHAIR TAYLOR: -- was released last night.

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

MR. HOLIFIELD: And it's also on a commercial product by -- well, I wasn't going to say it. This is Jonathan Holifield.
CHAIR TAYLOR: Yeah. But the -- and
the transcript was released -- literally the
verbatim transcript was released.
So the point is, yes, it is available,
and we're very thankful at that.
And Nick had a comment. I'm sorry,
Board Member?

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

CHAIR TAYLOR: Yes.

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

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

Just -- I want to take a moment of
privilege to recognize one of the leaders in the
HBCU space. Dr. Leslie Baskerville is here from
NAFEO, the President. So if you'd stand, we just
need to -- and reflect that NAFEO's leader is here represented in the room.

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

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

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

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

With that said, our guest of honor so that we can get into what we really want to know about, which is the opportunity zone, how it
works, how you're driving a new system of community wealth, is Bruce Katz.

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

MR. KATZ: Thanks for having me.

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

CHAIR TAYLOR: Okay.

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

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

MR. MARTIN: Nick Justice. I'm down at North Carolina State, and I just completed running one of the national manufacturing
institutes of public-private partnership.

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

MS. RATH: Connie Rath, president Clifton Foundation.

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

CHAIR TAYLOR: Johnny Taylor, Chairman of the Board.

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

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

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

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

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

CHAIR TAYLOR: Okay. And in the room,
as I said, in the gallery, we have people from all sorts of -- in fact, I see Mr. Lenny (phonetic) back there. Thank you. Former Obama administration, Department of Education executive.

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

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

MR. KATZ: Okay.

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

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

MR. KATZ: Okay.

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

CHAIR TAYLOR: Okay.

MR. KATZ: -- and -- because this helps situate the geography of census tracts that are now eligible for this tax advantage capital.
So just to sort of reiterate and set the table, so in the 2017 tax law, there was a provision that came from a piece of legislation that was co-sponsored by Cory Booker and Tim Scott, the Investing in Opportunity Act.

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

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

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

Just by contrast, if you remember the empowerment zones program during the Clinton administration, I was chief of staff at HUD under Henry Cisneros, we designated initially six empowerment zones in the United States and then
had another six supplemental zones and 95 enterprise communities.

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

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

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

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

By conservative estimates, we think
there might be $100 billion deployed into these qualified opportunity funds.

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

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

So what we -- what I've been trying to do -- and I know John Lateri (phonetic) was initially supposed to be on this call -- but with a group called Accelerator for America, which is an intermediary network of cities that was organized by Mayor Garcetti from Los Angeles, what we've been trying to do with first a small group of cities and now a growing group of dozens, is to bring some order out of chaos because if you have all these particular zones and you have a tax incentive, which doesn't have
any reporting requirements, we do have rules from the national government.

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

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

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

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

And then it enables ultimately for
stakeholders in the community to both unlock local capital but also then attract national capital.

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

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

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

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

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

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

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

So it's not just -- this is not a
report. This is an action strategy for investment.

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

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

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

CHAIR TAYLOR: Mr. Katz?

MR. KATZ: Yeah. Yeah.

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

Your first slide's called the Louisville Prospectus. And then --
MR. KATZ: Yes, sir.

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

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

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

How does that all work?

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

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

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

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

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

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

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

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

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

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

MR. KATZ: Yeah.
CHAIR TAYLOR: Okay.

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

CHAIR TAYLOR: Got it.

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

CHAIR TAYLOR: Okay.

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

CHAIR TAYLOR: Got it.

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

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

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

HBCUs would obviously be an anchor
zone, right, because it's at a university as the
hub of the census tract.

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

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

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

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

MR. HOLIFIELD: Who's --

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

Yep?

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

When we have reached an inflection point, can you talk a little more about the typology, the sector, the potential ability to aggregate similarly situated assets into a kind of prospectus or another tool that can strengthen, frankly potentially market, the entire sector to potential investors or any other prospective that you have around that notion.

That's an important nugget.

CHAIR TAYLOR: And at the same time, as you get ready to answer that, you can be in, I think, multiple opportunity zone groups, so you
know, Bennett College and South Carolina State
may have one together, but South Carolina State
University may also belong to the group, the
prospectus for its -- for -- is it Orangeburg?
Orangeburg.

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

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

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

And so for an HBCU, you can have your
own prospectus just for your territory, so to
speak. You can be party of a city or a county-
wide prospectus because you may actually be
offering certain kinds of economic opportunities
or investable deals that the rest of the city
wouldn't be offering, student housing, for
example.

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

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

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

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

And so if you're unfamiliar with the
Atlanta market, you know, which is obviously rich
in HBCUs, if you're in Atlanta, there are
multiple corporations, high-net worth individuals that today may be actually exporting their wealth to Silicon Valley through private equity funds or hedge funds or wealth management firms.

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

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

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

So very happy to follow up on that if you'd like.
CHAIR TAYLOR: You have one quest -- a couple of questions --

MR. KATZ: Yeah, go ahead.

CHAIR TAYLOR: -- from the Board.

MR. KATZ: Go for it.

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

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

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

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

I've talked -- are you or is someone creating a group of individuals, high-net worth
individuals who have capital gains that are interested outside of, say, North Carolina who are interested in partnering and bringing their assets to North Carolina as part of this opportunity zone possibility?

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

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

Any of those deals are likely to ultimately require a mix of opportunity zone capital, which is looking for returns. It's equity, some kind of debt from your banks, maybe some kind of incentive from the city around tax abatement or the sale of land, let's say, that the city might own, or that you all might own,
and then might -- and there might be some kind of concessionary capital from local foundations and philanthropy.

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

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

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

And then like most transactions in the U.S., it's going to be -- particularly if it's around real estate, it's going to be a combination of equity, debt, and subsidy.
So you can organize that locally and make it more likely you'll tap into national capital.

CHAIR TAYLOR: Please. Board Member Clark?

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

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

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

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

CHAIR TAYLOR: Right.

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

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

One of the things that we hoped to do -- I mentioned, again, it's when we convene. It's not just to tell you how these things work, but we'll also talk -- so we'll have experts, but we're also going to bring in potential, you know, not only experts but people who themselves run funds right now, and they will -- you know, they may learn of an opportunity that some guy in New
York never thought about in Orangeburg, you know.

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

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

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

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

No one here -- I don't think; maybe
some of you know -- but we don't have that kind
of expertise in this room, but we will at this
convening.

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

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

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

MR. KATZ: Well, I think it's a great
question, and what I'd like to do is answer that
and then go back to this issue of capacity, which is so fundamental.

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

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

So you are -- you have many similar characteristics to universities, but then more so, right, because of your special mission and your student population.
So you know, I would highly recommend that there be almost like an Uber prospectus put together around the investment potential in HBCUs because of your starting point assets and advantages and roles that you play and then begin to tease out with a great level of specificity, with real transactions, what are the kind of deals that really flow from your asset base.

What kind -- whether it's student housing, whether it's commercial real estate around your campuses to create nodes of retail, neighborhood-serving businesses, perhaps some growth companies, infrastructure like fiber.

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

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

You essentially need deal jockeys, right? You need people who understand how to
marry private equity that's looking for returns
with conventional debt or concessionary debt or
local subsidy.

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

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

You might even be able to get some of
the major banks, financial institutions, to
dedicate -- second experts to you so that instead
of going for a process of actually hiring
someone, you might find, you know, JP Morgan or Bank of America or Wells Fargo or Citi giving you the capacity to tease this out with greater laxity.

I hope that's responsive.

MR. JUSTICE: Mr. Chair?

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

MR. JUSTICE: Mr. Chairman?

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

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

MR. JUSTICE: Mr. Chairman?

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

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

It is clear that the capacity of our
students within the HBCUs to learn these kind of investments and to become the workforce for those banks and investors and those businesses out there is also a value to the colleges and the universities in addition to the immediacy of the economic zone in changing us now, starting to develop those areas.

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

CHAIR TAYLOR: Absolutely.

Dr. Martin?

Noted.

MR. MARTIN: My comment -- I'd like to make more of a comment rather than a question. So we've been involved in this whole discussion around opportunity zones and its value, benefit -- benefits to our university and our regions.
And as I framed out in a very significant conversation with our mayor, city council, county commissioners is that our university, like Bennett College, our sister institution in the community, is located in an opportunity zone, but we're in the minority side of Greensboro.

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

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

Let me assure you. Developers built tons of student housing around my university, tons of student housing. I want you to know that it wasn't the highest quality student housing,
and along with that came absolutely zero, zero retail of any kind, entertainment for our students, quality amenities that happens with my sister institutions when developers have gone in and built student housing.

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

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

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

Not only does the community continue
to suffer from a lack of the kinds of strategic investments, unemployment and other disparities that impact our community, low wealth and the like.

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

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

And so this is a bigger issue than simply just talking about some of the ways in which we may be guiding our HBCUs to think about
how to best use opportunity zones.

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

CHAIR TAYLOR: Hear, hear.

Dr. Dawkins?

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

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

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

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

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

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

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

So your comments are directly on
point. And you know, myself and many others are writing about this on a constant basis, and I'm - and I'd be more than happy to share with you that.

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

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

Louisville is one of multiple cities that have done prospectuses. I would say that it might be helpful for you all to look at the Kansas City prospectus as a model to be adapted to the HBCUs because a large portion of the Kansas City prospectus focused on the east of
Troost neighborhoods in those communities, which are basically 100 percent African-American.

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

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

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

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

CHAIR TAYLOR: So before we proceed,
we have one -- I think two -- two comments, but
one of the things that we planned to, as Emily's
sitting over there putting together the
curriculum/agenda for this meeting, is we're
going to send you out a preread.

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

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

And then when we convene, they're
going to take you through -- I like the term boot
camp of sorts so that we all have that because
all of us know that every -- we hear it.
Everyone knows what an opportunity zone is they
think. But then how it works -- I was talking to
someone the other day who thought I have some guy who's ready to put $5 million into an opportunity zone.

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

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

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

I -- Dr. Johnson.

DR. JOHNSON: Well, actually to that point -- Ronald Johnson -- that we should not
simply segregate HBCUs to being a specific participant in the developmental activities because it's very, very important to look at the capital stack itself.

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

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

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

    And one way to get out of that business is to generate alternative sources of
Mr. Holifield: May -- building off the previous comments, maybe opening another lane for exploration.

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

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

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

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

In many instances, Mr. Katz, our
institutions have not had the benefit of the public-private partnership dynamic that pervades every community 24/7.

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

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

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

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

CHAIR TAYLOR: Exactly.

MR. JUSTICE: -- I would suggest.

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

These are great comments. And the material --

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

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

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

I can finish quickly with these other three slides so that we can just fill this out. The next slide talks about the last mile, and it identifies a series of projects in Kansas City, the renovation of an old hospital, a notion of radical infill of new homeowners and in former urban renewal neighborhoods, in an area that was also devastated by highway construction, et cetera, et cetera.
But basically, what prospectuses are doing now, besides giving a platform of information about competitive assets, advantages, et cetera, is they're going the last mile and identifies a series of transactions and then showing the capital stack for each of those transactions.

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

So you know, this market's based on information and specificity. And that's what we -- that's why I say the Kansas City prospectus might give you the kind of replicable model or adaptable model for you to use.
The next slide talks about Erie's public incentives. You know, your cities, whether it's Greensboro, you know, whether it's other parts of North Carolina, Georgia, et cetera, do have an array of incentives that the government offers either around real estate deals or investment in neighborhood-serving businesses and operating businesses.

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

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

It's probably one of the few in the
United States that's been around for decades and
has a track record in working with black
entrepreneurs and developers to sharpen their
business plans and make more -- make it more
likely they'll actually get capitalized.

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

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

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

So you're not just doing a whole
series of transactions, but you're creating a system that can basically self-generate.

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

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

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

The more specificity and the more concreteness, the better. So I'll just stop there and, you know, look forward to any more comments and, more importantly, how I can be
helpful to you all going forward.

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

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

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

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

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

So if you're looking at a grocery deal around -- you know, because it was raised about
the paucity of retail opportunities, let's say, around many HBCUs.

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

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

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

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

CHAIR TAYLOR: Mr. Justice -- Board
Member Justice.

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

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

In other words, the comment earlier about maybe our schools of business and management can empower our students to be participants and start businesses in these boot camps, these innovation areas, those type of opportunities, those are the kind of things I would love to see us agenda for our external
In Literal Time, he talks about models. Those models, really, how do we adapt to encourage that multiple level investment because it's going to be attracted by profit and the opportunity for people to make a return on their investment in there. And it means that we need to adapt to encourage it, not just take advantage of it for the schools.

CHAIR TAYLOR: President Ellis.

MR. ELLIS: Yes. I wanted to ask a question more so about the flow of capital. You mentioned investment prospectuses, but also what I didn't really hear is a lot of comments about opportunity zone funds.

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

And particularly, if you see opportunities for those of us that have community
development corporations to use, those community development corporations to be that catalyst.

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

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

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

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

So here's what's happened. The Erie
Insurance Company has made an investment in a downtown development corporation, a patient investment, patient capital. They're not looking for returns.

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

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

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

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

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

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

I would highly recommend that you think about the HBCUs being a platform for gathering, cohering, stewarding networks in your
communities and your states. And that will begin
to show even more potential for bringing socially
motivated capital into communities.

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

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

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

Now, we're going to have to do all of
the stuff that we talked about. You've got to
have a prospectus, to their point, because you've
got to say what they would invest in.

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

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

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

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

And you begin making that case to them. But I don't think we should at all forget that the real opportunity, who is that major
employer, not necessarily individual, but that
major company in your market, maybe not so in the
smallest markets, but who have capital gains that
they need to address.

So Dr. Hawkins.

DR. HAWKINS: Okay. Yeah, Billy

Hawkins from Talladega College.

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

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

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

We happen to be one of those campuses
that the opportunity zone is on the edge of our
campus, not on our campus. So what -- it looks very good.

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

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

And so we've got to be aware of that as well so that when this -- you know, if we move forward, that it clearly benefits the institution. But we've got to be conscious of how that package is put together and how it reads out, especially to our accrediting agencies.
And so when we do meet -- I say that
to say that we've got to make sure that when this
is laid out that various models are presented so
that our institutions will be able to identify,
you know, which of these models would, you know,
best fit their institution because every
institution is different.

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

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

MR. KATZ: Yeah.

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

MR. GRIGSBY: Thank you, Mr. Taylor.
I think I heard you say earlier about future steps in terms of additional work that we'll be doing.

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

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

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

I think that would be a real benefit from our work together.
CHAIR TAYLOR: Will do.

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

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

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

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

So I look forward to working with you.

CHAIR TAYLOR: Thank you.

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

We're going to open the floor. Our
other two presenters, Scott Turner and Ja'Ron Smith are en route, so we're going to keep this going right now to now have the commentary that you might have.

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

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

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

Even the community -- the majority of community doesn't know how this works. It's a
brand new product, so it is incumbent upon us to become quickly educated and then call out when an investor is trying to go into the market and further exploit the market without putting anything into the -- and that's where I think our advocacy groups can play a role.

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

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

So that -- it is critical for us to get in there right now while they're having this meeting.
Let's open the floor for commentary from the Board. And again, everything that you're saying we're capturing. And Emily and my team -- I've got a whole bunch of SHRM people here because they're going to be -- all the SHRM folks here, we're going to design a heck of a program for you all in, you know, within the next six to eight weeks, and they're capturing all of this.

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

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

So it's not just about equity and
debt. It is about training. It is about ecosystem building. It's about program development.

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

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

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

CHAIR TAYLOR: This is Mr. Justice speaking --

MR. JUSTICE: -- academic.

CHAIR TAYLOR: -- for the record.

MR. JUSTICE: Yeah, Nick Justice.

It's in our academic portfolio. And that is a strength that is worth dollars.

CHAIR TAYLOR: Mr. Clark?

MR. CLARK: One of the things that we have in South Carolina -- and I'm sure it exists
in other places -- is a mechanism whereby
individuals of significant network and who have a
tax liability to the state, can transfer a
certain amount of that liability for -- to go
towards innovation initiatives based on the
efforts by the South Carolina Research Authority
and the SC Launch Initiative for helping startup
companies.

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

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

But you know, when you're trying to go
to the same people and there are mechanisms in
place that they might be investing in -- might
they be able to -- if they can afford it, invest
in both without there being a conflict based on
the way this was set up.

CHAIR TAYLOR: So that's a question.

Gosh, I'm sad Mr. Katz is gone, but we're going
to --

(Simultaneous speaking.)

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

And so to get --

(Laughter.)

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

Yes, Dr. Johnson.
DR. JOHNSON: I was just going to say that it's also important to take this opportunity and to break it up into pieces.

Like I talked about the capital stack.

Nick talked about how you can actually look at adopting your organization to what is actually going on in the opportunity zones in your community or nearby.

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

And so it's really, to take a broad perspective of how you can actually participate and benefit because this is essentially the way capitalism works. It's looking at the
opportunity that's going to give the best return
and not necessarily the opportunity that you may
prefer to have.

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

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

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

CHAIR TAYLOR: So that's one of the
things that we're going to address. I was trying
to get him to do it today a couple of times, but
we're going to come back and give a specific
answer about how to deal with that.
Ja'Ron and Scott Turner are coming.

I think they are -- they're probably not opportunity zone experts in the traditional sense, and so we're going to get the people who are being creative about how to do it including potentially opening satellite offices that get you into a zone.

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

Dr. Dawkins, you're next.

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

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

For example, a strong opportunity exists for St. Aug's, Shaw, and North Carolina
Central, particularly Shaw and St. Aug's, they're right downtown Raleigh.

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

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

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

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

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

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

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

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

So if you -- if this idea that somehow the privates can -- the UNCF privates can pull away and not -- those TMCF public institutions, which are larger and are the ones that the states are already invested in -- if you don't partner with them, you're going -- what they may do is
find a -- we may end up competing with each
other, by the way.

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

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

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

MS. DAWKINS: Five are private.

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

Shreveport, you talk about that group
of institutions there, State of Louisiana needs
to get its own return on its investment in the
state institutions.

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

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

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

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

I'm sorry?

So folks are saying they need a break.

But what I got to do is with only 15 minutes
later, I need you to kind of squeeze a little
bit. I need these guys to -- they were supposed
to lead this, and of course, they're just getting
in.

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

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

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

As you heard yesterday in the
president's speech -- and both Scott and I was a
part of that speech -- there is a lot of momentum
for the White House to continue our partnership
with HBCUs in two very significant ways, one
being using our convening power and working with
state governors to figure out a strategic plan for the HBCUs that are in opportunity zones.

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

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

We certainly want to hit a good cluster of institutions over the next 7 to 10 months, but we don't want to do that in a vacuum. We want to partner directly with this advisory council in concert with the White House Opportunity and Revitalization Council because we think that shared partnership with the intent of what we mention -- we wrote the White House
executive order for revitalization. We mentioned HBCUs.

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

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

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

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

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

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

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

MR. SMITH: And that's perfect timing for that because then that's the time we can have
a direct strategy and we can follow up right off
the bat and have a plan put together when we hit
the ground.

So thanks so much for your leadership.

Thank you.

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

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

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

I have seen that to be very beneficial
and fruitful from a university standpoint, partnering and collaborating with cities, economic development corporations, private business, private developers.

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

So I wanted to encourage that, but I also want to encourage you that -- to continue to step by step to keep going and that you're on the
right path because this is, as we've said so many times, though it is a new tool, it is a tool that can have tremendous impact, and HBCUs are very, very important in the success and really just the long-term sustainability of these initiatives.

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

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

CHAIR TAYLOR: Thank you.

MR. SMITH: Can I make one more --

CHAIR TAYLOR: Please.

MR. SMITH: -- thought, too?

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

I don't want to paint all our
institutions with a broad brush, but each
institutions has -- have specific needs that not
only help the institution but help the community
that surrounds it. And those needs may differ.
And that's what's going to guide our strategy.

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

CHAIR TAYLOR: Thank you.

Any other comments for our guests?

Thank you for coming by.

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

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

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

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

So as we think about what our
strengths are, part of the strength is creating a
community where people have work. And so that's
something that we're going to focus on from a
SHRM perspective is, you know, we -- our members,
300,000 of them, want to move companies.

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

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

So I hope that as we think about what businesses we're going to bring in, it's not just what's good for the school but what's good for our students and our alumni so that we actually do revitalize the community.
A ton of cash could go into a community but the community not be revitalized in the long run.

Any other comments before we break?

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

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

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

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

CHAIR TAYLOR: Okay.

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

But we need to be prompt, right back on time because many of you have flights and some of you have specific other meetings to go to
post. So I want to keep us on time, and we're actually a little bit ahead, so this is -- God is good.

MS. FRANKLIN: This is wonderful.

This is wonderful.

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

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

CHAIR TAYLOR: Okay.

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

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

CHAIR TAYLOR: Okay. Thank you.

(Whereupon, the above-entitled matter went off the record at 11:22 a.m. and resumed at
12:05 p.m.)

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

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

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

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

And then I'll introduce each of our other guests as they come about. So see two
people at the table and those on the phone
observing, Ms. Shieh and Dr. -- I don't know if
it was Dr. Shieh or Ms. Shieh. Dr. Shieh, I want
to make sure I get it right -- and Dr.
Alkisswani. I'm going to get it right.

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

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

Johnathan Holifield, White House
Initiative on HBCUs.

One of the things -- actually a
breakthrough, one we've had, part of my role when
you hear the description that the initiative has
moved back into the White House where it belongs,
I serve on the Domestic Policy Council.

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

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

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

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

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

(Off mic comments.)

MR. HOLIFIELD: Yes, I did.

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

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

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

CHAIR TAYLOR: I just want to interrupt one second. For the record, we have a -- one of our members has joined the Board. When
we took roll call, we didn't reflect that we had Dr. Breaux from Bowie State University, a member of the Board, in the room because we have -- we need to keep the record straight and also the listing will be --

MR. HOLIFIELD: Thank you. Thank you.

CHAIR TAYLOR: Sorry to interrupt.

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

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

The overarching expectation is to strengthen the role of these institutions in sustaining and increasing our competitiveness and improving standards of living for the students and communities they serve, competing better, improving standards of living.
Overarching draft goal is this: to improve the conditions under which HBCUs compete for top federal and non-federal public and private sector opportunities improving the conditions under which we compete.

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

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

Secondly, position federal agencies to perform the kind of high-leverage interactions within their agency that support the ecosystem.
We use language like high-leverage and we define it. Essentially high-leverage are specific things that can impact multiple objectives, or a big thing that's one objective, either multiple or its magnitude is so tremendous that it's a single thrust and that makes it high leverage.

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

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

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

But there hasn't been an explicit expectation that opportunity exploration extend
beyond the customary.

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

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

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

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

Think about it as an agglomeration. We're not developing the answers in this process.
We're actually developing a process for agencies to get to the answers and aggregate it together or agglomerate it together. That is the federal strategy. So that's what we're undertaking.

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

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

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

Third, human capital, workforce, career development, maximizing programs,
initiatives, and public-private partnerships in the broad areas of workforce development and career development.

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

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

And we kind of have a catchall other, which we define as supplementary, and these are a diverse array of good opportunity areas within our federal agencies that might advance HBCU
competitiveness: arts, culture, humanities, healthcare, campus safety and resilience, environmental, aviation, transportation, et cetera, just good stuff that doesn't neatly fit in these broad categories but we'd like our institutions to successfully compete for those opportunities as well.

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

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

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

MR. HOLIFIELD: Absolutely.

CHAIR TAYLOR: -- break them up, I'd like us to now take some time to talk about any -- you know, thoughts about --
MR. HOLIFIELD: Perspectives

CHAIR TAYLOR: -- you know, thoughts

about -- that's right, yes.

MR. CLARK: First off, please supply

a handout at your earliest convenience. Because

I'm trying to scribble notes fast here, and it's

a lot easier --

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

CHAIR TAYLOR: And this is Dr. Clark

--

MR. CLARK: James Clark from SC State.

CHAIR TAYLOR: President Clark, South

Carolina State.

MR. HOLIFIELD: And the clearance

process is extensive. We thought about that.

And I even -- that's on me. We just need to get

it out. Thank you.

MR. CLARK: No, no. Whenever. At your

convenience.

CHAIR TAYLOR: Will do. Because I

couldn't write fast enough --

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

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

MR. CLARK: I finally gave up --

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

MR. JUSTICE: Nick Justice.

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

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

I'll tell you what kind of opportunity it is. We built road maps for technology development. We never could build road maps for business opportunity. It -- because you can't see it coming, number one.
I'm going to take advantage of it before I tell you about it because I'm going to make the profit on it. And I literally have tracked money in my state because I owe my governor and my legislature and my academic leaders feedback on how much this was worth to us.

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

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

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

So my thoughts is about our workshop is we look not to specific quantifiable
achievements but setting conditions for success, number one.

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

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

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

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

Words breadth and depth came to mind in earlier discussion. As the agencies have
extensively more resources than we do, they obviously have more insight and understanding as to their opportunities and their needs, far beyond what we would ever know, you know, at any time.

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

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

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

I know someone there, they've got
something that I have, I'm going to put all my marbles there, and I'm going to get the box checked, and I don't make the rounds, I don't talk to anybody else, I don't discover what opportunities might be at other places.

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

CHAIR TAYLOR: It's efficient.

MR. CLARK: Yeah.

CHAIR TAYLOR: Dr. Hawkins.

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

CHAIR TAYLOR: That --
DR. HAWKINS: I want to finish my statement, but just --

MR. HOLIFIELD: Okay.

DR. HAWKINS: -- I want to --

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

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

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

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

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

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

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

So all I'm saying is that, ladies and
gentlemen, you know, if we're going to take this
on, let's take this on to the point that we can
see some results.

(Off mic comments.)

CHAIR TAYLOR: Hello. There you go.
Okay. Let's make sure our mics are on, including me.

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

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

I tell you that when I was a CEO of Thurgood Marshall College Fund, we were running all over the place, some at NASA, some here, trying to make it. And I realized there were two departments I was going to get a lot of money from, and I just put deep, deep partnership -- put deep resources into those agencies where there was buy-in from the top, and where, frankly, we had the capacity to serve them
because there were some agencies out there that
would all say the right thing. We'd show up, but
we didn't have the capacity.

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

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

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

So I just throw it out as an idea. So
in order, Dr. Clark.

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

(Off mic comments.)

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

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

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

UNIDENTIFIED MALE: I don't agree with that.
MR. HOLIFIELD: Well, that's what the executive order --

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

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

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

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

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

CHAIR TAYLOR: This is James Clark.

MR. CLARK: James Clark.

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

MR. CLARK: Dashboards and score cards, that's how these executives run these operations. We need to just put up some simple
dashboard -- and every time we meet, every time we look at the agency -- now, whether we have a list of 30 or 3, we know -- the score card is the things that we think are important, jointly, and the dashboard is showing how they are progressing against it.

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

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

And if you say one percent of your budget or a tenth of a percent of your budget or one one-thousandths of a percent of your budget needs to have found a good place to go by the -- in six months, they will find a way to do it
without spending a lot of time playing.

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

But I will just tell you, we're not doing our part, either because there's not that part of traction that I know. If I go to this agency they are looking at this and they are waiting for me to be there and now it's on me. And if we put those kind of things up before us, it will force action on both sides.

CHAIR TAYLOR: So Dr. Johnson.

DR. JOHNSON: Yeah. I think that it's both. I mean, but the -- you do need to have a
governing plan or overarching framework. And then from there you need to have implementation plan.

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

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

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

Then there needs to be some way, in terms of the -- back to Dr. Clark's point about scorecards and dashboards, there needs to be some
way in the agency for there to be a watchdog.

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

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

You know, when a space ship is sent to the International Space Station, they have to -- the speed has got to be right, right? The angle's got to be right in order for them to dock. If not, they miss each other. And that space station is going around at 10,000 miles per hour. Okay?
And so they miss each other if they don't get that right. And so we have to have the net phase and implementation strategy. And you can actually provide some guidance there or have a clear way to review what it is that they are presenting back so that you know that you can make that connection.

CHAIR TAYLOR: Dr. Breaux?

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

MR. HOLIFIELD: That's it.

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

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

And what I would venture to guess is that you didn't have the same technology 19 years
That we have today.

Many of our organizations are also used to doing dashboards, are used to collecting data. We're preparing students around big data. We should be able to gather the data, do a dashboard, and be able to say are we measuring up to the framework that you've provided.

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

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

So I would rather -- we look at the full picture, create the dashboards, use the framework, and then begin working. And I hear
the frustration. I'm hearing it around this
table. I've heard it out there as I travel.

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

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

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

But we've got to start now moving
forward. Again, I would prefer that we not try
to zero in on just a few of the organizations
because there are opportunities across the board
that we've been missing out on and we need to
know where they are and how we can all move
together as HBCUs together.

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

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

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

But we have got to put some serious
teeth in this if we're going to head down this
road with all this planning, et cetera, in terms
of accountability with these agencies because it
really comes down to stiff accountability.

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

(Off mic comments.)

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

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

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

DR. BREAUX: This is Anita Breaux. When you said accountability, are you seeing differently than what -- I thought you were referencing was -- we would address that with the dashboards. Are you seeing that as different?

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

DR. BREAUX: Oh. Okay. Just thank you.
DR. HAWKINS: On accountability.

DR. BREAUX: Thank you.

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

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

That's a true partnership and working relationship. And all I'm saying is that that's where we have to get to with these agencies. But if -- as we build this out, you know, without some stiff accountability -- certainly they hear it from a chairman, they hear it from the executive director.
And when those points are made clear that you're not going to back off because this is where we're going, then I believe that we can get somewhere. But we can't just roll out some broad expectation because they'll sit on it, so.

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

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

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

MR. GRIGSBY: Well, let me --

CHAIR TAYLOR: Mr. Grigsby.

MR. GRIGSBY: Marshall Grigsby.
I don't want to sound like a broken record, and I don't want to rehash the past. I think I'm unique in the sense that I have the privilege of writing the PAB report a number of years ago, so I had the opportunity to look deeply at plans and the like.

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

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

CHAIR TAYLOR: And Dr. Dawkins.

DR. DAWKINS: Yes.
First off, I want to say I've been in higher education a long time and have -- we've been exposed to many, many different opportunities.

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

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

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

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

And then if we go after three or five,
who? And so we don't want to do that. So really it boils down to providing the capacity for our institutions back to infrastructure. We need human infrastructure to help us go through these.

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

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

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

So this is obviously a hot button issue, and what you're beginning to see if people
who have done this for a long time and then
people who are new at it and the answer is
somewhere between everybody has -- and it depends
upon the size of your institution.

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

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

But that's where some of the cynical,
more jaded perspective because they've seen
frameworks, they've seen plans, they've seen it.
So we're going to talk about that in a second.
I just want to get a -- and that's not at all -- don't read that as a knocking. This is this Board's job to --

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

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

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

Okay. Dr. Johnson.

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

We have to really understand that the
thought process -- and again, I'm thinking about contracts because that's where the money is.

Okay?

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

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

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

So what has to happen is that there has to be an education on this side in terms of the language and the thought process, and then there has to be implementation strategies that
take into account those kinds of structures.

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

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

CHAIR TAYLOR: Absolutely.

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

CHAIR TAYLOR: Yes.

DR. HAWKINS: Once you get the framework, okay, then we've got to make sure that we have the Dr. Leonard Haynes and he can round off a number of focus -- if there's one agency that has responded positively working with our schools, Department of Education.
And so you go back to the Lenny Dawson (phonetic) and -- I mean, you can just go down
the line because -- and to pick up the phone, Dr. Haynes, da, da, da, da, and you get a response.

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

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

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

But I say, one thing, Dr. Breaux, it's
really important, when I said two or three, it
wasn't for the entire sector. It is Tougaloo --
I don't know if Tougaloo is in the room, I know
Talladega, but Tougaloo can't go after 32 agencies. That's the point is figuring out what your university's capabilities are and the you focus.

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

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

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

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

I just wanted, as a point of
clarification, not to say that the sector should only deal -- because there are 32 agencies. We as taxpayers support them all. And so therefore, we should be able to participate in them all.

So that's why your framework is critical.

MR. HOLIFIELD: Ten seconds.

CHAIR TAYLOR: Okay, ten.

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

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

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

So good stuff, appreciate you.
CHAIR TAYLOR: All right.

So Dr. Shieh, thank you for coming.

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

DR. SHIEH: Yes. Yeah.

CHAIR TAYLOR: Yeah.

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

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

You know, one is specifically the need for that person power to maintain these relationships, right, and being strategic about what your individual institution has, where you have your strengths and what the needs are from a
particular agency, but beyond the Federal
Government and the needs there.

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

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

DR. SHIEH: Yes.

(Simultaneous speaking.)

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

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

So of course we -- you know, naturally we focus on science and technology policy and primarily working with all of the science research agencies.
And so there are multiple administration priorities. When we think about HBCU competitiveness, first off, what I want to say is when we think about HBCU competitiveness and the -- what do we mean by competitiveness, in my mind, it's making sure that HBCUs are included in the fact that in order for the U.S. to maintain global competitiveness we are making use of incorporating and including all of the talent and the assets that we have invested in as a Federal Government, as taxpayers.

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

But if we don't have every piece connected, then we are going to lose the global competitiveness game. And so this is imperative
because we -- the United States does not have the size and doesn't have the philosophy of having state-sponsored companies.

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

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

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

There's also the National Council for the American Worker. And so the administration's priority and focus on ensuring the American workforce and, again, thinking about workforce very broadly and from the science and technology
perspective when we talk about workforce and if
you look at, for example, our -- the federal
strategic five-year STEM education strategic
plan, when we talk about workforce, we're not
solely focused on the Ph.D. trained scientists
and engineers.

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

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

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

And so we talk -- and the other --
obviously the HBCU competitiveness policy
coordination committee is another piece of this that, again, we want to make sure is part overall.

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

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

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

So when we think about the $150 billion that are invested every year in research and development, how do we make sure that that research isn't just staying as discoveries in the lab but actually makes it out into the marketplace?
And again, this is where we really think about the talent that's needed to unlock all of those discoveries that are in research laboratories and the importance of ensuring that we create an inclusive innovation ecosystem.

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

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

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

And so within that, I also want to point out sort of OSTP, the Office of Science and Technology Policy, what efforts that we've made.
So I referred to Dr. Droegemeier, who's the director of OSTP, the science advisor to the President, proposed efforts to enhance the research competitiveness for HBCUs.

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

So you can find this on OSTP's website. You can go to ostp.gov. And in that research budget priorities memo, specifically HBCUs were called out there.

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

And so there it's supporting partnerships that enhance HBCU research competitiveness. And I also want to say that, you know, part of the overall lab-to-market effort and thinking about partnerships and how we
ensure there is a good partnership is
understanding both -- what the value is to both
sides, both parties, right, and the importance of
maintaining these relationships.

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

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

And for example, ensuring that we are
incorporating the national manufacturing
institutes that were referenced earlier. That's
all a part of it, and so thinking about all those
different pieces and how we support that.
So I'm going to stop there because I really -- I would like to hear more from you. And I realize I should have sent out ahead of time so that you could have seen like what overall we're focusing on lab-to-market, but I'm happy to entertain questions.

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

And then what we will also do is hope to -- we're actually back on time, so we're Okay because we started earlier. We have until 2:00. But I'd like you to present -- make your presentation and then we'll jot down notes and ask any notes. And this won't be the last meeting. So to the extent, Dr. Shieh, that we have questions ad you want to send us a follow-up read and then we have you back, that was -- because this was our work. Okay?

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

CHAIR TAYLOR: Oh, that's right. She
said she had a hard stop. You had to go somewhere. I'm sorry. I totally forgot about that.

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

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

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

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

MR. CLARK: Different from.

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

And so -- so Okay, maybe I will -- I'll give you the five overarching strategies that are pieces of this lab-to-market effort, and then I'll come actually specifically about where
does ICOR fit in.

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

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

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

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

And so -- and the other piece there in administrative improvements is the small business innovation research, small business technology transfer programs.
Hopefully you've all heard of it, and if not, I'll send you lots more information about it, but there -- you know, again, this is a program that cuts across different agencies, and it specifically funds -- you know, it's the seed fund for a lot of startups.

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

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

And so thing like also looking at the
authorities that allow for the government to partner.

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

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

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

The -- we also are thinking about entrepreneurial training for the federal
workforce, both the scientists and engineers at the federal labs, but also -- and hopefully, you know, this gets at the culture change within agencies, but thinking about entrepreneurial thinking and mindset for the program managers who work on all these innovation and entrepreneurship programs to better understand that.

Yeah?

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

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

CHAIR TAYLOR: Yep. Any other questions?

Thank you, Dr. Shieh, for coming, and -- again, I think there are a number of -- once
we get your presentation, I think there are going
to be a lot more questions of like the framework.
We have to memorize what was said to get it, but
there's going to be more conversations around
this because as we tie this all into our three
pillars, this is going to be key. So thank you
for your time.

DR. SHIEH: Thank you.

CHAIR TAYLOR: Appreciate you.

MR. HOLIFIELD: Thank you, Jennifer.

CHAIR TAYLOR: Dr. Alkisswani?

DR. ALKISSWANI: I feel like a kid in
a toy store here on this topic. Not quite sure
where to start with this. I've heard so many key
points that are really related to what I want to
talk about.

I do represent a federal agency.

NTIA, National Telecommunications and Information
Administration, is the key advisor -- principal
advisor to the executive branch with respect to
information communication technologies,
including, of course, spectrum policy.
NTIA also has a vested interest in the expansion, diffusion, and applications of broadband technologies across the nation, and has a particular mandate to serve unserved, underserved, and marginalized communities.

I have been at NTIA since 1995. I've been through two grant programs within NTIA.

I served at Cheyney University for seven years before coming to NTIA, and I've been on the fringes of this topic and discussions for more decades than some of you can probably remember in terms of Dr. Williams -- Dr. Hawkins, I think it is. Is that the right name?

DR. HAWKINS: Yes.

DR. ALKISSWANI: Do I have the name --

DR. HAWKINS: Yes.

DR. ALKISSWANI: -- correct?

DR. HAWKINS: Yes.

DR. ALKISSWANI: I think it was around before his 18-year tenure.

So I'd like to preface my comments, actually, about broadband, in particular, with
respect to this notion of how no -- oh, sorry -- how one approaches federal agencies.

And I have been there during the time in which HBCU presidents would kind of march in to the federal agencies and says what have you done for me lately. And those days just are gone.

A quick -- I don't know how much time I have. So let me say quickly, my experience shows that it might be well to think of -- I'm also a researcher by background, social science researcher. Let me clarify that.

And in talking to potential grantees, one of the key things I always say to them, I've always said, is don't chase the money. If you're looking for grants, you don't chase the money.

What is it, what problem are you trying to solve, also what is your institution's strategy? You all have strategies. You all have a mission, and in some ways, as HBCUs there is a set of cross cutting of mission statements and objectives.
So I'd like for you to think about agencies from the -- federal agencies from the standpoint of what I'm calling collective impact investing and that between and among yourselves where there are particular areas of interest or a particular agenda you would like to advance, then in that -- from that vantage point, you seek out the agencies that have contracting, but more particularly, federal grant opportunities that meet your needs, that meet what you want to do in your communities, what you want to do in your schools.

To address federal agencies from the standpoint of just sort of looking at where their grant opportunities are I think is an exercise in futility, and we will be doing in the next 18 years what we have been doing in the past.

I've advanced and pushed and worked for HBCUs to gather money and contracts within NTIA and increase that over the years from '95 through the last grant opportunity in 2014, and there are some agencies that are forthcoming and
that is true.

When you have a relationship with an agency such as Dr. Hawkins was referring to, and which you've got this good -- it's a one on one. It's -- then it's a personal thing. It's not what is the agency doing. It's what is the relationship with that person doing to help you achieve that goal.

And those are good. I'm not saying you don't want to do that. But those -- that is not the same thing as addressing what you want.

I also have the opportunity to spend a little over a year, thank you, as -- on a detail to the White House initiative on HBCUs. And I had the opportunity to look at agency plans, and what Johnathan says is absolutely correct.

But is it to our advantage to have them give plans with respect to what they are doing or have money or -- available for HBCUs, or is it to our advantage to know what they are offering period and we go after those funds as it
suits us.

    Now, I think everything that goes on here and is said here suits my purpose because I'm selling broadband.

    And I'm -- I want to say I am -- I don't know what -- you know, whether to keep my NTIA hat on or put on a Francine hat. It's kind of hard.

    The Francine side of me wants to say, folks, we want a cyber underground railroad. The NTIA side of me says, Francine, you've been tasked with pulling together a minority broadband initiative for NTIA.

    Now, this is very much like everything you've been talking about. The agency says it wants to do that. But there is no way, let me tell you, that this can be done without the assembled group here.

    So I'm here to solicit and request your help to put together a strategic plan for the agency, one person. And no matter -- I don't care what agency it is, what civil rights office
it is, what set aside there is, if it is not done
in concert with the people it is intended to
serve, I don't believe it is likely to be
successful.

So I'm here to ask you for your
success in that regard. Now, if I could -- I
should stick with my notes.

This -- NTIA has established this
program and it's to build upon NTIA's current
efforts to engage minority stakeholders across
NTIA's various areas of expertise, which I've
told you about.

And so what we're about is broadband
deployment and access, economic competitiveness,
rural prosperity, and 5G deployment to vulnerable
populations in unserved and underserved areas of
the country.

This is something near and dear to my
heart, something I've been working on for many,
many years. So let's make this happen. Let's
make is realizable. Let's hold the federal
agencies' feet to the fire and help make this
work.

We know that historically black colleges and universities, you know, offer specific programming. You have supported economic growth. We know the economic impact as the study and report on economic impact has told us. We know that.

But what is the economic impact of broadband to HBCUs and to the HBCU communities?

I go back and rely on, Johnathan, we all do, the notion of HBCUs being anchor institutions. And there's a whole literature on anchor institutions and back in the day there used to be these university community partnerships and relations.

But I take it quite seriously because HB -- that is why the economic impact study across HBCUs -- sorry -- was important is because it highlights the nature of the vested interest in its community that HBCUs has.

And if you think about that, it is also the case that there is -- that has with it
an imperative to serve the community.

So we want to create -- I want to create, and people have accepted it within the agency, what I'm calling smart HBCUs, and I'm taking that from the whole push these days for smart communities, smart cities.

And before -- I don't want to get ahead of myself here for one thing. And it's interesting to note that you have Johnson C. Smith in Charlotte. There is a smart cities program in the federal government in Charlotte and would you know that the west end where Charlotte is located is precisely the area in which the smart cities project are circumvented.

There is a smart cities project in Greenville, South Carolina, the same thing. We have to be collectively smarter or -- Dr. Dent -- from Jackson State University said, you know, we have to use smart HBCUs to be intelligent users of HBCUs. And so that's what I am advocating.

So this minority broadband initiative will seek to increase smart HBCU leadership
participation. That's all of you.

In the relevant broadband organizations and federal agency committees, why is it that there is not a greater output from federal agencies? Part of it is we aren't at the table.

There is a FCC diversity committee, you, you should be there. There is a -- there are multiple committees across NSF but there is an advisory committee for cyber infrastructure meeting tomorrow, an open meeting.

Why don't we have somebody there? Well, we do. We have one Dr. Deborah Dent from Jackson State who is probably one of three members or represents one of three institutions that's a part of internet, too.

We must become more proactive and my mission here is to make sure that that knowledge is out there and that our institutions are a part of that.

So we want to enhance outreach and participation in federal agency broadband
programs.

There are over 30 agencies or so that fund broadband in some ways. So we don't want to go out to each of those agencies. We want to plan for what makes sense, to go out to which ones of those agencies that best represents it — best represents our interest and ensure your inclusion in the broadband deployment stakeholder ecosystem.

I want to be able to initiate a pilot project, if you will, a demonstration project for some of the things I'm thinking about and get your feedback, too.

But we'd like to have a -- what is it I want to say -- a public launching of the MBI program in November. And I hope you will excuse, I'm not singling out two people, but I am singling out two people solely because it is where my work has gone.

Last year, I was a part of a -- the -- what is called the Carolinas Alliance for Success and Education projects. And that's North
Carolina schools and South Carolina schools.

A part of what I'm thinking of, and it comes out of also the USDA thing we heard yesterday about communities for prosperity. Almost everything you say is dependent upon broadband.

You wouldn't think of turning off the electricity in your schools. Broadband is that electricity. It is that infrastructure, that substructure that's required to prepare the workforce for the future.

It's that substructure that is required to have you continue to meet the future growth of your students.

I don't know quite how to say this other than to say that it is the substructure that's required for the research. When you hold your agricultural schools, your land grant schools, which is where I seem to find an awful lot of research going on, it's necessary to be a part of the research community to share between and among yourselves.
So let's think about doing this on a state basis. Could we think, Dr. Martin -- could we think, Dr. Clark, of looking at your roles as land grant institutions?

Let's think of a collective impact model here where you're a hub -- use a hub and spokes analogy. You're a hub. You've got 10 other schools in North Carolina. That's a potentially powerful cluster there.

You've got 8 in South Carolina, 7 linked. With the proper broadband infrastructure, there's nothing to keep. All the classes and all the courses that the land grant school has and that the other schools have for collectively sharing courses for increasing enrollment for expanding curricula, for building of programs that don't exist is one of the things -- we have a lab at NTIA.

It's a telecommunications lab. It wanted to do outreach. It wanted to get -- work with HBCUs.

Well, I sent them to some of the
engineering schools. But their problems is not
unique to us. They cannot find engineers in
radio frequency engineering because there are no
such programs.

Okay. We've got 16 schools, but you
have that capacity, too, among you. If in fact,
we can build that collective between and among
the schools in each of those states, and use that
same power to connect those 68 or so counties
that I think A&T has for extension centers, there
you have a rural prosperity model that you're
providing in partnership with rural school
districts, whatever other community colleges are.

Now, what's missing? Your state
institutions, you're probably a part of your
state network. We have a -- I'm sorry -- a
variation between and among the schools in terms
of whether it's a faith-based school or whether
it's a private school or if it's a state school.

But there is a possible model for
going after funds that lists all. But if you're
combined in those forces and you're going after
this $600 million reconnect under USDA or the RUS funds or -- I saw Trina in here -- the Department of Energy with respect to building the smart campuses in terms of smart grids and upgrading, if we think of changing our buildings and when you're working with renovations and the like, that you're not -- that you do it with the back of your mind is I'm going to have this building connected. It's got to be a part of my smart campus.

So if we can think of that and maybe help me think through that as a model, that might be replicable.

When I look at Bowie, and I look at Eastern Shore, and I look at Coppin, and I look at Morgan -- I've forgotten the other, but this -- it harkens back to the conversation Johnny and I had, and that is if you look at the abysmal rates of what's happening to our students in the D.C. school are or in inner city schools in general, what if the collective of schools that I just mentioned is -- black schools -- had a
charter to revamp the whole teacher ed program so that teachers are, indeed prepared to teach for present day needs and that in that teacher preparation we go back -- harken back to what we did years ago, are preparing students and can provide a basis for educating the youth in those areas.

Now you're only doing a small number, but that's a start.

CHAIR TAYLOR: Much better.

MS. ALKISSWANI: That's a plan. So anyway, that is some of what I wanted to say to you.

The other is that --

CHAIR TAYLOR: We have about three minutes.

MS. ALKISSWANI: Okay, then I'll hurry. And this is my thought with respect to transformation.

I think this really does call for transformation at the leadership of HBCUs, if I may say so. Not simply change but it is a
cultural change, it is a transformative change
with respect to transforming the organization,
transforming that mind set, the objective of
transformation.

We say it's not just to execute a
defined change, but to reinvent the organization.
We're headed into the fourth or somewhere in
between here with the fourth industrial
revolution. I want us to be relevant with
respect to that.

So my goal is that we cease to be
impotent bystanders as this nation and the world
enters the fourth industrial revolution.

I want us to create the conditions for
critical conversations for inclusion in the
dialogue. For setting policy, for being agents
of social change in our institutions, for being
agents of HBCU transformational leadership. And
for being agents of social change in our
communities.

Now, if we manage to pull together
these clusters where you have, where we begin to
aggregate the sources that are required to do this, whether it's the local politicians, the business and industries, all of the relevant stakeholders with respect to the broad, state broadband network leaders, those are all required to help make this happen. The dialogue has to be between and among those so that we can be at the table with respect to that.

I say the name of the game is change. I think the rules of the game are changing in mid-play. And the rules will continue to evolve as the broadband enabled technologies continue to evolve and enter the market at an ever increasing rate of change.

In rural areas, the electric co-ops have been the key factor in helping to finance and deploy and expand broadband. So, in North Carolina and in South Carolina, in addition to the schools, we bring to the table the electric co-ops and the other vendors.

The agricultural programs need to be a part of precision agriculture. They need
broadband to do that. The rural communities need
to be able to stem the tide with respect to
homework gap.

Many of our students, I've just
learned, also have just, are still trying to get
across the digital divide themselves. So it
really, I come to you now to bring this out, to
ask you to be a part of this.

I would like to see our campuses be 5G
test beds. You're sitting on almost 500 acres of
land on your farm. You just, nearly 300.

Dig once policies. If they're
building new highways, if they're repairing
highways, they should be laying fiber to your
campuses. Part of the grants you want is seeking
conductivity from those points of presence out to
the rest of the campus.

I'll stop.

CHAIR TAYLOR: Thank you.

MS. ALKISSWANI: But I do, I do seek
your support. I do want to say just two more
things quickly. That in launching this, we want
to be able to launch this in November, but we
also want to be able to have a convening of what
I'm calling the MBI multi-stakeholder meeting.

And in this regard, I'd like to be
able to bring all of the key players, all the
stakeholders together. I'm having the agency
bring you together, for such a meeting at NTIA,
so that we can bring to develop policy at the
level of the agency.

And so that there is input at the
agency caucus. So there is something there. And
that there would be a report out of that, with
recommendations. It's standard operating
practice for NTIA to do that.

And I do want to say, it's
unprecedented, I think, for a federal agency to
do, allow me to do what I'm doing. They got
tired of me bugging them and they knew I wasn't
going to retire so they said, let's throw her a
bone.

Well, I don't want to be thrown a
bone, but I am happy to have the opportunity to
work with you and with our other HBCUs. But particularly, you have capacity to set policy.

You have the capacity to make recommendations to the President with respect to this. So I want to be knocking on your doors frequently and seeking your help.

There is no reason we can't use the technology to meet. There is no reason we can't use this technology to do any number of things.

One of the things, other things I want to be looking at is, asset mapping of our schools --

CHAIR TAYLOR: One minute.

(Laughter.)

MS. ALKISSWANI: Asset mapping, this is important.

CHAIR TAYLOR: Just one.

MS. ALKISSWANI: Because we don't know what's there. I've learned an awful lot simply because I've had to dig and look.

CHAIR TAYLOR: Okay. Yes.

MS. ALKISSWANI: But you're talking
about metrics. You talk about metrics. You have to know where we are in order to go forward. We have to know that to even write decent proposals. We have to know that in order to work collaboratively. So we need a mapping of what the information, communication, technologies are on the campuses.

CHAIR TAYLOR: Right.

MS. ALKISSWANI: There are some. They're little pockets. There is some schools of engineering that says no, I'm not going to talk to my CAO.

But we have that. We need to know the technology, we need to know the organizational capacity, we need to know the financial capacities. And that repository needs to be within the HBCU community.

But that needs to be what I'm calling an HBCU broadband match where we can also have industry and business come in --

CHAIR TAYLOR: God bless.

MS. ALKISSWANI: -- and that would be
your resource for everybody to get information and form projects.

CHAIR TAYLOR: My metric is closing this meeting at 2 o'clock.

MS. ALKISSWANI: Thank you.

CHAIR TAYLOR: Okay, thank you so much.

MS. ALKISSWANI: Thank you.

CHAIR TAYLOR: Actually, Ms. Alkisswani, we met a lot of time and I know she is very passionate about this, so I'm quite honored.

I think there is a lot here when we talk about competing for federal grants. The point is, some of it we're just not being competitive for if we don't have the necessary infrastructure, the technology infrastructure, to assure the federal agencies with whom we're working, that we can actually be compliant with all of their security needs, cybersecurity needs, et cetera. So, that's the major takeaway.

But we do have someone in a federal
agency committed to it. The agency is committing resources to it.

So this is just one person that we can get to. If you wanted to take her card afterwards, send her an email, and figure out how your institution might tie into this initiative that is funded.

It's an agency I have never heard of frankly, so this is just one, that's my points is there is so many of them.

I was just looking up, as we now go into a, like a quick overview from the director on HBCU week conference that many of us participated in. But it's just for something to think about.

Reading Wall Street Journal, December 2018. John's Hopkins, which is a private, relatively small university right outside of Baltimore, talking about an opportunity zone, got $2.5 billion last year in federal grants. R&D grant. $2.5 billion, one institution.

So, the reality is, and I went to look
at where they get, they're focus, HHS and DoD.
They know where the money is and they go real
deep into those agencies and they go pull out
$2.5 billion per year.

This is a, the article says, this is
the 39th year in a row, in a row, when they were
the number one university receiving federal
funding, R&D. That's one school. A small
school.

So, we really do have to think about,
in addition to our framework, as our
implementation plan here. Because the resources
are there, it's going to be how we go about this
so that we don't get frustrated and, once again,
find ourselves at this table, or people like us,
a decade from now, frustrated.

So, let's have a, we're going to put
this back on the agenda and start with it,
because long days start to wear you down. But I
think is a really, we're going to get back to
this federal strategy work that Jonathan is
doing, that is so important, and then figure out
the implementation plan.

   But, let me just remind us, we have

about guaranteed 14 months to figure this out.

         MR. HOLIFIELD: Very good. Closing

out the point, it's about, and if I'm wrong, you

guys will have to sue me, about $700 million or

so for HBCU specific programming and anywhere

between $50 and $100 billion of competitive

grants, contracts, collaborative agreements.

        That's what animates this process.

What we're trying to build better bridges toward.

        With that said, a quick wrap-up on the

2019 national HBCU week conference. On the

record, appreciation to my team.

        Especially, Sedika Franklin, who is

our designated federal official right there.

        Yes, let's give her a round of applause.

        (Applause.)

         MR. HOLIFIELD: Tammy Berguson, Elise

Jones, Dr. Haynes is always supporting as well,

the Department of Education team, Jermane and the

rest. Just a great team there as well.
Secretary DeVos, all have been supportive of the conference. Executive office of the President, our federal agencies. One of our members talked about earlier, had over 1,800 registrants, and I do believe that was the most ever registrants we've ever had.

I thought this was our second year, and both years we were impacted by an untimely, as though they're ever timely, hurricanes. And we wish our friends the best who were affected by that. But that may have impacted our numbers.

I think we'll come in around 1,300, 1,400, which again, is a pretty appreciable number as well.

Two hundred and two speakers over the course of two days. About 50/50 men and women. We'll all in for gender equity, isn't that right, Ms. Franklin?

MS. FRANKLIN: Yes.

MR. HOLIFIELD: All right. We had 52 sessions and multiple tracks, depending on the day and time, it ranged from between seven and
nine.

We had overwhelming response from the field. And we ended up with about 90 or so session proposals. We had maybe 48 session proposals last year.

So the field, our institutions, private sector, federal agencies, are all very responsive. This is something, you guys, we all, the field, should be proud of, as well.

Obviously we had Secretary DeVos and Chairman Taylor hosted a wonderful discussion, which really got a lot of great information out. Particularly a lot of interest around the federal student work study experiment.

That seemed to generate a lot of interest as well. Thank you, Chairman Taylor. We got some mileage out of our Chairman, I tell you. He might be mad at us but we got him. We got him good. So thank you, Johnny.

CHAIR TAYLOR: Thank you.

MR. HOLIFIELD: Secretary Perdue from USDA was a great participant and contributor.
And of course, for the first time ever, the President of the United States addressed our conference and our community of institutions.

And I do think this is my lane. What I appreciated about the remarks was the way, a way he talked about the institutions were connected to our national priorities. Through all said and done, if you're outside of where the investment is going, the life span is predicatively short.

If we are aligned with, connected to where the nation is going, we stand a better chance to compete well, contribute value, and importantly, extract value from those processes as well. So that's been our animating force.

And we were pleased that the president described our institutions, not only as a look back, a worthy look back, but also a look forward to the future promise that they hold for our nation. So with that, that's a little wrap-up.

CHAIR TAYLOR: Well thank you. And kudos to you. I mean, this has been quite the
project and undertaking, so, thank you for doing so.

Quickly we want to move to group discussion. There were two subjects, I want to come back to, I know we had two other people with questions, but institutional performance metrics under Title VII. I mean, Title III.

Just give a quick overview of that because I think this is something of specific interest to our President.

MR. HOLIFIELD: Yes. It's a discussion. You know, Title III, and we have a member who has particularly raised this point, and perhaps would like to chime in around this discussion as well, but we think that this body could take up how we can strengthen to improve efficacy to make the case for a Title III in future years.

What kind of expectations, what kind of metrics can, should the administration be thinking about in an advisory capacity that could demonstrate just the, what we would know is the
tremendous impact of that program.

I was asked, and perhaps there may be
some discussion worthy of having among this body,
so we thought we'd approach it today.

CHAIR TAYLOR: Member Grigsby, who
brought it up.

MR. GRIGSBY: I think all of us are
aware of the tremendous importance of Title III
to the HBCU community. It has been since,
particularly since 1992 when it transitioned into
a formula grant program.

It has had significant impact over the
years on our various campuses. And it has
expanded in a variety of ways.

And as the President pointed out
yesterday, his administration has increased
support, more for HBCU's and Title III and one of
the vehicles where that has happened.

But I think you're right, Jonathan,
that there needs to be a view toward the future,
toward developing and assessing appropriate
metrics for assessing impact of that. And also
the fact that, as I indicated, it has expanded over the years.

There is obviously one provision we're aware of that it set to expire at the end of the upcoming fiscal year. And I'm sure that that's being looked at in a variety of ways, to assess the extent to which that funding can continue.

That's the Part F funding, which represents at this point, $85 million for the HBCU community. And we certainly would hope that there can be ways that that kind of funding can continue.

But again, that's based on the establishment of the kinds of mechanisms that allow the institutions, first of all, to assess the impact that the programs are having on their campuses. And even to make recommendations as to how those can be strengthened and expanded so that that impact can be even more significant on the life of the campus and the students that they serve.

CHAIR TAYLOR: President Hawkins.
DR. HAWKINS: Yes, just for clarification. I think that in terms of the subject that we're talking about, I think it is funded for the next fiscal year.

I think what the attempt is, is to get it off the table now --

MR. GRIGSBY: That's right.

DR. HAWKINS: -- and it gives the administration an opportunity to show, again, the strength and support of our institutions. Specifically this Title III discussion that's going on right now.

And I do agree with my colleague here. I think it would lend for looking at some history. Because if you look at the history of Title III, it has been a major source for our institutions.

If that ever got removed, it would be a major impact. A major blow, to our HBCUs. And so, I think, whereas we can document that to further make the case, that every time Title III comes up some flag or some sort goes up
questioning that support for our institutions.

   I think we've got to move that to the point where it is, that it is very much a part of our institutions. And so that when it comes up for re-authorization, that it gets re-authorized without discussion. Okay, because it's been there for a long time.

   And then my final point on that, UNCF has done a deep dive on researching, not just the 37 UNCF schools, but also all of the HBCUs. And so, whether then to reinvent the wheel, Mr. Chairman said, if there is data that's out there --

   CHAIR TAYLOR: Yes.

   DR. HAWKINS: -- let's go grab it okay, and use it so that we don't have to go digging.

   And so, I just wanted to share that with you. And we'll be more than glad to make sure that you receive that information.

   MR. HOLIFIELD: Yes. Let me correct my language. The discussion is not so much about
metrics but proving the efficacy in impact of the program.

Your language was much better than mine, mine was clunky. That's what we're interested in. And interested in how do we continue to demonstrate that explicitly.

It has had that kind of dynamic impact in how do we get that off. So, take that other term out --

CHAIR TAYLOR: Okay.

MR. HOLIFIELD: -- that's not what I meant.

CHAIR TAYLOR: And to your point, in advance, don't wait until we're up against the wall --

MR. HOLIFIELD: Right.

CHAIR TAYLOR: -- trying to get refunding, be able to make the case all along, a narrative that doesn't, isn't reactive.

DR. HAWKINS: Yes, that's right.

CHAIR TAYLOR: Just say --

(Simultaneously speaking.)
DR. HAWKINS: See, we went down this road eight years ago and it was --

CHAIR TAYLOR: Yes, I remember.

DR. HAWKINS: -- my memory was it was 30 days and folks were scrambling, moving, on the radio.

MR. HOLIFIELD: We're there in a sense, but the practical impact is not about to go over the cliff. It doesn't mean you let up in explorations, but we're not at that point.

CHAIR TAYLOR: Mr. Justice.

MR. JUSTICE: Nick Justice. To address that issue, we put on the table a workshop, in six months outside of this forum we can align that question directly to that.

Because if we walk out of that workshop being able to create alignment against some opportunities and then measure it against that, you're ahead of the game right there.

It's aligning just like you said, Jonathan. It's aligning to the national priorities.
CHAIR TAYLOR: Okay. Dr. Breaux.

DR. BREAUX: Just to be clear, when we talk about the, and I echo --

CHAIR TAYLOR: One quick second, I need to make sure you're on record.

DR. BREAUX: This is Amina Breaux from Louisville State University and I'd like to echo the comments that have already been made by my colleagues.

And I'm very much concerned with regard to the timeline. That I would not want anyone to think, because there is another year, that that is a lot of time because we are planning in advance as we're asked to do.

So we need to plan, if that is not going to happen, we need to start to take steps now. And it would be a significant impact to each one of our institutions.

So, I want to underscore the need, first, to move quickly and efficiently and not think about, oh, we have another year. We really don't have that, because we're planning for the
next academic year now.

CHAIR TAYLOR: Well, and one of the
tings that we have, as a body, there are
limitations on what we can do, so I appreciate
the comment that we might have to do this outside
of the context.

But again, I don't think we can
underestimate the power of the advocacy groups.
That is part of the mission of the Thurgood
Marshall College Fund, the United Negro College
Fund and NAFEO, is to get ahead of this because
there is going to need to be conversations with
the executive branch and the legislative branch.

I mean, both of those branches have to
get behind this so that we aren't up against the
wall. So, I'm hoping that both of those
organizations, all three of those organizations
will put that on their list, because as you can
imagine, there are limitations on what we, as the
federal appointed body, can do from an advocacy
standpoint.

MR. HOLIFIELD: Right.
DR. JOHNSON: And to the --

CHAIR TAYLOR: That's Dr. Johnson.

DR. JOHNSON: I'm sorry, Ronald Johnson. To the main point that Jonathan put forth. I think that it would be useful to look at ways to calibrate. And the calibration should not be locked and loaded just based on the impact of Title III as it is currently configured.

Because the reality is that, if Title III is going to be truly helpfully, it should actually map into what the schools need.

CHAIR TAYLOR: Got you.

DR. JOHNSON: And so often, Title III funds have to be utilized because of the way in which the government has dictated the use of those funds.

Title III also is, as one of its mandates, is there to support innovation. And having been in business, I know not all businesses make it.

And so, part of the reason for the innovation piece is that you put the money in
because you're trying to solve a problem. But that did not solve the problem.

And so, there has to be, really, a thoughtful exercise when evaluating and developing the indicators of performance. Because otherwise, you would never have any startup company. So, if you had the standard of performance that is applied to an apple today, okay, you just would not.

DR. HAWKINS: And that's, Mr. Chairman, Billy Hawkins, and that's why I'm suggesting that it might be good to go back and look at some history.

CHAIR TAYLOR: That's right.

DR. HAWKINS: Certainly Dr. Haynes can go way back when there was much flexibility to meet the needs of the institutions. And so, over a period of time, changes were made or more restrictions was put into the branch that lessened the flexibility.

So, clearly agree with the colleague, but I would look at some history and you can see
that flexibility has been there in the past.

CHAIR TAYLOR: Okay, in the interest
of keeping us we have a ten minute public period,
public comment period, so I'm going to turn this
over to Ms. Franklin, our federal official, who
has to do what she does.

MS. FRANKLIN: Okay, so we'll now open
the floor to public comment. As instructed in
the federal register notice, oral comment must be
pertaining to the work of this body today and is
not intended to be a Q&A to the Board.

Oral and written comments will be part
of the official record for this meeting. For
those who have registered with me, I have
submitted your comments to the Chair. He will
call you in order as to first come, first serve.
And you have no more than three minutes.

If your comments are not pertaining to
the work of this Board today, you will be asked
to conclude your comments. At the end of three
minutes, and this is also up to the Chair, up to
three minutes, no more than three minutes, at the
three minutes the mic will be cut off.

Okay, are we ready?

CHAIR TAYLOR: Thank you.

MS. FRANKLIN: Mr. Chair.

CHAIR TAYLOR: The first comment comes from Suzanne Walsh, the president of Bennett College.

MS. FRANKLIN: And, Mr. Chair, a note from the DFO.

CHAIR TAYLOR: Yes.

MS. FRANKLIN: Her comment will be entered into the written record.

CHAIR TAYLOR: Okay. Do I need to --

MS. FRANKLIN: You can read it.

CHAIR TAYLOR: Okay, I can read it.

How can we follow-up on Bruce Katz's idea to have HBCUs as a super asset class or some type of investment group?

That was on question and we're going to follow-up on that in a meeting that will be unrelated to this official meeting. The convening that we spoke of.
And then the second question is, can we also think about having potential investors at the meeting that SHRM is going to convene, potential investors?

And again, not to respond to it, but that was contemplated.

MS. FRANKLIN: Thank you.

CHAIR TAYLOR: The second public comment is from John Jordan, Jr., economic lead. Mr. Jordan.

MR. JORDAN: So, I want to thank the Board. I really wanted to focus on Bruce Katz's understanding in his word, the term platform.

Platform I do believe, and I am stressing this because I do believe the understanding of a platform and how the business functions of it will be very key to making sure that the future of HBCUs evolve in the correct direction.

And what I mean by that is that platform business models are actually killing linear business models. And I mean that
intentionally is that they fundamentally restructure how they exist.

And what the key thing that HBCUs need to be aware of, is how the value proposition is now changing. Platform businesses require a fundamental rethinking of assets to a methodology of exchange. So the question is, what are you all exchanging.

As HBCUs, the real value, and the last point of his first slide was about engagement and understanding that that was the most important metric for the deals. In understanding where deals are found, is actually in the town and in seeing the assets of your students' ideas in a fundamentally different value proposition.

So even switching, and this is going to be a discussion that you all will have to have at your Board level. And the key thing to understand is that the creation of these things, no one has done before.

So the infrastructure has to be built for the first time, you all have to have spaces
for testing these things out in doing it in a way that actually is rapidly learning what works and what doesn't.

And so, in you all's ability to do that, we have to rethink from teaching to co-learning in how do you build spaces where you can do that between town and gown. Understanding that instructing the deals that are going to be opportunity zones, you have to make sure it is very, very key.

This is the most important thing. Is that the currency of this generation is trust, and that you have to make sure that you hold true to the trust of the community that is also going to be contributing to this idea.

Historically, Black communities have systematically been removed, our equity and our ownership. We cannot, the biggest threat that he said inside of these opportunity zones, was that there are no guardrails.

The HBCUs, themselves, are now in a position, as a orchestrator and a organizer of
these networks, to set these structures and to
set the terms. You have to make sure that you
own the trust and the connectivity.

And that's where, what she was talking
about, the infrastructure and ownership of data.
Do that insider, share and value frameworks.
Which make sure that the ownership and the ideas
stay connected to the people and the places that
they come from.

That's my words. Thank you.

CHAIR TAYLOR: Thank you, Mr. Jordan.
And by the way, he's the economic lead for Remix,
the Soul of Innovation, is the name of the
organization that he represents. Thank you.

MR. JORDAN: Thank you.

CHAIR TAYLOR: Rodriguez Murray, vice
president of public policy and governmental
affairs, UNCF.

MR. MURRAY: Thank you, Mr. Chairman,
and to the members of the body, I think that this
has been a well-run meeting.

I want to commend Mr. Holifield and
all of his colleagues for a well-run conference. This was well-done, and it's one for the history books.

I do want to echo the last gentleman, also a Morehouse grad, who spoke about opportunity zones. It's important that our institutions find trusted community partners to engage with as we move forward. And we want to be part of that process.

A note about Title III. We've had a lot of discussion about the timing. Many folks are here may know some of it, but the details of it are this.

We are currently, institutions are currently spending last year's money. They haven't received this year's money yet. And when they receive this year's money, that will take them through much of the next fiscal year.

It's important to note that the federal government is a bureaucracy. Bureaucracies move slowly. And the longer we take, the longer Congress takes to pass the
re-authorization of the mandatory Title III Part

F, the longer it will take the bureaucracy to
administer that funding to the schools.

The reason why Title III is done in
multiple year chunks, is for institutional
stability, as Dr. Breaux stated. And it's
important for institutions to have that
stability, to have long term planning
opportunities, to make sure that we continue,
those of us who are not members of the PBA,
continue to keep up the pressure on Congress to
pass the re-authorization.

In terms of the justification for
Title III, Title III, the funding is so important
to the institutions and the inner workings, and
it should have as much flexibility as possible to
meet the needs of that particular HBCU. HBCUs
are not a monolith, they all do something very
differently. And we need to make sure that that
program continues to respond to those needs.

And we have to make sure that as we
move towards being competitive in this
environment, that we invest in programs like Title III, which help us level a playing field, where institutions, like ours, were behind 250 years. This is the 400th anniversary of us, as a people, coming to this country.

    Other institutions had a 250 year head start where our forefathers help build those institutions.

    CHAIR TAYLOR: I'm going to have to --

    MR. MURRAY: And so we want to make sure that we get to the point of investing in our institutions. Thank you.

    CHAIR TAYLOR: Thank you, Mr. Murray.

Lynn Williams, president and CEO of Bridge Enterprises.

    And I ask, just so that we don't lose time, trying to keep us on calendar, Leonard Haynes, if you could be close to the mic so we don't lose that time. Sorry, Mr. Williams.

    MR. WILLIAMS: Thank you, Mr. Chair.

First, let me commend Mr. Holifield for an excellent, and the Board, and with you, Mr.
Taylor, for an excellent conference.

I represent a small business community and we have a fantastic time over the last three days. Entering things and integrating ourselves with HBCUs.

I just want to speak very quickly on what Virginia is doing as it relates to opportunity zone. We were able to assemble all of the HBCUs together in the last two months.

And the Government has taken a lead in this assimilation, along with, in partnership with Virginia Union University and Virginia State. One private university, one public.

In that assembly he is bringing forth all of the state stakeholders involved. My job was to bring the federal stakeholders.

So we're going to have a very comprehensive, as Scott Turner said, this is not a Democrat or Republican, it's not, it's all about revitalization of our community.

And if you don't know, the states have, I mean, the governors, not matter whether
it's a red state or blue state, they have control of these opportunity zones.

So, Virginia is moving forward, and is very fitting, as you said Brother Murray, in the 400 years, where did they land, they land in Virginia.

So I am under the belief, so move Virginia, so move America. And having said that, let me bring that to you as we bring these HBCUs together. And the date is December the 4th and 5th.

I see over there, my good friend Kelly, she will be there from the Department of Energy, Agriculture will be there, Transportation, HHS. But more importantly, I will bring in closing, our HBCUs need to start looking to become businesses.

And what I mean by that, in the State of Virginia, Hampton University last year became a certified small business. Next week, Virginia Union will become a certified small business.

That's a game changer as it relates to
these private funds looking at you, not as a HBCU, but as a small business. So I would recommend to the Board that we start looking at us becoming certified small businesses. It can be done.

And lastly, as it relates to the executive order, we are getting our Governor, particularly in the State of Virginia, to sign a state executive order --

CHAIR TAYLOR: Yes.

MR. WILLIAMS: -- on HBCUs that will mirror what the federal government is doing. Something to think about. And thank you for allowing me my comments.

CHAIR TAYLOR: Thank you very much. And finally, Leonard Haynes from the Department of Education.

MR. HAYNES: Thank you very much, Mr. Chairman. And I too want to commend and congratulate Mr. Holifield and his staff. And all of you who participated, in what has to be the most successful conference since I ran it.
(Laughter.)

MR. HAYNES: Some ten years ago --

CHAIR TAYLOR: Strike that from the record.

(Laughter.)

MR. HAYNES: -- in the same hotel.

Strike that from the record.

But real quickly, and my comment is about Title III and I'll go through this quickly. Remember, Title III is an institutional grant program, it is not a director's program.

And I say that because too many of our presidents don't understand that, they don't know anything about Title III. And I'm constantly trying to educate them along with Marshal Grigsby.

There are 97 historical Black colleges in the Title III program. It is a formula grant program. There are 17 allowable activities that you must comply with.

But so you know, there is discussion underway, but is not new, about turning the
program into a competitive program. If that occurs, there will be many in the 97 who won't make it. Because they can't compete.

20 percent of the money should go into endowment. And there is important to say, institutions have to do this, but for Title III, where would you be.

We've been trying to get this kind of information. It's not in the comprehensive development plan. They all have to do CDPs. But program staff tell us, the last CDP was cut and pasted and is in the new CDP. That's not helping the process. Because without Title III, as Mr. Murray pointed out, too many of our institutions would struggle mightily, indeed some would have to close.

But it's a leveraging opportunity, Title III, to get you to other things. And that's what it should be for. Not an employment factory.

If you got 17 activities, you have 17 activity directors on the federal payroll. That
creates morale problems in a small institution that's struggling with student enrollment.

I could stand up here all day, but Title III is important. Let's not let it go away, and let's try to keep it from being a competitive program, because of its competition. We're not quite there yet.

CHAIR TAYLOR: Thank you so much. As I wrap this up, I'm going to ask each of the Board Members, and you don't have to if you don't want to, but I'd like to, good form is to go around, since you've dedicated so much of your time today an in between meetings preparing for today, starting with Dr. Breaux, as a PBA Member, any closing remarks?

DR. BREAUX: I'd like to follow on with what you just heard.

CHAIR TAYLOR: I need you to speak into the mic. I'm so sorry.

DR. BREAUX: This has been an outstanding week. Congratulations to Mr. Holifield for an excellent program. The content
was just top of the line.

The opportunities that were available
to the HBCUs during this week were truly amazing.
I'm sorry that some of our colleagues were not
able to make it here because of the weather, but
just know that you opened up many opportunities
we otherwise would not have had possible to us.

We covered a lot of ground. I
apologize for not joining you this morning. I
was with my students at our convocation ceremony,
but I believe this has been a rich discussion
that we should continue on.

And the challenge for this group is to
broaden this discussion and make sure that we're
able ensure that our colleagues understand what
we are addressing here.

There are many critical discussions
that could seriously impact adversely to our
HBCUs. And we need to recognize that and ensure
that they are competitive in the way that
competitiveness is being defined today, times our
changing. They're changing rapidly.
There's a great deal of energy and innovation happening on our campuses. And as a Board, I hope we continue to work on bridging the conversations so that we understand where they are today, our HBCUs are today, and to continue to help them along.

Because without our HBCUs we would have more serious economic issues for this country. And I know we don't want that.

So, thank you for your leadership, thank you, Mr. Chairman, for all that you have done this year and continue to do. And it's a privilege to be a part of this Board. Thank you.

CHAIR TAYLOR: Thank you. Dr. Johnson.

DR. JOHNSON: Again, I also want to say what I said earlier, and that is that this has been really a well-done performance of the team and, Mr. Johnson's leadership.

I also want to point out that it's really important what we're doing here. Because we are currently at a serious inflection point.
Leonard Haynes had pointed out that competition may come to Title III. We also know the U.S. Government budget is not going to be able to sustain any significant increases.

And we also know the reality that at some point a recession is going to happen. And as a consequence, we are at an inflection point where we have to actually address some of the issues.

And certainly John Jordan pointed out one of the key issues. That as an institution of our education, we have to make sure that we are given value for value.

It's great to speak about the lore, the history, the impact in the past, but value for value is what we have to talk about today. And as a consequence, we have to look at the platform.

Last but not least in my comments, I want to applaud Jonathan for the framework. I think of the framework as a Christmas tree.

And those people who are of my
generation who had to dress a tree when they were younger, know how painful it was because the lights all worked the previous year, but you have to spend all day trying to figure out where that bulb was, right?

And so, one of the benefits though of today is that they created parallel circuits. And parallel circuits of course mean that the bulb can go out in one place and you can still use the string.

Why that's important what a parallel circuit is, is that involves a dialogue. It involves me understanding where you're coming from and you understanding where I'm coming from.

And I think that one of the things that, Jonathan, that you've done in terms of the tree, is that you opened it up so that the dialogue can happen as we address the tree. So thank you.

CHAIR TAYLOR: Mr. Justice.

MR. JUSTICE: I'd just like to echo the same comments. This has been a great event
and is a tremendous opportunity to meet a lot of, especially the young students that came to this event, they are tremendous.

I would say that being a guy that's disciplined in history, that there is a tremendous legacy that we're all dealing with that is just rich in culture, rich in our nations value system. And that we need to not neglect that.

But we're standing at the door of a future that's going to be radically different, and we've got to be approaching it with our eyes wide open and taking some very dear guidance from you, ma'am, as our guest today in telling is tomorrow is a different world and we've got to look at it with a different view point and a different language.

And I would say it's a tremendous opportunity to serve with my fellow Board Members here. And I walk away from it enriched every time we gather.

And, Jonathan, for your staff, I thank
them for engaging us between meetings and keeping us current and up to date. Thank you.

CHAIR TAYLOR: All right. President Ellis.

MR. ELLIS: Good afternoon, again. And again, Mr. Taylor, Attorney Taylor, thank you for your leadership.

And great conference. I believe what I saw this time was the building upon this foundation of HBCU competitiveness. And I've seen that as maybe not rolling as fast we'd like, but it's rolling in a positive direction, so I appreciate that focus.

And so, with that said, a couple of things that were mentioned today. The opportunity zones.

And this is my personal preference, is that as we look at these opportunities, we have to, as HBCUs, be the driver of the investments in the projects that we want to happen that serve, not only our communities, but our own institutions. And that these opportunities lead
to sustainable possibility for us.

I was proud to hear the young man early talk about trust and what that means for us in making sure that we trust the people that we form partnerships with. Well, part of that trust is ensuring that everyone can share in not only the positive impact of what opportunity zones provide but also in the capital impact of it. And so, that's important for me.

And then I think the second conversation around federal agencies, and I listened here as we talked about what can be better, what has happened in the past, but I think it's often important to remember balance.

And so, as I talk to federal agencies, I talk to colleagues, we have to be mindful of opportunities for us to improve and provide federal agencies what they see are the missing components that we haven't provide, and vice versa. For federal agencies to listen to our HBCUs, so they can realign their plans and become more creative in how we meet those needs.
So, I just stress the point of balance as we have these conversations.

And finally, my third piece is a question. We've had great conversation, great recommendations, how these manifest into actual policy.

CHAIR TAYLOR: Yes. Dr. Rath.

MS. RATH: This has been an important learning experience, I think, about future challenges. And I just look forward to how fast this group can move to translate so it turns into some really quality experiences for the students and these schools.

CHAIR TAYLOR: Dr. Dawkins.

MS. DAWKINS: Yes. I just want to echo everything everyone has said without saying it again.

But I do want to thank, Jonathan, for what the program with the White House Initiative on the HBCUs, the conference and the quality of the programs offered.

To, John Taylor, for convening us, for
the many programs we have participated in leading up to today. And also, the emphasis on our priority projects, opportunity zones, infrastructure.

Particularly looking at human and technological infrastructure. We really need to give a lot of attention to the human component of that. The ability to do this work is what I'm trying to emphasize.

And then last, I just want to put, just reemphasize what Connie just said about timeliness and implementing many of these projects so we can afford, particularly as it relates to Title III, to wait to act upon Title III.

Because we do need to have mandatory renewal, as well as to increase discretionary funding. And we need to have those discussions now. And within the next six months.

I would say, we need to bring some attention within the next three months. To keep this alive and going.
CHAIR TAYLOR: Yes. President Hawkins.

DR. HAWKINS: Yes, thank you, Mr. Chairman. First, let me congratulate Executive Director Holifield on a successful conference. Heard nothing but positive about this conference.

And I know Dr. Haynes said he was the last one to have a successful conference --

MR. HAYNES: But that was stricken from the record.

DR. HAWKINS: Okay.

(Laughter.)

DR. HAWKINS: So, great conference, and everyone enjoyed it. And please, again, echo to the President, thanks for the shout out on yesterday.

And I hope that we keep the message from the President alive. Because there will be doubters out there and it will punch holes in them. But the facts speak for themselves.

Take it as upon us to make sure that we keep those facts out there. And it's
important, in terms of the successes, that have
gone on in the past couple of years for our
HBCUs.

And I hope that this Board stays
focused on what we've discussed here today. And
I hope that this Board, as we move forward, that
we get results.

I don't want to serve on this Board
and those out there in the public say that, well,
another HBCU Board. Okay, so that I hope that we
stay focus, that we strive towards results.

And, Dr. Johnson, I want to say that
the lights are on, on this current White House
Initiative. Because of this bold leadership
that's going on here.

And so, Jonathan, I congratulate you
on the leadership, your leadership because I know
you know how to win. And, Dr. Taylor, I know
that you know how to win.

And with this bold leadership that's
going on right now, it feels really good to sit
here, to talk about, what we are trying to do is
feel good, to sit here and talk about what
already has been accomplished for our HBCUs.

I have not seen this. This has not
happened in my 18 and a half years as president.
And so, through you all's, through your continued
bold leadership, I just see great things
happening for our historically Black colleges and
university.

So, keep up the bold leadership. And
the two of you have a responsibility to Dr.
Johnson to make sure that not one light bulb
burns out as we move forward.

And so, again, thank you for a great
meeting. And if you would, Mr. Chairman, before
we conclude, if we have more input from the
upcoming meeting.

CHAIR TAYLOR: Yes.

DR. HAWKINS: And I'd like to know
about who's paying the expenses.

(Laughter.)

DR. HAWKINS: So I can plan.

CHAIR TAYLOR: So you can plan.
President Clark.

MR. CLARK: First of all, again, thanks. As everyone has said to Mr. Holifield and Taylor.

And with all the wonderful things that everyone has spoken of, I was saddened that I was unable to make it here for the earlier events, but very glad that I'm here today. And I want to do a very special, special shout out and thank you to Ms. Franklin, who helped make that possible in the winning moments with all the things that we had gone down, down in the southern territories, so to speak.

As we leave here, I'd like for us to keep in mind a few things. And this kind of echo's a little bit of what Dr. Hawkins as said. Let us set goals and let's make sure we measure and track those goals. And let's make sure that we hold each other accountable to make sure something gets done.

CHAIR TAYLOR: Last, but certainly not least, Dr. Grigsby.
DR. HAWKINS: Thank you, Mr. Chairman.

I'm reminded of the time that I spent working
with the U.S. Congress, and one day on the floor
a distinguished gentleman got up and said, Mr.
Speaker, I want you to know that everything that
needs to be said on this topic has been said --

(Laughter.)

MR. GRIGSBY: -- but not by me.

(Laughter.)

MR. GRIGSBY: So, the point is that we
all, in our work, understand the importance of
leadership.

And I want to commend the tandem team
of Jonathan and Johnny for bringing a nuisance, a
vision of energy, and of commitment, to the work
of this body. You embody that and I commend you
for that.

It really is a new day in a number of
respects. And the team that you have assembled,
Jonathan, have been very, very important and
helpful.

I would hope that as we go forward, we
keep in mind that it's important to always keep
up for the importance of developing or suggesting
workable models for our colleagues who are not a
part of the conversation and discussion.

And the realization that every
situation is different. And that there are
different roads that lead to the destination.

And we need to keep in mind that part
of our responsibility is helping others to see
how some of those models actually work as a
result of our deliberation. So, that's a
challenge that I certainly put on myself and
recommend for all of us to keep in mind.

CHAIR TAYLOR: Thank you. And last
but so not least, I'd like to thank you all for
everything that you've done.

My comments as the Chair are pretty
simply. First of all, we have a wonderful Board
of people who bring difference perspectives,
different experiences, et cetera, to the table.

We have presidents, we have former
presidents, we have businesspeople, we have
foundation leads. We have people from majority institutions. North Carolina State for example.

That is the beauty of the diversity that we intended to put together on this Board. And to see it all come together and see all of us work together toward the common good HBCUs is really a wonderful feeling.

And for those who doubted it, they were wrong. And we're going to continue to prove them wrong. And so, I want to thank you all as a collective for all of your efforts.

Secondly, I do want to thank the Staff. The Department of Education, specifically the White House Initiative. They put a ton of work into all of this, so thank you for making us look good.

I have another Staff, though, that I'd like to thank because behind, I'm the guy who stands up, but I have an amazing staff from the Society for Human Resource Management, SHRM, who is not only putting cash, so yes, the bill will come to us for this upcoming meeting, we have
SHRM, the business. And then we have a
foundation, a 501(c)(3) that we fund as a result
of the cash that we kickoff, for lack of a better
term.

So, if I could just quickly recognize
my team. Quick stand. I've got a lot of SHRM
people in the room because it takes a lot of
people to support me. But they are absolutely
amazing, so thank you all for coming and
supporting us.

(Applause.)

CHAIR TAYLOR: Tell them I run deep,
just to in case I need some help to get up out of
here. But seriously, thank you all for
everything that you do.

And I think what it should highlight
for all of us is that, just because you didn't
attend an HBCU doesn't mean you're not interested
and you're not an advocate for these wonderful
historical institutions. There are a lot of
people who are really hoping that we're
successful and want to play a role in it, so
thank you to everyone in this room who are HBCU supporters.

The last piece of business that I have to do before we close this is to discuss our next meeting date.

Now, there is a meeting date that we're talking about. Emily Dickens from my team will be sending you out the notifications that we talked about for the convening of the presidents at SHRM or Gallup's headquarters, but supported by SHRM.

And then secondly, the PBA meetings. So, do we have information about the next meeting?

MR. HOLIFIELD: The PBA meeting is at your discretion and formed by the Board.

CHAIR TAYLOR: Okay. So, in the interest of time I'm going to ask someone from my team, I'm looking at the chief of staff, to send out to each of you all some kind of doodle calendar to make sure that it works.

So, there will be two different
requests. One is for the official meeting of the Board, that's the Government meeting, and then there is going to be the separate SHRM supported meeting. Yes?

DR. HAWKINS: Yes, Mr. Chairman, so if by chance we don't meet before the first of the year, you all, the Board will be receiving an invitation from Talladega College, to give you an opportunity to see an actual agency work with an HBCU, that we've had tremendous success with USDA, the ribbon cutting of two new buildings on our campus that was actually --

CHAIR TAYLOR: All right.

DR. HAWKINS: -- funded, approved by the USDA.

(Appause.)

DR. HAWKINS: Thank you. And that will happen the first of the year, and I hope that you all will be able to come and see that.

CHAIR TAYLOR: Yes. And let me just say, my goal is for us to have the meeting before the end of the year.
DR. HAWKINS: Okay.

CHAIR TAYLOR: If in fact this time is quicker than we've all challenged us to deliver, so I think we're going to have to have another meeting. But there is also this federal register stuff that you have to comply with. So we'll get to work on that.

DR. HAWKINS: Okay.

CHAIR TAYLOR: Yes.

MR. CLARK: I'm glad Dr. Hawkins mentioned that because I also have to give props to the USDA because this year we will be doing two ribbon cuttings on two buildings. And we've started the third building --

CHAIR TAYLOR: Wow.

MR. CLARK: -- based on support from USDA.

MR. HOLIFIELD: Now wait a minute, Mr. Chairman, I needed some of that earlier in this meeting.

(Laughter.)

MR. HOLIFIELD: You all just --
CHAIR TAYLOR: Well, you end on a positive note, that's what you do.

(Laughter.)

MR. HOLIFIELD: Yes.

CHAIR TAYLOR: This was staged, right?

(Laughter.)

CHAIR TAYLOR: So I'm going to request a motion to adjourn this meeting?

DR. BREAUX: So moved.

CHAIR TAYLOR: Dr. Breaux. I have a second?

MR. JUSTICE: Second.

CHAIR TAYLOR: Mr. Justice. All in favor?

(Chorus of aye.)

CHAIR TAYLOR: Assuming none said no, we're out.

(Laughter.)

CHAIR TAYLOR: Thank you all very much.

(Whereupon, the above-entitled matter went off the record at 2:27 p.m.)
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CERTIFICATE

This is to certify that the foregoing transcript

In the matter of: White House Initiative on Historically Black Colleges

Before: US DED

Date: 09-11-19

Place: Washington, DC

was duly recorded and accurately transcribed under my direction; further, that said transcript is a true and accurate record of the proceedings.

__________________________
Court Reporter