

TRANSCRIPT OF PROCEEDINGS

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PRESIDENT'S ADVISORY)
COMMISSION ON)
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ON AFRICAN-AMERICANS)

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P R O C E E D I N G S

(9:08 a.m.)

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3 CHAIRMAN HRABOWSKI: Again, I'm delighted to
4 call this meeting to order. This is the President's
5 Advisory Commission on Educational Excellence for
6 African-Americans.

7 I am asked to call the roll first. I'm
8 Freeman Hrabowski, serving as Chair of the Commission,
9 and I'm here. Let me call your name. If you would
10 say here, I'd appreciate it. Albert Dotson.

11 MR. DOTSON: Here.

12 CHAIRMAN HRABOWSKI: Sharon Lettman-Hicks.

13 MS. LETTMAN-HICKS: Here.

14 CHAIRMAN HRABOWSKI: Angela Glover
15 Blackwell.

16 MS. BLACKWELL: Here.

17 CHAIRMAN HRABOWSKI: Robert Ross by phone.
18 Is Bob on the phone?

19 FEMALE VOICE: No, he's not.

20 CHAIRMAN HRABOWSKI: Okay. Barbara Bowman.

21 MS. BOWMAN: Here.

22 CHAIRMAN HRABOWSKI: Gwen Boyd.

23 MS. G. BOYD: Here.

24 CHAIRMAN HRABOWSKI: James Comer.

25 MR. COMER: Here.

1 CHAIRMAN HRABOWSKI: Akosua Barthwell Evans.
2 MS. BARTHWELL EVANS: Here.
3 CHAIRMAN HRABOWSKI: James Freeman.
4 MR. FREEMAN: Here.
5 CHAIRMAN HRABOWSKI: Doris Smith-Ribner.
6 MS. SMITH-RIBNER: Here.
7 CHAIRMAN HRABOWSKI: Tykiah Wright.
8 MS. WRIGHT: Here.
9 CHAIRMAN HRABOWSKI: Michael Lomax.
10 (No response.)
11 CHAIRMAN HRABOWSKI: Walter Bumphus.
12 MR. BUMPHUS: Here.
13 CHAIRMAN HRABOWSKI: Brian Marks.
14 MR. MARKS: Here.
15 CHAIRMAN HRABOWSKI: And David Johns.
16 MR. JOHNS: Here.
17 CHAIRMAN HRABOWSKI: Very good. We are --
18 MALE VOICE: Chairman, you didn't call Ron
19 Williams.
20 CHAIRMAN HRABOWSKI: I didn't call Ron
21 Williams? It's not -- okay. It needs to -- all
22 right. Ron, I'm sorry. It wasn't here on the list.
23 Ron Williams. And you are certainly a member of the
24 Commission. Let it be said again. Yes. Very
25 important.

1 MR. WILLIAMS: Make sure you're paying
2 attention.

3 CHAIRMAN HRABOWSKI: Would never want to
4 leave you off. Thank you very much.

5 It is an exciting time for us to have a
6 chance to think about the status of African-Americans
7 and education in our country. You've all read the
8 Executive Order. We have the opportunity to look from
9 birth all the way through adulthood.

10 We saw in that Order, most important, that
11 while we have made progress in some ways with
12 percentages graduating from college, that we have
13 major issues in terms of high school graduation rate
14 and dropout rates and the relationship between those
15 rates and employment rates and other achievement gaps.

16 And most important, what we will be doing is
17 looking at a number of those issues and developing a
18 report that will go to both the Secretary and to the
19 President since we have been given this charge of
20 advising both.

21 And I would think that our challenge is to
22 do what Jim Collins called the genius of the and
23 versus the tyranny of the or. What am I talking
24 about? Is it a matter of focusing on one thing and
25 trying to get a lot done versus the notion of looking

1 at major issues where we have expertise, making
2 statements of one type over another about what kinds
3 of things might be done on the one hand while
4 deciding, even as we look at a variety of issues and
5 make some statements, that there is some particular
6 area where we can make a big difference in the short
7 term.

8 You represent some of America's finest
9 thought leaders. You have expertise in different
10 areas. It makes sense that we would work to ensure
11 that we learn from all of you about your areas and
12 your reactions to what's going on right now as we look
13 at the data, as we think about what the Department of
14 Education and other national agencies are doing.

15 So keep that idea in mind, that our
16 challenge is to look broadly at some of the issues
17 while we decide where we can make a special emphasis
18 and on a short term basis.

19 With that, I am delighted to turn it over to
20 our executive director. I should tell you that there
21 will be an opportunity after we get the opportunity to
22 hear from some of the people today and as we get a
23 chance to think about this idea of where we want to
24 focus our attention, there will be an opportunity for
25 the public to comment at 3:30. Individuals wishing to

1 address the Advisory Commission have three minutes
2 maximum on a first come, first speak basis, and they
3 can sign up with Kalala Harris at the registration
4 table if anyone's interested in doing that.

5 With that, I'm delighted to introduce David
6 Johns. I want to commend David, as the Executive
7 Director, and the staff members who have been very
8 involved in a number of initiatives around the nation
9 over the past year. We are looking forward to working
10 with him and his staff.

11 David?

12 MR. JOHNS: Good morning. I'm going to be
13 especially and exceptionally brief this morning. I
14 just want to say welcome to all of our President's
15 advisory commissioners, and welcome to all of you who
16 have taken time out of your busy schedules to join us
17 as we have this conversation as well.

18 For the last year we have worked very
19 diligently to lay a foundation upon which this
20 Commission will continue to build, and this is the
21 start of many conversations to come. So again, I just
22 want to say welcome and thank you.

23 CHAIRMAN HRABOWSKI: Very good. So are we
24 ready now to have our guests, David? Okay. All
25 right. So we will have the framing of opportunities

1 to accelerate African-American educational excellence,
2 and we will have this opportunity to have the
3 representatives from the Department of Education who
4 are here. Okay. All right.

5 And most important, we will get a chance to
6 listen to much of the data analysis that has been done
7 by the Department of Education based on a number of
8 questions that will come up. And we will be looking
9 at such matters as college readiness and career
10 readiness, college costs, some issues involving STEM,
11 early learning, and also some issues involving boys
12 and men of color as time goes on.

13 And we will be doing all of that during the
14 period from 9 until 12. And we will have a break then
15 and we'll come back, and then we'll have a discussion
16 with members of the Commission who will have a chance
17 to talk about your particular interests on some of the
18 discussion we had last night at dinner but in a formal
19 way and the areas where you'd like to see us spend
20 some attention as we think through our plan, and most
21 important, this balancing between addressing a number
22 of issues and seeing how we can leverage what we know
23 and resources of Department of Education with others
24 around the country. It will be very important.

25 It's now my pleasure to introduce the Deputy

1 Secretary. You're trying to -- we're working to get
2 somebody from the Department of Education. That's
3 what's happening. So I'm stalling for a moment, all
4 right? Presidents know how to stall. College
5 presidents know how to stall all the time, all right?

6 Let me ask if there are any questions anyone
7 has at this point. We talked last night just broadly
8 about the general challenges that we face, and I'll
9 throw this out for everybody to think about.

10 The President of the country and Secretary
11 Duncan have talked about college readiness as a
12 primary goal. One of the points made last night by
13 different people is that we might want to think about
14 the significance of development all the way from birth
15 on as a way of preparing people for college, that it
16 doesn't start in high school, it starts all the way
17 back.

18 And so such issues as the training of
19 teachers we'll talk about, the possibility that we
20 need to think about the relationship between the
21 academic skills development and the other
22 developmental issues that are the case in the early
23 years. From the pre-K all the way back to birth, the
24 elementary and middle high school, the high school
25 efforts, will all have an impact on who can and will

1 make it in college.

2 We mentioned the fact last night that people
3 who have to start with developmental education in
4 college have a small chance right now of graduating
5 from college. The question is how do we increase the
6 numbers who won't have to have those developmental
7 courses and how do we deal with the fact that when
8 they're there we need to be more effective in working
9 with them to help them to get those two- and four-year
10 degrees.

11 We also talked about the fact that we have
12 different kinds of institutions in our society where
13 we have large numbers of African-Americans: HBCUs,
14 two-year institutions, predominantly white schools,
15 and the question is how are they doing and what kind
16 of support do the institutions need in order to be
17 effective.

18 Questions or comments from any Commission
19 members about the approach of our work or, even more
20 important it seems to me, any considerations as we go
21 through the day?

22 We are waiting right now for somebody from
23 the Department of Education, and I'm going to suggest
24 if they don't come soon that we might just want to go
25 ahead with our work and to stop when they get here. I

1 think that might be better if they're not there.

2 David? Yes? I'm sorry. Al? Please.

3 MR. DOTSON: Mr. Chairman, just a question.

4 CHAIRMAN HRABOWSKI: Yes?

5 MR. DOTSON: How would you like us to
6 proceed with respect to our guests? Are we just to
7 hear their remarks, or if we have questions, would you
8 like us to hold them until later?

9 CHAIRMAN HRABOWSKI: When our guests speak
10 this afternoon you mean?

11 FEMALE VOICE: This morning.

12 MR. DOTSON: This morning.

13 CHAIRMAN HRABOWSKI: This morning? No, no.

14 I think we should take the time this morning when the
15 guests, when we have people from the Department of
16 Education, when they say things, if we have questions,
17 for this reason.

18 And I've been working with David, meeting
19 with the Secretary fairly regularly, and the idea is
20 that this should be an iterative process. They will
21 tell us some things that we might find not just
22 interesting but thought-provoking, which will lead us
23 to have other questions. And as a result, Al, I would
24 say we should be talking about those questions and
25 asking them for more data if that's what we need, more

1 analysis or -- is it that I'm too close to it?

2 (Microphone feedback.)

3 CHAIRMAN HRABOWSKI: Very good. So, yes, we
4 should be doing that. Uh-huh. Again, if anyone wants
5 to sign up for the public sector at 3:30, please see
6 Kalala. Other questions? Yes, Angela?

7 MS. BLACKWELL: I just had a very quick
8 question, very self-serving. Could you say who that
9 wonderful quote is from about the genius of and and
10 the tyranny of or? That's amazing.

11 CHAIRMAN HRABOWSKI: Yes, yes, yes, yes.
12 Yeah, yeah. Jim Collins. Thank you. That's a great
13 way to stall too. Thank you so much for giving me
14 that opportunity. I really appreciate that. Amen.
15 You are such a facilitator. But Jim Collins who wrote
16 *Good to Great* and *Built to Last*.

17 And my campus at UMBC uses it a lot because
18 people were fighting for years about whether we were
19 more interested in the teaching or the research. And
20 the tyranny of the or is when we say, well, are we
21 going to do this or this, right? Are we going to just
22 focus on one thing or are we going to just go through
23 all of the major challenges African-Americans face?

24 Well, the Executive Order did talk about a
25 number of areas obviously. And what I'm suggesting --

1 I thought about it last night -- is that we think not
2 just about the tyranny of the or, one thing or a lot,
3 but rather the genius of the and, meaning that we
4 should on the one hand have a deeper understanding of
5 particular areas where we have expertise here and make
6 some statement about what needs to be done.

7 Not that we will have all the time to do it,
8 but let's say what we can say, whether it's about the
9 production of teachers or it's about how the
10 developmental work should be involved or, as we were
11 being enlightened last night, this difference between
12 early childhood education and what might be happening
13 versus daycare. You see? There's some things we can
14 say and we'll be talking about some of that.

15 But at the same time, we can decide that
16 there is an area or a theme that we can have in which
17 we can talk about how these different aspects feed
18 into that theme. If the theme is college readiness or
19 college completion or whatever, the relationship
20 between quality of teachers and what happens in the
21 first years to what happens in middle school to what
22 happens at the college level. So the genius of the
23 and is what I'm suggesting. Jim Collins. Okay.

24 Yes, Akosua?

25 MS. EVANS: Yes. I think one of the things

1 that was very impressive last night was kind of
2 bringing together so many different types of expertise
3 regarding education on different levels. Not only if
4 we thought of preschool through graduate school but
5 also thinking of different parts of the population
6 with their specific educational needs and how we will
7 address all those different needs.

8 So for veterans, for adults who are going
9 back to get the skills they need to kind of reenter
10 the workforce, for those who are incarcerated, et
11 cetera. And so I think that's going to be a very
12 interesting discussion today.

13 And I think another thing I extrapolated
14 last night was a strong desire to bring together all
15 of these skills and expertise so that we actually have
16 an impact. So I think most of us, we applaud writing
17 a report, but really what we're looking to do is to
18 make a difference, and so I thought that was a very
19 encouraging theme from our discussion last night.

20 CHAIRMAN HRABOWSKI: That's an excellent
21 point. You know, I was thinking as we were talking
22 last night and as different people talked, David
23 continued to remind me of different initiatives of the
24 Federal Government. For example, when we talked about
25 veterans, I had not known about a program focused on

1 troops to teaching, for example. I mean, I think
2 while a few people may know about that, many do not.

3 One of our roles may be to lift up those
4 efforts and initiatives that seem very impressive to
5 us to see how we get the word out and find ways for
6 other organizations and others to take advantage of
7 what's there. I know that when the White House
8 initiative folks have gone around the country they've
9 been able to tell people about different initiatives
10 that they didn't know about that would be very helpful
11 to them. So part of making a difference sometimes is
12 figuring out, okay, how do we make sure people take
13 advantage of what's there?

14 On the other hand, when we see something
15 that may be of concern to us or something that we
16 could think of ways it might be more effective, we
17 might make a suggestion to the Secretary or somebody,
18 have you thought about considering this amendment to
19 what you're doing right now.

20 MS. EVANS: And I think one of the things we
21 talked about in our questions was networks.

22 CHAIRMAN HRABOWSKI: Yes.

23 MS. EVANS: And so one of the networks I
24 would suggest as well, I have the honor of being on
25 the Advisory Board of the Student Veterans of America,

1 which just had its thousandth chapter. It's the
2 largest representative of student veterans.

3 So I think everyone around the table has
4 different organizations that we work with, and as we
5 bring those together -- because I think the other
6 thing we talked about is articulating sort of the
7 business case and the national mandate for excellence
8 in education by African-Americans and making this a
9 national concern. It's not just an African-American
10 concern.

11 CHAIRMAN HRABOWSKI: Excellent. I think
12 you're absolutely right. I really do. Other comments
13 from people?

14 Yes, Barbara?

15 MS. BOWMAN: I think in addition to our
16 concern with education we recognize that schools are
17 embedded in communities and that we need to be
18 concerned about the kind of support schools are
19 receiving both at the pre-K and the elementary and
20 high school and college level, that we are embedded in
21 communities and we need to care about making alliances
22 with other people, organizations to make sure that
23 that support is in place.

24 CHAIRMAN HRABOWSKI: I think it's an
25 excellent point. There's such variation across the

1 country, even across the states sometimes in the level
2 of support that education receives, and sometimes
3 identifying what's working and the impact of what's
4 working on that community is something we need to do
5 in order to get others thinking about the
6 possibilities.

7 I'll give you just one example. In my state
8 in Maryland where large numbers of elected officials
9 really do get the significance of educating all
10 children, college presidents are asked to talk at the
11 legislative hearings about our emphasis on bringing in
12 low-income students and our success with low-income
13 students, many of whom are students of color,
14 including African-Americans.

15 Just that act of presidents being asked to
16 talk about that, to write about it and to be prepared
17 to talk about what we're doing to make sure we are
18 including that group in increasing numbers and being
19 effective with that group leads to more emphasis on
20 campuses in identifying students and being creative in
21 finding students and then in listening to the voices
22 of that population.

23 The same thing with veterans. Our
24 lieutenant governor, who is running for governor,
25 would be our first African-American governor, is a

1 veteran, and so he has met with college presidents to
2 talk about what are you doing on your campuses right
3 now, how can we listen to their voices and be even
4 more effective. And many of those veterans, as you
5 know, are African-American. So it does help to do
6 that.

7 Other questions and comments? Let me throw
8 out a thought and you can tell me when -- okay, great.

9 When you talk, would you please remember to turn your
10 mic on? I'm not doing that yet, so let me -- he was
11 being very nice and saying remind Commissioners. It
12 was his nice way of saying for me to do it first, all
13 right?

14 One thing I want us to think about, and this
15 goes back to the genius of the and versus the tyranny
16 of the or. While it is very important that we
17 identify the challenges we face and the problems,
18 dropout rates or whatever, I do, and I want any
19 comments about this, think it's important to say
20 whatever it is that's working well.

21 I think when the black community, when
22 people see in the report of whatever we're saying,
23 yes, we want to talk about the issues, but if there
24 are opportunities to talk about some things that are
25 working well, where our students are succeeding, I

1 mean, let's just wait a minute. We're talking about
2 this past 60 years. In the '60s, about 3 percent of
3 African-Americans had college degrees. Today it's
4 almost 20 percent. You know, nobody can deny that
5 that's a big difference. More professionals of all
6 types. I think it's the kind of difference that would
7 suggest we can do much more. You get my point?

8 But you've got to acknowledge. It seems to
9 me it's important for us to acknowledge the progress
10 that we've made and to use that as a way of spring
11 boarding to the next level. So it's again the genius
12 of the and. Progress and much more to do. Let me
13 know how you think about -- yes, Ronald, since we had
14 you on the list that's here.

15 MR. WILLIAMS: You didn't have me on the
16 list. I think one of the issues, and I didn't mention
17 this last night, though I was thinking about this, is
18 the issue of the thousand points of light metaphor
19 versus the issue of scale because we spent a lot of
20 time talking about what works.

21 Often what works works in a very small
22 setting, and nobody seems to have solved the problem
23 in education of moving from those small successes to
24 the issue of scale. I was wondering if one of the
25 things that we ought not to engage in is a

1 conversation and maybe even get some people outside of
2 education who actually move things from small
3 projects, demonstration projects, to scale to have us
4 think through any of these individual successes that
5 we see, often small, how we can move those to scale.
6 I think a significant conversation about that in
7 relation to what's working would probably be useful
8 for us.

9 CHAIRMAN HRABOWSKI: I think you're
10 absolutely right. I would suggest that the foundation
11 world, which is mentioned, quite frankly, in our
12 Executive Order, would be very important. David and
13 his colleagues have been working with a number of
14 foundations. I do know that the Gates Foundation is
15 focusing some effort on replications, and there are
16 some examples of moving to scale up in looking at the
17 relationship between two- and four-year institutions.

18 And we need to see what scale-up efforts are
19 going on right now, who's involved, what foundations
20 and others, and how we even make suggestions about the
21 need for greater collaboration between the
22 philanthropic community, the Department of Education,
23 and other places to see what they're doing right now.

24 Somebody like Jim Shelton worked at one point for the
25 Gates Foundation, so he's well-aware of that.

1 MR. COMER: Just, I'd like to add one
2 word --

3 CHAIRMAN HRABOWSKI: Yes, yes. Please.

4 MR. COMER: -- to the scale.

5 CHAIRMAN HRABOWSKI: Yes?

6 MR. COMER: It's also sustainability. And
7 that's a big problem because many good projects moved
8 up to scale then don't last.

9 CHAIRMAN HRABOWSKI: Yes. Yes. Yes. Which
10 makes a lot of sense. It really does. We have three
11 members, am I correct, who are here from, and I'm
12 going to ask David to introduce them since he knows
13 them better than I do, and since I can't read his
14 writing, all right?

15 MR. JOHNS: You all also have bios in your
16 binders. I'm going to invite Jamie Studley. She's
17 the acting Under Secretary of Education. The Deputy
18 Under Secretary of Education. I'm not going to read
19 the bio, but thank you.

20 Johan Uvin. He's the Deputy Assistant
21 Secretary of Policy and Strategic Initiatives in the
22 office of Career, Technical, and Adult Education.
23 Thank you for joining us, Johan.

24 MR. UVIN: Good morning.

25 MR. JOHNS: And Mark Mitsui. Mark is the

1 Deputy Assistant Secretary for Community Colleges'
2 Office of Career, Technical, and Adult Education.

3 CHAIRMAN HRABOWSKI: Thanks.

4 Welcome to all of you.

5 MR. JOHNS: I think we're also going to
6 invite up at this time as well Zakiya Smith. Did I
7 see Zakiya walk in? Yes. Perfect. Zakiya is a
8 friend to this Administration and this Department.
9 She is the strategy director for Lumina Foundation.

10 MS. SMITH: We're going to make this table
11 work for four.

12 CHAIRMAN HRABOWSKI: All right. Very good.

13 MS. SMITH: We're all good at that, right?

14 MR. JOHNS: In Washington, the first thing
15 you learn is that you must be flexible, so we
16 appreciate you all being flexible.

17 And so the hope here is that you each will
18 spend a little bit of time talking about your
19 portfolio, sort of framing opportunities for this
20 Commission to think about the investments they can
21 make, primarily in the post-secondary space, again
22 acknowledging that there are linkages at each point of
23 students' transition and maturation through the cradle
24 to career pipeline.

25 So we'll start with Jamie. We'll then go to

1 Johan, Mark, and then we'll conclude with Zakiya,
2 leaving time for conversation as well.

3 CHAIRMAN HRABOWSKI: So why don't we, as
4 David is saying, we'll have our questions after you
5 all finish.

6 MS. STUDLEY: Excellent.

7 CHAIRMAN HRABOWSKI: Thank you.

8 MS. STUDLEY: And I could choose the two-day
9 description of the work and dive very deep, but what I
10 think is really important is to take advantage of your
11 presence and your wisdom and get quickly to what you
12 want to talk about and take this where you would like
13 to go.

14 We could not be more delighted to have this
15 Commission here and to have the opportunity to benefit
16 from your insights. I will sketch out just a few of
17 the critical programs.

18 I know a few of you. I have been taught by
19 Angela's lessons and served with Ron on a commission,
20 and we won't even get into how Freeman teaches every
21 college president how to raise money across the
22 country. And I look forward to meeting those of you
23 that I have not had the opportunity to meet and work
24 with beyond my department colleagues as well.

25 It's in some ways hard to speak about the

1 Department's work for African-Americans because as we
2 drive toward opportunity and focus our work on cradle-
3 to-career educational opportunity, the objectives for
4 complete and effective participation by African-
5 Americans at every stage and moving us to a place
6 where we no longer have statistics about differences
7 and gaps and spaces and shortfalls but are actually
8 all moving together to educational opportunity and
9 success means that it's on the one hand hard to tease
10 out and on the other hand absolutely essential that we
11 do so because we do have those gaps and those
12 differences.

13 And so we need to both interrogate
14 everything that we do to make sure that opportunity
15 for African-Americans is at the front and center of
16 what we're doing and, when necessary, to say what do
17 we have to do that's focused, targeted, special,
18 different, because the situation, the needs, the
19 chances to make a difference come in a category in
20 which we should pay special attention.

21 So, in something like First in the World,
22 which is a \$75 million program in this year which we
23 will be announcing soon and will create an opportunity
24 for people to seek grants from us for projects that
25 advance innovations in learning and cost containment,

1 there are funds set aside within that initiative for
2 minority-serving institutions.

3 And of course we sometimes deal with special
4 populations through the schools that serve them,
5 sometimes deal with them everywhere where they attend,
6 sometimes deal with people by neighborhoods, like the
7 Promise Neighborhood Program, which is a focused
8 initiative on geography, but you will note that zip
9 code is too often destiny, and so that's another way
10 in which we've created an initiative and a set of
11 priorities that will ultimately serve African-
12 Americans in many of those communities where we have
13 those neighborhoods. But it doesn't have that word on
14 the door, but it is part of the broad initiative to
15 move in these directions.

16 I'm going to pick out a few other items to
17 mention that move in our broad priority toward
18 educational opportunity that focuses on African-
19 American achievement.

20 Within the White House College Summit, a
21 very vivid event that the President and First Lady had
22 in January, issues that are of interest and importance
23 to you were very much at the center: pipeline,
24 effective academic preparation.

25 My colleague, Mark Mitsui, will talk more

1 about how we would like someday not to use the word
2 remediation because that's not a barrier and a
3 stopping point, where we have preparation that flows
4 smoothly all the way through the spectrum.

5 But until that day it's important that we
6 concentrate on remediation, persistence, and
7 completion. And we will be continuing that project
8 with a second year that will both scale up and very
9 substantially broaden the circle of institutions and
10 issues that can participate.

11 Some of you may have seen the tape, some of
12 you I believe were there at that event and heard the
13 First Lady and the President, but in this case
14 particularly the First Lady, speak very movingly about
15 her educational opportunity and of going to an
16 institution that was not yet ready to offer her a
17 completely friendly climate. She was very candid
18 about the pluses of what she was able to secure from
19 her alma mater, Princeton, and where it fell short and
20 where she hopes other institutions will be able to
21 advance their ability to welcome, serve, and graduate
22 students across the board.

23 I'm going to leave to my colleagues to talk
24 primarily about the vocational and career education
25 issues, but I want to mention them because they are so

1 central. When we talk about college going, which is
2 the particular work of the Office of the Under
3 Secretary, the post-secondary arena, we want people to
4 hear college in every respect. The more cumbersome
5 word is post-secondary education.

6 But we want you to see community colleges.
7 We want you to hear the voice of the 40-year-old
8 student and the 35-year-old part-time student as much
9 as the traditional college-age student that the First
10 Lady was describing when she talked at that summit.

11 We have aspirations that we want you to know
12 about that reveal our values, as expressed in the
13 budget proposals for next year. They have a huge
14 hurdle. They have to be passed by our Congress.

15 Since I'm in this chair because our fine
16 nominee for under secretary has not been confirmed by
17 that same Congress, I'm not my usual optimistic self
18 about the speed of having great ideas that would serve
19 the American population being passed by the people
20 whose dome I can see out my window every day, and I
21 despair sometimes of what they're failing to
22 accomplish there that they could.

23 But to give you a sense of the things that
24 we believe are important that are embodied in that
25 budget, there's a proposal for college opportunity

1 grants that would reward institutions that enroll high
2 proportions of Pell students and then increase the
3 reward to those that go beyond that and further
4 increase completion by Pell-eligible students.

5 So that's another one of those programs. It
6 doesn't say African-American on the front, but we know
7 that that is a critical resource and pathway to allow
8 people to be able to go to school and that African-
9 American college degree attainment really is advanced
10 or handicapped depending on our ability to provide
11 resources.

12 Just one more example in that regard.
13 Eighty percent of American post-secondary students
14 attend public institutions. Eighty percent. That's
15 very high. So it means that we're tremendously
16 dependent on the collaboration among the federal
17 government, families, institutions, and states to be
18 able to support higher education in a way that let's
19 people both attend and graduate without crushing debt
20 burdens.

21 And as the states have disinvested, the
22 federal government has been unable to make up that
23 difference. It's a huge gulf, with the result that
24 families have had to make up the difference or people
25 have not been able to attend at all if, for example,

1 their state just shrinks places in school, as we
2 Californians observed in our state's government.

3 So we have a proposal to incentivize states
4 to reinvest dollar for dollar, putting \$4 billion on
5 the table if this legislation could pass, if states
6 would match that and reinvest in their institutions at
7 every level, from community college on up.

8 So it gives you an idea of the ways that we
9 would like to see ourselves move to rebalance the
10 support so that as we try and increase the pipeline
11 from early childhood education, which is critical and
12 is the central budget proposal of this Administration
13 in education, move people forward, that the door to
14 college is open when they get there.

15 As I said, I'd really be interested in
16 talking with you, and I think one of the things that
17 you can help us do is think about the collaborations
18 that Freeman mentioned and that the Secretary talks
19 about when he says often we don't have to do this
20 alone. We can draw on the wisdom of others. We can
21 stand on the shoulders of people who have gone before.
22 We can let our good ideas infuse other projects.

23 So, for example, this initiative's interest
24 in information for people on their way to college, for
25 African-Americans with a -- that really addresses the

1 questions, the family's needs and interests is
2 something that we can do collectively and be stronger
3 doing it together than we would be if anyone did it
4 alone.

5 With that, I'd really love to let my
6 colleagues do their introductory pieces so that we can
7 leave plenty of time for you, but to tell you again
8 how much we value your service, welcome your agreement
9 to take on this responsibility, your Chair in
10 particular, those of you who are traveling long
11 distances to be able to participate. For not just
12 your being here -- that's, we hope, the tip of the
13 iceberg -- but for the thoughtfulness and
14 participation that you will contribute as well to the
15 work of this Commission, and to make sure that we hear
16 your voices, either literally or through our heads, as
17 we make every decision as we shape our programs going
18 forward to be sure that we are asking your questions
19 and coming back to you with answers and proposals that
20 serve your understanding of how we can best advance
21 the educational interests of African-Americans from
22 cradle through career.

23 CHAIRMAN HRABOWSKI: Thank you, Jamie. I
24 know that we're going to all have plenty of questions,
25 but we'll hold them so we can make sure we get through

1 all the guests.

2 MS. STUDLEY: Great. Super.

3 CHAIRMAN HRABOWSKI: Thank you.

4 MR. UVIN: Good morning. Again, my name is
5 Johan Uvin and I so appreciate the opportunity to
6 spend some time with you and share with you some of
7 the programs and initiatives that we have been working
8 on that may be of interest to you and could create
9 opportunities for collaboration going forward.

10 But before I do that I wanted to share some
11 data with you from the most recent survey of adult
12 skills that OECD released last fall. This is sort of
13 the piece up for adults, if you will. It takes a look
14 at the skills in the areas of literacy, numeracy, and
15 problem solving in the technology-rich environments
16 that our adults have, ages 16 to 65 in our country.
17 And it's not a good story for the United States.

18 There are an estimated 36 million low-
19 skilled adults in that age group, and sadly, even
20 though we have made enormous progress in narrowing the
21 achievement gap, we still see these gaps in the adult
22 population, and sadly, minorities are
23 disproportionately represented in the low-skilled
24 population.

25 In that study, they also made a comparison

1 between the peace accord from the mid-2000s and young
2 adults now and actually they noticed that we haven't
3 made all that much progress in terms of improving the
4 skills of our youngest adults, and that gives us a
5 great challenge and also a good context for some of
6 the things I'm going to talk about.

7 As Jamie alluded to, we are advancing
8 multiple reforms covering the entire cradle-to-career
9 continuum. And also, in the office where I work where
10 we focus on adult education, career and technical
11 education, and community colleges, we are supporting
12 these reforms along that continuum, but we are
13 focusing on specific segments of that.

14 Ultimately we want to align all of our work
15 with the President's 2020 goal, which is a two-part
16 goal, right? One is to be number one again in terms
17 of post-secondary attainment, but the second part not
18 often talked about is to make sure that every American
19 has a chance during his or her lifetime to experience
20 at least one year of post-secondary education or
21 training, which may include apprenticeships and things
22 of that nature.

23 So I'm going to mention a few of the
24 initiatives now that may be of interest to you. So we
25 have a cluster of work that deals with rethinking and

1 redesigning our high school experience. The intent
2 there is to make those high school experiences more
3 relevant to students or employers, make them more
4 engaging, and make them more rigorous.

5 And we are advancing a number of evidence-
6 based models and stimulating the development of more
7 innovations. Some of these models you may be familiar
8 with are career academies, early college high schools,
9 two plus two models or variations thereof like the
10 program that IBM is advancing called P-TECH.

11 So under that broader umbrella we are moving
12 forward with a proposal to rethink our career and
13 technical education system. At this point in time,
14 that represents an investment, a federal investment of
15 \$1.1 billion, and our states add a lot more to this.

16 And we are creating new ways of thinking
17 about options for students in high school that would
18 represent pathways that span basically secondary and
19 post-secondary by design and would allow young
20 individuals to attain industry certifications and
21 educational credentials as part of this pathway work.

22 A second area, and you may have heard about
23 that in the news recently, we have worked with the
24 Department of Labor on an initiative called Youth
25 Career Connect, and we have announced \$107 million in

1 investments to stimulate this type of innovation in
2 our high schools. And we'd be happy to make a link
3 available to all the abstracts. We were so delighted
4 to see the type of proposals that came in where people
5 are really thinking about making our high schools a
6 very, very different place than what they are today
7 and are actually doing it.

8 Wanted to briefly mention that we are doing
9 a lot of work with our colleagues at Labor in the
10 Office of Registered Apprenticeships, and Mark will
11 say a little bit more about that in terms of the post-
12 secondary work we're doing, but we're gearing up for
13 this \$100 million competition around apprenticeship
14 that the Vice President and President mentioned
15 earlier this week. And we're not just thinking post-
16 secondary apprenticeships. We're really thinking
17 about opportunities even for young people while they
18 are in our high schools.

19 And then you may be familiar that the 2015
20 budget proposal does include resources for a high
21 school redesign effort and also a modest set of
22 resources to challenge states to bring all their
23 partners together and rethink the way they would
24 address the skills challenges that they face in their
25 communities. So that's redesigning high schools.

1 The second main area of work that we're
2 focusing on is transforming the way we think about
3 adult learning in our country. So building on the
4 statistics that I mentioned at the beginning of my
5 remarks, we have just completed a national engagement
6 process where we asked people in various sectors, both
7 public and private, at the federal, state, and local
8 levels, what their ideas were about game-changing
9 policies to actually address this issue of there being
10 so many people still with relevant skills that would
11 allow them to access the jobs that we can fill.

12 And we are moving towards an announcement
13 around this sometime in May and are very excited about
14 the input that we received from this initiative and
15 from the other White House initiatives as part of that
16 process of engagement.

17 Under this transforming adult learning, I
18 want to mention the exciting work that we are
19 continuing to do with our colleagues in the Department
20 of Justice. We a couple of years ago collaborated
21 with them to use some Second Chance funding and now
22 also some of our own funding to create demonstration
23 projects for reentry education for adults.

24 This year we're delighted that we are
25 expanding that partnership and collaboration to

1 include the development of a number of demonstration
2 projects focused on JJ kids and particularly cross-
3 over kids, meaning kids that are in the foster care
4 system and in the juvenile justice system. And we're
5 very excited about that work that we'll be doing
6 there.

7 Part of our transformational work in the
8 adult learning space also deals with immigrant and
9 refugee integration, and we are working closely with
10 the Domestic Policy Council and five communities
11 across the country right now to test new ways of
12 thinking about economic, linguistic, and civic
13 integration of immigrants and refugees.

14 Another area of work, and then I'll be happy
15 to turn it over to Mark Mitsui, my colleague, is about
16 disconnected youth. So the department co-leads the
17 Interagency Forum on Disconnected Youth with the
18 Office of Management and Budget, and our goal is to
19 use collaboration between the federal agencies to
20 improve the outcomes for disconnected youth,
21 particularly those who are in foster care, homeless,
22 in the juvenile justice system, and, in addition to
23 that, youth who are not connected either to school or
24 work.

25 In that area of work, we were delighted that

1 the omnibus bill in 2014 included authority for us to
2 establish up to 10 what are called performance
3 partnership pilots. I won't get into the technical
4 details of those, but the idea basically is that
5 states, local communities, or tribal governments could
6 propose a higher level of outcomes for disconnected
7 youth using evidence-based programmatic strategies,
8 and in exchange, they could pool the resources, the
9 nonmandatory resources that the Department of
10 Education, Labor, and Health and Human Services have
11 to support the effort that they want to implement.

12 In that area of work with disconnected
13 youth, there are very, very clear connections with
14 other work streams that the Administration is pursuing
15 and that we're actively involved in, and I will just
16 mention them and I won't elaborate on them.

17 So we're in the foster care initiative,
18 we're in the juvenile justice conversation, we're in
19 the My Brother's Keeper conversation, our work is
20 plugged in to the Promise Zones. And all of this, the
21 theme that ties all of this together is that we're
22 trying to create access to as many ladders of
23 opportunity as possible.

24 And at this time, I'm going to ask my
25 colleague, Mark Mitsui, to offer his remarks.

1 MR. MITSUI: Thank you, Johan.

2 President Hrabowski and Chair Johns, thank
3 you very much for this opportunity to have a
4 conversation with you all. And, Walter, it's great to
5 see you, and Ron as well.

6 I am working with the community colleges
7 here in the CTE and adult education office, and I
8 wanted to highlight a couple of key things, but I
9 think what you're hearing here is a theme of weaving
10 in across grant programs and specific initiatives ways
11 to address the ladder of opportunity that Johan talked
12 about. So what we're trying to do is to embed the
13 equity agenda as much as possible across our different
14 funding streams and programs, so I'm going to give you
15 some additional examples of how we're doing that.

16 One -- let me check in first. David, did
17 Deputy Secretary Shelton have an opportunity to talk
18 about My Brother's Keeper already?

19 MR. JOHNS: Not yet.

20 MR. MITSUI: Okay. I don't want to preempt
21 him.

22 MR. JOHNS: No, please feel free.

23 MR. MITSUI: Okay. All right. I'll add
24 that then after this next example. But President
25 Obama, Vice President Biden traveled to the Community

1 College of Allegheny County to announce the job-driven
2 training agenda. Part of that announcement was a new
3 grant program -- I'm sorry, not new grant. One of the
4 grants was new, but this one is called TAACCCT. It's
5 the longest acronym in federal service. The Trade
6 Adjustment Assistance Community College Career
7 Training Program. That's why we call it TAACCCT. A
8 \$450 million investment.

9 And what is written into the fine print is a
10 specific mentioning of minority-serving institutions
11 as eligible institutions. And so while the
12 legislative, while the statute focuses on TAA-eligible
13 recipients, there is embedded into it a interest in
14 reaching out to unrepresented and underserved
15 communities.

16 So I would encourage you, and we're trying
17 to encourage all communities, to talk to their local
18 community college about applying. This is the fourth
19 and final round, so this is, you know, an important
20 opportunity that we don't want folks to miss. And the
21 first round started a few years ago. We're starting
22 to get some feedback on how those rounds went and what
23 came out of them, and we're seeing some pretty
24 impressive and exciting developments.

25 So Under Secretary Studley talked about

1 developmental education, and one of the requirements
2 is that grantees in the TAACCCT program must address
3 acceleration through developmental education, and so
4 we're beginning to see some of those new developments
5 in dev ed, and they're pretty interesting. So that's
6 an ongoing, that's an investment. Again, this is the
7 last round.

8 The other new grant that was announced
9 yesterday or, I'm sorry, Wednesday was the
10 \$100 million for apprenticeships to expand the number
11 of apprentices. We know that there will be a emphasis
12 on reaching out to communities and populations that
13 are underrepresented in apprenticeship programs.

14 I am a part of the Registered Apprenticeship
15 College Consortium, which is a group that works with
16 Labor in order to be able to help apprentices gain
17 college credit so that when they journey out they not
18 only have journey status but also an Associate's
19 degree.

20 The other element of course is My Brother's
21 Keeper, and I don't want to go too much into it except
22 to say that was kicked off by the President and of
23 course focuses on young men of color. And we are
24 looking at how can we engage young men of color in the
25 educational system to not only recruit students in but

1 also help them to progress and graduate. So we're
2 looking at a variety of different models. We're
3 bringing together a variety of different federal
4 agencies and partners.

5 I just met yesterday with the president of
6 Bronx Community College. She told me about this
7 program called Future Now, a very impressive program.

8 And they also have something called Black Male
9 Initiative that she filled me in on. So, you know,
10 these are the different types of initiatives we're
11 taking a look at and assessing and trying to find out
12 how they would fit in.

13 In addition to My Brother's Keeper, we also
14 have a veterans work stream. I heard you talking
15 about veterans earlier, and you're right. It's, you
16 know, a very important population. Many veterans of
17 color mustering out, so to speak, during the drawdown
18 coming in to the community colleges.

19 So the Department of Education has an entire
20 work stream, and Maureen Dowling is the lead on that
21 work stream and they have put together what are called
22 the eight keys to success. If you go to the Ed
23 website and put that in to the search, you'll get the
24 page with all the links with a variety of different
25 resources for vets. And I'm active with a particular

1 subset of that working on academic credentialing for
2 veterans so that they get maximal credit for their
3 joint services transcript when they come into the
4 higher ed setting.

5 I'm also leading a community college work
6 group. It's an internal group for now. And as Jamie
7 mentioned, we're focusing on developmental education
8 because, as you know, students of color are
9 disproportionately represented in developmental
10 education, and the progression rate through dev ed is
11 very, very bad. So one of the things we're looking at
12 are, you know, what are some ways that we can foster
13 alignment and also try to create more collaboration
14 and partnerships in order to help move the needle.

15 So we're starting with a convening of
16 subject matter experts to help more of our basic skill
17 students. So let's say you have a GED student who
18 now, you know, 10 years later has realized that they
19 need a college degree if they're going to get
20 anywhere. So where do they go? They usually come to
21 community college and find out that they're not
22 eligible for financial aid.

23 So one of the things we want to do is to
24 take a look at when they come into the door in basic
25 skills, how can we help them get to and through dev

1 ed? How do we help maximize the speed to degree?

2 Once we convene the subject matter experts
3 we'll talk with the state, the National Consortia of
4 State Directors of Adult Ed, and then carry the
5 conversation on from there. And there are many other
6 discussions going on.

7 So those are the key points. One other
8 quick one is that our adult education department has
9 put forward and moved forward a national movement on
10 increasing college and career readiness standards in
11 adult education to align more with the common core.
12 As you know, the GED test is changing, the common core
13 is changing, high school completion standards, so we
14 know that the adult basic ed standards have to meet
15 that. So 38 states so far have been in this
16 conversation and received technical assistance.
17 There's commitment on the part of our adult ed
18 division to continue that.

19 So, with that, I would just like to turn it
20 over to Zakiya.

21 CHAIRMAN HRABOWSKI: Before we get to,
22 before we go on to the next segment, why don't you
23 introduce some time for questions and let them wait
24 before having that conversation.

25 MR. JOHNS: So, actually, at this moment, I

1 think we'll pause. I will model good behavior. We'll
2 pause. We'll allow for some questions since you've
3 appropriately framed a couple of opportunities for
4 this Commission to think about contributing to
5 increasing success and opportunities for African-
6 Americans in the post-secondary space generally.

7 We'll allow for a couple of key questions,
8 and then we'll pause and shift to Zakiya and Marcia,
9 who can talk about the finance component of that.
10 We'll then allow for a couple more broad questions,
11 and then we'll move to the next segment.

12 CHAIRMAN HRABOWSKI: Let me start the broad
13 questions off, and you may not be able to answer this
14 one, and then we'll go to Commission members.

15 I think all of us would like to see some
16 analysis of the big picture, qualitative and
17 quantitative analysis of the big picture, meaning it's
18 encouraging to hear about the particular programs that
19 we have or things we're proposing, but the big picture
20 would be when looking at the population, the African-
21 American population, what are the groups we are
22 considering or thinking about in your space?

23 For example, we know that there's a problem
24 with students graduating from high school. There's a
25 dropout rate there, quite frankly. That's a group.

1 Those are the children you talked about who may be
2 homeless, foster, whatever, but they didn't finish
3 high school.

4 And we're going to take time at some point
5 to talk about all the way back to the early childhood
6 years, but I'm saying beyond that, just looking at the
7 group who graduated from high school, what happens to
8 them? In other words, what percent start college?
9 Increasing numbers have started college and we all
10 know the big problem is they don't graduate.

11 What's the proportion that are in
12 developmental ed? Unfortunately, for African-
13 Americans, it is a big number. It's a very high
14 percentage of those who start in developmental. What
15 percent actually get beyond developmental and finish
16 two- and four-year degrees?

17 So for all those groups and for the adult
18 population, what do we know about those who come back
19 and make it, veterans or returning parents or
20 whatever. So I'm saying in these different terms.
21 And then what kinds of institutions are doing what
22 kind of job with each of those groups?

23 And I know you can't answer all that now,
24 whatever you can say, but it seems to me that the
25 Commission, in order to make recommendations and

1 understand what's possible, would need to know where
2 we start. What is working? What is it that we need
3 to be encouraging for best practices?

4 MS. STUDLEY: I'm going to apologize for not
5 following the lead of the folks who handed me some
6 statistics because I made the call that sometimes it
7 just feels like a flow of numbers.

8 CHAIRMAN HRABOWSKI: Sure.

9 MS. STUDLEY: But your point is very well-
10 taken at both understanding where we are, it tells us
11 how we're doing, where we want to go, and whether
12 we're on pace.

13 CHAIRMAN HRABOWSKI: Yes. That's right.

14 MS. STUDLEY: So let me give you some
15 numbers to give some context for that. But, Freeman,
16 I take your request to be for a kind of big picture --

17 CHAIRMAN HRABOWSKI: Yes.

18 MS. STUDLEY: -- across the board, across
19 these programs, what are the hot spots where the gaps
20 are the greatest or the opportunities and the movement
21 seem to be most valuable. And I think we can do that
22 offline.

23 CHAIRMAN HRABOWSKI: I appreciate. Jamie,
24 if I could say to the Commission members, if you're
25 going to want to ask a question, I know I'm going to

1 start with Angela, if you would put this up like this,
2 I'll know to call on you. After she finishes, if you
3 know you have questions, put this up and then that
4 will give us a great way logistically. All right.
5 Great. All right.

6 So now you can start, Jamie. Thank you.

7 MS. STUDLEY: Good model.

8 CHAIRMAN HRABOWSKI: Uh-huh.

9 MS. STUDLEY: So a few of the things that we
10 had targeted that tell us why we're all here and why
11 we're here with this focus. By age five, 56 percent
12 of low-income African-Americans --

13 CHAIRMAN HRABOWSKI: Now maybe go a little
14 slower so we can --

15 MS. STUDLEY: Sure. By age five -- and we
16 can give you all this afterward in a understandable
17 format -- 56 percent of low-income African-American
18 children and 34 percent of moderate to high income
19 African-American children are not prepared for
20 kindergarten, and students not reading at grade level
21 before the fourth grade are four times more likely to
22 drop out of school. So, if they aren't prepared at
23 kindergarten, that leads to the lack of preparation,
24 and we know that it's very hard to make up those
25 differences.

1 Now I always like -- the comparative one
2 that was pointed out was the number of black boys
3 unable to read at grade level in elementary school
4 exceeds 90 percent in some urban areas. I don't have
5 the comparison number, but we know that 90 is a
6 tremendous outlier and a serious problem.

7 The high school graduation rate -- this has
8 been a yellow highlighter statistic --

9 CHAIRMAN HRABOWSKI: Before you go on, just
10 as a math teacher I have to ask, you said 56 percent
11 of low-income. What percent of African-American
12 students are considered low-income?

13 MS. STUDLEY: I don't have that in front of
14 me, but I'll --

15 CHAIRMAN HRABOWSKI: You see what I'm saying
16 just in terms of --

17 MS. STUDLEY: Yeah. It's the federal
18 definition of low income, but I'm not sure what that
19 threshold is right at the moment.

20 CHAIRMAN HRABOWSKI: Right. Okay. It would
21 be helpful. I mean, not today, but you get my point.

22 MS. STUDLEY: Yeah. A statistical summary.
23 And I apologize. I thought that you had this. The
24 graduation rate for black students is 62 percent,
25 compared to 81 percent for white students. Sixty-two

1 compared to 81.

2 We know that there has been an increase in
3 the proportion of African-Americans going to college
4 from 30 percent in 2000 to 36 percent for the last
5 year this was counted.

6 CHAIRMAN HRABOWSKI: Is that 36 percent of
7 the high school graduates? Is that the idea?

8 MS. STUDLEY: The way I was given the
9 number, and I had this similar question, was of
10 African-American students, and I don't know whether
11 students is of people of that age going to college.

12 CHAIRMAN HRABOWSKI: Right.

13 MS. STUDLEY: I think that's too high. I
14 think if it is high school graduates, it obviously is
15 on a pipeline that shrinks dramatically from ninth
16 grade to receipt of that high school diploma.

17 CHAIRMAN HRABOWSKI: Yes. Yes.

18 MS. EVANS: And with the statistics you gave
19 comparing the graduation rates, do we have statistics
20 comparing the graduation rates by race and income?

21 MS. STUDLEY: I'm sure we do. And I do
22 apologize. I thought that was background material
23 that you had, but I will be happy to work with David
24 and the statistical folks in the department to get
25 you, because we have done it in lots of ways, a kind

1 of snapshot of significant, serious areas for
2 differential and attention from that early childhood
3 through college completion.

4 CHAIRMAN HRABOWSKI: And, Jamie, we were
5 anticipating that this would happen. We were
6 anticipating that you would have some statistical
7 information and it would spark questions of this kind.

8 MS. STUDLEY: Yes.

9 CHAIRMAN HRABOWSKI: So this is what we
10 expected.

11 MS. STUDLEY: Yes. Yes. And Johan, you
12 know, gave you some of those in the career and
13 technical area, so we will put them all together for
14 you. And tell us, you know, which, what kinds of
15 things are of most importance and we can drill down.

16 CHAIRMAN HRABOWSKI: Because those big
17 questions about percent who start off in developmental
18 ed and what's working right now, what are we --

19 MS. STUDLEY: Yeah. Yeah.

20 MR. MITSUI: Mr. Chair, I don't have
21 specific figures. I do know the trends, so if we're
22 taking a look at big pictures, we do know that
23 African-American students are in developmental
24 education at a much higher rate. Of course, we also
25 know that any student that goes into developmental

1 education graduates at a lower rate.

2 So by virtue of getting into, so to speak,
3 or being placed into developmental ed, that, we know,
4 impacts the graduation rate and the rates are going to
5 be lower. So we feel that with a fairly high level of
6 confidence that it's a contributor to lower graduation
7 rates.

8 CHAIRMAN HRABOWSKI: Not just a
9 contributing, it seems. I mean, if you look at the
10 Carnegie Foundation Network because that's one of the
11 questions, what he said, does Education work with the
12 Carnegie Foundation that's working on developmental
13 math and others, Gates, to figure out how we do
14 something that Ron Williams talked about, to find
15 those places where we've seen some success for
16 African-Americans and others and then big scale up.

17 I mean, how do we get to the point? For a
18 two-year and minority-serving institution, it's such a
19 big challenge, developmental math and developmental
20 reading, you know.

21 MR. MITSUI: Yes. So we are looking at the
22 literature to begin to identify strong and promising
23 practices, and we know that the minority-serving
24 institutions are great resources because of the
25 history of serving a disproportionate percentage of

1 students of color, and we know this is also relevant
2 to the African-American community. So we believe that
3 there are some learning points that we can extract.

4 There's a new center for the study of
5 minority-serving institutions at University of
6 Pennsylvania. we've been able to take a look at their
7 report. There are other reports that have come out as
8 well.

9 CHAIRMAN HRABOWSKI: The challenge -- and
10 she's doing a good job of it -- the real challenge is
11 nobody, whether it's minority-serving or others, has
12 gotten a handle on how we work with these African-
13 American, Hispanic children who are in developmental
14 education. I mean math and reading. I don't see
15 anybody, I mean, where we've said, boom, this is what
16 we can use, let's scale up, and that's -- I'm saying
17 if anybody would know, it would be the national level.

18 And that's not for today, but I'm just
19 saying the question is how are we going to make a big
20 push with that because it is connected directly, as we
21 said last night, to middle school math and reading.
22 So we're talking about sixth and seventh grade work,
23 so the connection between those two that everybody
24 here would want. A president of an HBCU or
25 predominantly white. It doesn't matter. We all want

1 to know what can we do as a nation to focus in an
2 intensive way about that.

3 MS. STUDLEY: Right. Mark is the expert on
4 this, but I found intriguing in his presentations and
5 some others the work that doesn't separate out
6 remedial as a stage that you have to go through that's
7 completely separated from the rest of the curriculum.

8 It says let's put people into the course they need to
9 be in and then provide struts around it so that
10 they're getting what they need sideways but not off in
11 some other land called remediation, which is known to
12 be an island that's very hard to swim from to the
13 mainland of the regular curriculum.

14 So some of these projects were a part of the
15 White House summit. Others are eligible to apply to
16 ask these very questions in some of these grant
17 proposal ideas. And we are pulling together people in
18 convenings, working with our philanthropic partners to
19 identify the things that work, the questions that seem
20 worth starting with on a pilot basis, and finding the
21 ones that have value and expanding them.

22 I think one of the things that we need to do
23 better, and it is definitely a collaborative exercise,
24 is once we have some answers to those questions, how
25 do we bring things to the field? And there are lots

1 of people who mean to do that, but we should be better
2 at the, you know, best practices. It's a cliché, it's
3 a very simple statement, but it is the only way that
4 you can say how do I stand on other people's
5 shoulders. And I respect a lot of the work that our
6 philanthropic partners are doing. We're talking to
7 them about how we can link those together.

8 But as we talk about innovation, people
9 often think putting the plug in the wall or something
10 new and electronic and jazzy and sexy, and I think
11 just increasing, accelerating the speed by which a
12 good idea gets from one place to other places is
13 really at the heart of the innovation, and some of
14 them are going to be the very high touch or, people
15 call them soft, but critical elements of the advising
16 process or the reminding process.

17 I think back to that article in *The New York*
18 *Times* it may be two years ago now about three young
19 women from Texas who had all gone off to college, and
20 they did a very deep investigative story about why
21 none of the three had a degree yet. And what you
22 could see in that was institutions trying. They made
23 sure these young women of color came to their school.

24 Emory had gotten one to senior year and then
25 could not match the things they were trying to do to

1 her circumstances, and she dropped out in her senior
2 year from Emory. It still stands with me as a
3 heartbreak of an institution trying, a student
4 wanting, and not being able to get the bridge across
5 that river.

6 So the more we can help people understand
7 how to evaluate their practices and then take the ones
8 that are those embers and grow them into real fires,
9 the more we can build on the expense, the effort, the
10 time that the experimenters put in and actually get
11 results in the steady building stages.

12 CHAIRMAN HRABOWSKI: I hope as we talk, and
13 we're going to go to Angela, but I hope as we talk as
14 a Commission that we look at the connections. I'm
15 still thinking about work that we discussed last night
16 with Jim Comer and Barbara Bowman about the
17 significance of the developmental work because you're
18 talking about the same issues that we have in early
19 childhood development, the approach, the teacher
20 findings, and quite frankly, the assessment of the
21 effectiveness of faculty and speaking as somebody
22 teaching math and our rigidity in the approaches that
23 we take to the issues we deal with.

24 Let's start with Angela.

25 MS. BLACKWELL: Thank you so much for your

1 presentation. Can you hear me?

2 FEMALE VOICE: Yes.

3 MS. BLACKWELL: Good. Hi, Jamie. So nice
4 to see you again.

5 We really are about, we're at a moment of a
6 perfect storm, and that's what I want to ask you
7 about. As a nation, we're rapidly becoming a nation
8 in which the majority will be people of color. By
9 2030, the majority of the young workforce will be
10 people of color. By 2020, 47 percent of all jobs will
11 require at least an Associate's degree. Right now,
12 only 28 percent of African-Americans have it, only 28
13 percent of Latinos, 14 percent of foreign-born
14 Latinos.

15 As you look at the population that's
16 becoming the future workforce, you look at what's
17 needed and how unprepared the people are who are going
18 to be the workforce, are programs like P-TECH with IBM
19 where we actually are adding on to the high school
20 experience.

21 What's needed in order to leave with an
22 Associate's degree sounds to me not like a special
23 program over here or something we still need to be
24 experimenting with. It seems like the only way to
25 sensibly go forward with public education, that if

1 it's essential for the nation that people who are
2 going to be the workforce have this level of
3 preparation, it doesn't seem to me that it should be
4 one of those things that's only available for people
5 who happen to have the resources to access it. The
6 nation needs it to be part of our public education.

7 And so my question is given that reality,
8 what's happening to try to take things that have been
9 lovely experiments to the level of scale that we need
10 to go forward? And when I use scale here, I don't
11 mean available for everybody, though of course that's
12 important, but how to make sure that those people who
13 are least likely to get it have priority in terms of
14 how we expand opportunity.

15 MR. MITSUI: Thank you. You raise some
16 really good points, and P-TECH is a great model. I
17 think one of the ways that we're looking at this is
18 that there are several different policy levers that
19 can be pulled on in order to distribute promising
20 practices or at least to try to improve outcomes.

21 So we've talked about funding, we've talked
22 about the current status of that policy lever given
23 where Congress is at. Sometimes it feels like that
24 lever is a little bit stuck, but we're hopeful that
25 with a little more pulling we might be able to get the

1 funding we need to be able to distribute, to develop,
2 to research a little bit more, and then impact
3 practices in the field.

4 But there are other policy levers as well,
5 and so, as I mentioned earlier, we're taking a look at
6 our grant programs and finding ways that we might be
7 able to insert language into those grant programs to
8 foster the kind of innovation and evidence development
9 that would help us scale effective practices.

10 So, in the department, we have a set of
11 definitions of evidence that different grant programs
12 have to meet and that then in the evaluation and
13 assessment of the outcomes give us an idea of what is
14 worth scaling and what isn't.

15 So I think that's an important element for
16 us in terms of -- I'll give, well, First in the World,
17 for example. So that is an investment really in R&D
18 in the space of helping to eliminate academic
19 disparities in higher education. The question then is
20 after the grants are made and after the project is
21 complete, how do we assess it so that we know what's
22 worth scaling?

23 Another example is our experimental sites
24 program in financial aid. So this is a relatively
25 small scope program, but there's statutory authority

1 for the Secretary to grant waivers to institutions
2 around Title IV eligibility so that they can check and
3 see, they can run, so colleges can run experiments to
4 see what might work and what therefore might be worth
5 scaling.

6 So one part of it is assessment and
7 standards of evidence. The other part then is -- what
8 would be necessary to scale funding is certainly a
9 part of it. But the other part is communication. And
10 so how do we communicate with the field? How do we
11 let folks know what's out there? And so that's where
12 a lot of, you know, public partnerships are great, to
13 be able to work with different associations and
14 funders to get the information out there.

15 In my office, we have a newsletter. It's
16 called *Connections*. What we do now, we have email
17 addresses for 1,160 community and technical college
18 presidents, so when we have news we send it out there,
19 conferences and so forth.

20 So you raised a really good example and once
21 we identify something that, you know, we feel is
22 important to scale, then communication and funding of
23 course becomes another element. Thank you.

24 MS. STUDLEY: I know lots of people have
25 questions, so I'm going to make a very brief comment

1 about one other lever to use Mark's structure.

2 Relatively little of the money comes from
3 us, and relatively few of the decisions about how to
4 deliver education or how to use a college's or high
5 school's specific resources come from us. We have
6 carrots. We sometimes have sticks. We have
7 questions. The questions that we ask and the things
8 that we keep track of, and that's one reason you asked
9 about data, are critically important. In the most
10 blunt version, you get what you measure is frequently
11 repeated in our institutions and here in Washington.

12 By asking questions about the outcomes of
13 education, we hope that it will drive people to look
14 at things that work, because if they are going to have
15 to report on whether people graduate, work, can repay
16 their loans, can actually get the results that they
17 wanted from their education, we're hoping that it will
18 add to the urgency with which people making the
19 choices about whether I should do things the old way
20 or look at P-TECH, whether I should rotate my money
21 out of investing in capital improvements on campus or
22 reorienting my math program or bolstering my advising
23 with a special focus on special populations of the
24 kinds that we've talked about, all of that is meant to
25 get people to ask the right things to get to the

1 places you're talking about.

2 Will people be prepared for jobs? Are we
3 able to deliver for them? And if we ask the question
4 and then offer better answers, we're hoping that those
5 two will come together to influence the choices that
6 have to be made high school by high school, campus by
7 campus. If employers know that these things work and
8 they are asking the schools to do it, we have that
9 kind of potential collaboration.

10 CHAIRMAN HRABOWSKI: Sharon? I'm sorry.
11 Doris is next. Doris is next.

12 MS. RIBNER: The lack of job training -- can
13 you hear me?

14 CHAIRMAN HRABOWSKI: Yes.

15 MS. RIBNER: Okay. That's better. The lack
16 of career and job training in our prisons is a major
17 issue in Pennsylvania and around the country. In
18 Pennsylvania, we have about 53,500 inmates and most
19 are black and Latino.

20 I'd like to know, exactly what are you doing
21 to encourage career and job training and development
22 within our correctional facilities around the country?

23 Because, as you know, when these folk leave, we tell
24 them to get a job. They come out of the institutions,
25 they're just as unskilled, in many instances, as they

1 were when they entered, so what are you doing in that
2 area?

3 CHAIRMAN HRABOWSKI: By the way, Doris is a
4 former judge for a long, long time and has had a
5 tremendous amount of experience in this area.

6 MR. UVIN: One of the things that we're
7 doing right now is actually getting a baseline,
8 figuring out what is actually happening with our
9 Perkins dollars, which are the dollars for career and
10 technical education, at correctional facilities. What
11 is happening with our adult education dollars which
12 come from the Workforce Investment Act?

13 So we're in the process of actually
14 gathering the information in terms of how much of our
15 resources are actually supporting these types of
16 activities, how many resources are states adding to
17 this or county facilities adding to this. So that's
18 one thing we're doing.

19 The second thing is working very closely
20 with our colleagues at Justice. We're advancing this
21 idea that the reentry process actually starts the
22 first day that a person actually comes in contact with
23 the institutional system, and we have developed a
24 model that we are now testing in a number of
25 facilities across the country to see how that process

1 actually can evolve from education and training
2 supports while people are in the facility and then
3 continue upon release and ultimately completes itself
4 in the community where there are training
5 opportunities available. So that's what we're doing.

6 We're very much interested also in solving
7 the technology issue, and we're working very, very
8 closely with our colleagues in the Office of Science
9 and Technology Policy at the White House on an effort
10 where we are trying to figure out with some leading
11 technology companies opportunities to actually get
12 high-quality online learning into facilities without
13 ignoring the valid and legitimate security concerns
14 that the leadership of facilities may have. So those
15 are some examples.

16 MS. RIBNER: So I can contact you to get
17 more information about this?

18 MR. UVIN: Yes. Yeah. Uh-huh.

19 MS. RIBNER: Great.

20 CHAIRMAN HRABOWSKI: Very good. Sharon?

21 MS. HICKS: Thank you, Mr. Chair.

22 I appreciate your presentations very much
23 and I'd like to see really as a drill-down level, one
24 small level under you, Freeman, from the big picture
25 is that inclusive of the programs that you showcased,

1 what influence did the African-American data play in
2 you creating some of these new programs and/or,
3 because a few of them you said haven't started yet,
4 and then those that have started, what is the
5 utilization of the African-American community?

6 Because oftentimes -- you know, we used
7 veterans several times today, and I'm curious of the
8 prison system reentry as well from a racial lens. We
9 create all these amazing programs from prison reentry
10 to veterans and the lowest percentage of persons
11 utilizing the resources are African-Americans and we
12 might be the most overrepresented. So that is a major
13 crisis.

14 So, when we're looking at data, the data
15 still means nothing if when -- Mark Mitsui made the
16 point -- if the communication strategy does not hit
17 the intended audience and/or the intended audience,
18 and it's happening across all federal agencies, are
19 the ones using the resources the least means the
20 marketing plan is wrong or the grassroots approach is
21 wrong. So therefore, the only way we're going to be
22 effective on the big picture and the top-down theory
23 is to make sure that we look at those pressure points
24 with all of these \$450 million, \$100 million, as to
25 who's the end user.

1 CHAIRMAN HRABOWSKI: It's such an excellent
2 point, and much of the time it can focus on, the
3 challenge can be whether people didn't know about the
4 opportunity, didn't have somebody to help them in
5 taking advantage of the opportunity.

6 I think about Pell grants in urban areas in
7 Baltimore, the fact that so many people are in July
8 trying to get to college, you know, with certain
9 deadlines about when you have to fill out forms in
10 order to get the money, and so we've not figured out
11 creative ways in working with high schools to make
12 sure that somebody's working with them, a mom or
13 grandmom or somebody, to get the forms filled out in
14 time to be able to get the money so that, I mean, the
15 question becomes how can we be more creative in at
16 this level, but to help incentives even to
17 institutions to get out there and work to make sure
18 they take advantage of it and to see what advantage
19 they're taking of it. It's an excellent point.
20 Really is. Next person is Ron, please.

21 MS. STUDLEY: Marcia may want to speak to
22 this about the financial aid issues.

23 CHAIRMAN HRABOWSKI: Oh, yes. Please.
24 Please, yes.

25 MS. STUDLEY: But that is a loop that I

1 think is really working where we look at who is
2 eligible, who's not participating. FAFSA
3 simplification is driven significantly by the need to
4 reach people who -- you know, FAFSA awareness and then
5 simplification of the process are very much a loop of
6 saying the African-American uptake for, as she so
7 wisely said, a program that is designed for
8 opportunity at that critical step. What's the
9 shortfall and what can we do to improve it? So I
10 think you've got an expert. Yes.

11 CHAIRMAN HRABOWSKI: Sure. And I'm going
12 ask Marcia to wait because we're going to segue into
13 it in the next presentation in just a minute. I'm
14 going to quickly ask people to ask their questions.
15 There's Ron, Akosua, Jim Comer, and Walter. Let's get
16 questions and fairly quick responses so we can get to
17 the financial aid part, please, okay? So we'll start
18 -- Ron. Please.

19 MR. WILLIAMS: Thanks, Freeman, and thanks
20 for the presentation. Good seeing you, Jamie and
21 Mark. My question is really very simple. Most of the
22 programs, I think with the exception of Pell, most of
23 the programs you describe, if not all, are
24 prospective. They're things coming, right? This
25 department has been going on for a long time, and with

1 respect to the questions we've had about practices
2 that have worked, do you have any way of telling us
3 what's out there that's working and has worked over
4 time?

5 Because I think the issue of what I would
6 describe as the tyranny of discontinuity, which may be
7 the result of kicking the monarchy out at one point
8 and you have these sort of periodic changes so that
9 everybody starts with a new lens, that creates to my
10 mind a bit of a problem because I never seem to be
11 able to hear what has worked in the past. It's always
12 a set of money going to something else. And I think
13 with the kind of thinking that we need to do around
14 the table, it would be helpful to us to have that
15 retrospective look as well as the prospective.

16 MR. UVIN: I can speak to this very briefly.
17 We actually do know in a number of segments of the
18 entire continuum what works and what doesn't work.
19 There's a lot of stuff that doesn't work, but we do
20 know a little bit about what is working, for example,
21 with high school students, and that evidence base,
22 we'd be happy to share with you.

23 We do know that there are some very
24 promising models in the post-secondary space also that
25 are substitutes for developmental educational. Jamie

1 alluded to it in response to Mark's comments. This
2 cohort model that has been tried in a number of
3 contexts in Tennessee, for instance, with a focus on
4 career-oriented programming appears to be producing
5 completion rates of over 70 percent. I think The
6 Posse Foundation work is also very promising.

7 In addition to that, as part of the charge
8 that the President gave the Vice President to look at
9 all of our job training programs, we're actually
10 completing a synthesis of all the evidence with our
11 other peer agencies, and that will be available as
12 part of the report that will go to the President and
13 to Congress as part of that work.

14 So we're also identifying where the gaps are
15 and what our next investments would be. That's also
16 why we're so interested in this whole idea of creating
17 flexibility and providing resources for innovation at
18 the local level, so that we can build our evidence
19 base and then ultimately take what works and put it in
20 our basic legacy programs, our formula funding and so
21 forth. But we'll make that information available.

22 MR. WILLIAMS: With your permission. And
23 when that is done, for the purposes of this
24 Commission, will we be able to extract precisely what
25 was asked for here, which is the subset in which we're

1 interested in this Commission?

2 MR. UVIN: I believe it might not cover the
3 entire continuum, but a lot of the information will be
4 very helpful to this Committee.

5 CHAIRMAN HRABOWSKI: All right. Akosua?

6 MS. EVANS: Thank you for the presentations.
7 Jamie, nice to see you after Yale Law School after so
8 many years.

9 But just wanted to ask something that I
10 think piggybacks on some of the concerns from the
11 Commission, with specifics regarding your plans for
12 the high school redesign. In just a nutshell, what is
13 kind of the basic theme that you are building on in
14 the redesign, and again, how will this be communicated
15 effectively to the teachers and the communities to
16 make sure that it's not just another attempt?

17 MR. UVIN: How it will be communicated, one
18 important point there is that our thinking around
19 transforming career and technical education in our
20 high schools will be reflected and is reflected in
21 many of our reauthorization proposals. For example,
22 for the Perkins Act, all those things are captured in
23 our proposal for that. That is not to say that the
24 bully pulpit is not critical here, but that's how we
25 would codify some of the changes.

1 So what are they? One is making sure that
2 every young person while they're in high school has an
3 opportunity to actually access both opportunities to
4 build their academic skills, their technical skills,
5 and their employability skills, and focus that
6 actually on career themes that relate to sectors in
7 the economy where real jobs actually exist that can
8 allow someone to make a family-sustaining wage.

9 That may sound obvious, but as many of you
10 know, that is not the reality, that students in our
11 high schools can actually access rigorous academics
12 and technical instruction and have opportunities to
13 build their employability skills.

14 A second key element from the student
15 perspective -- I'll use that perspective -- is that
16 we're advancing a work-based learning opportunity for
17 every student at some point during this pathway that
18 they start, whether that's at the secondary or post-
19 secondary level.

20 The third one is that we shouldn't just look
21 at outcomes that capture educational credentials, but
22 we should look carefully at the value of industry
23 certifications and licenses that actually have very
24 high labor market value and we should prepare students
25 for the examinations associated with those.

1 And then there's the whole idea of bringing
2 innovation into the high school experience in a way
3 that we would expand the options that students have.
4 I'll share one example of an option with you. It's
5 from a STEM-focused early college high school in
6 Dearborn, Michigan, and I'll share it because I think
7 it brings all of our elements to life by looking at
8 one person.

9 I met this young woman. She was 19 years
10 old. She came from a very disadvantaged background,
11 and at age 19, as a result of participation in this
12 program, she had a high school credential, she had an
13 Associate's degree, she had the certifications for the
14 jobs that were available through the partnership with
15 the hospital that they had, and the expectation was
16 that she would continue her education, taking
17 advantage of the educational benefits that the
18 hospital offered.

19 So we hit so many parts of our opportunity
20 agenda, so these types of models, like these early
21 college high schools, these two plus two models, the
22 work that IBM is doing, these are all examples of
23 things that basically get at these issues of rigor and
24 relevance and then making sure that our students
25 actually leave with skills and credentials that they

1 can use to get a good job.

2 CHAIRMAN HRABOWSKI: And our goal is to see
3 how we can have a million just like her with those.
4 So that's about how you get to the big numbers from
5 that kind of example.

6 We now go to Jim Comer. Jim?

7 MR. COMER: Thank you for the presentations.
8 The most important point I heard this morning was
9 that, what was it, 56 percent low-income and 34
10 percent modest income children enter not ready for
11 school. To me, that's a 911 call because it's right
12 there that you lose maybe half of the kids and that
13 all we're talking about beyond that point in
14 elementary school, high school, prisons, wherever
15 their problem areas began with the fact that we had
16 those children who weren't ready for school, because
17 it's a developmental process.

18 So the question is what do we know about and
19 what are we organizing to do to make it possible for
20 those children who enter at kindergarten unprepared to
21 be prepared by first grade?

22 MS. STUDLEY: As I said, that is the single
23 biggest educational initiative that we would like to
24 move. We can't do it alone. It takes a national
25 appreciation and a national consensus that that's

1 important. So not to make this political, but if ever
2 there was something that should be bipartisan, that
3 all children having a chance at the starting gate,
4 this should be it. So one set of elements, you hate
5 to think everything comes back to money, but to the
6 extent that that requires a national investment, it
7 requires a national sense of urgency about it.

8 The Secretary is doing everything that he
9 can to help advance the awareness of the urgency about
10 that. The President is obviously doing the same.
11 Bully pulpit, convening people, gathering the research
12 on it. There are lots of nonprofit organizations that
13 are echoing that, either trying to fill the void for
14 preschool or trying to make the case about the
15 urgency. A lot of that is happening on the state
16 level because the states make a choice about whether
17 they have state preschool programs, full and strong
18 kindergarten programs that can get people to a fair
19 starting point.

20 Zakiya may want to talk about how those
21 relate to our work all the way along, but otherwise,
22 we're all playing catch-up and fix it if we haven't
23 gotten vocabulary and other things. And a lot of
24 people are doing, as I say, leadership activities, but
25 this one truly takes a nation.

1 MR. COMER: Let me ask, what can the
2 government do to help education itself pay attention
3 or educators pay attention to how they can make
4 changes that don't require legislation to prepare
5 their teachers to be able to work with these children?

6 I have been in the business for 45 years, 46
7 years, and repeatedly I see the teachers, through no
8 fault of their own, know very little about supporting
9 the development of children and generally use control
10 and punishment rather than support for development as
11 a way of managing problems in the classroom that come
12 from underdeveloped children who are not prepared.

13 So what can the government do to help
14 educators change? Because they don't want to change
15 either too often, and not because they don't want to
16 help the kids, but because they're stuck in a system
17 that expects them to focus on curriculum instruction
18 assessment as opposed to overall development, support
19 for social interaction, psychoemotional, moral ethical
20 development, linguistic development. They're not
21 focused on those things in the way that's necessary.
22 And what can the government do to help them be a part
23 of the solution?

24 MS. STUDLEY: I would love to have you have
25 the experts in the early childhood and teacher

1 training activities that we do come before you. You
2 might consider working with your Chair about your
3 agenda.

4 CHAIRMAN HRABOWSKI: We are. You should
5 know that the next session, not today, but in our next
6 Commission meeting, Libby Doggett --

7 MS. STUDLEY: Perfect. Perfect.

8 CHAIRMAN HRABOWSKI: -- Assistant Secretary
9 of Office of Early Learning -- but I would say, Jamie,
10 that one of our advantages as a Commission is that
11 we've got both Barbara Bowman and Jim Comer, two of
12 the biggest names in our country in these areas, and
13 I'm hoping that we can make a statement that can be
14 helpful, quite frankly, in looking at what is already
15 being proposed and done to get a sense of what that
16 means and what's possible. I think that's one of the
17 contributions this Commission can make, to bring their
18 voices to this in a very serious way.

19 MS. STUDLEY: It's an honor to even be
20 conversing with Dr. Comer on this subject.

21 CHAIRMAN HRABOWSKI: Yeah.

22 MS. STUDLEY: And I'm glad that you are
23 doing a deeper dive. We ask ourselves that question
24 all the time: what can we do that's appropriate for
25 us to do without wading into territory that is not

1 ours, but how can we support and facilitate and do the
2 job that is ours? And one of them is looking at
3 leadership development of the principles and how can
4 the people who make those choices, set those
5 standards, be best prepared for their jobs, and the
6 other is teacher preparation.

7 CHAIRMAN HRABOWSKI: That's exactly right.

8 MS. STUDLEY: What part of it can we play in
9 making teacher education and preparation fit what we
10 know really works and ask those very same questions.

11 CHAIRMAN HRABOWSKI: And, you know, last
12 night as we were struggling with the issues and as we
13 talked about the President's emphasis on college
14 readiness, development kept coming up, and it became
15 so clear that in the same voice that we talk about
16 college readiness we have to talk about zero to pre-K,
17 quite frankly, and what happens there, because he just
18 made the point if you don't get them at that point
19 that somehow we've got a really challenge. So thank
20 you very much for that.

21 One final questioner, and that's Walter.
22 Walter? Yes? And then we're going to move to the
23 other two speakers, okay?

24 MR. BUMPHUS: Thank you, Mr. Chair.

25 CHAIRMAN HRABOWSKI: And then, by the way,

1 we'll have a break after that, folks, okay? All
2 right.

3 MR. BUMPHUS: Good. I like that.

4 CHAIRMAN HRABOWSKI: I thought you would.

5 MR. BUMPHUS: Because of the break, I'll be
6 real quick.

7 CHAIRMAN HRABOWSKI: I know.

8 MR. BUMPHUS: Thank you, Mr. Chair, and Mark
9 and Jamie.

10 CHAIRMAN HRABOWSKI: It's a generational
11 thing, folks.

12 MR. BUMPHUS: I'm sorry. I missed that one.

13 CHAIRMAN HRABOWSKI: I said it's a
14 generational thing. We relate to these things about
15 the need for --

16 MR. BUMPHUS: You understand that.

17 CHAIRMAN HRABOWSKI: Young people, keep
18 grinning. You'll understand with time, all right?

19 MR. BUMPHUS: I'll be real quick because I'm
20 really taken by Dr. Comer's comment about the 56
21 percent who are college ready at this point, and I
22 guess I have a couple of questions and not that I
23 expect you to really have a solution or an answer.

24 When I start to think about this whole
25 continuum and spectrum of education, I'm struck by the

1 comment that we've used a couple times this morning
2 about best practices. I have a colleague of mine, Dr.
3 Kaye McKinney, who refers to the comments that are
4 made about best practices, that if they were best
5 practices, we'd have better results today, and we
6 really don't, as you all know.

7 I've had a group of about 100 presidents and
8 chancellors that we've met with over the last couple
9 years looking at everything to do with community
10 colleges, but I have to bring everyone back to the
11 real world, real time. Regardless of the figure
12 that's college ready, in about three months, we're
13 going to have probably 13 million people showing up at
14 the 1,000 community and technical colleges around the
15 country wanting to get registered.

16 To your point, Mr. Chair, having not applied
17 for financial aid, not being ready, many of them are
18 going to be tested into our developmental math and
19 developmental reading and writing programs. We've got
20 to come up with some solutions.

21 I really want to applaud the Administration
22 for the summit and for a number of other things that
23 you're doing. And I would offer to you that the
24 results of our work we've been doing in the past
25 couple years -- and, Mark, I know you've seen it --

1 are in our 21st Century commission report and
2 implementation guide.

3 And, Jamie, you were talking about a way to
4 communicate. I would offer our new 21st Century
5 center as a way to push out some of that information,
6 and we'll gladly work with you on it.

7 Mr. Chair, being mindful of the break, I
8 think I'll conclude.

9 CHAIRMAN HRABOWSKI: That's very good. I
10 want to thank these three panelists a lot and now move
11 right to Marcia and Zakiya. Marcia is the Acting
12 Director of the Minority Serving and Under Resourced
13 Schools Division and Acting Deputy Director of the
14 School Experience Group and Federal Student Aid, and
15 Zakiya is the Strategy Director for the Lumina
16 Foundation. Now, panelists, are you staying with us
17 or do you have to leave?

18 MS. STUDLEY: I'll step back and listen for
19 a little bit.

20 CHAIRMAN HRABOWSKI: Okay. It's so good to
21 see all of you, Jamie and all. Jamie, it's good to
22 know there's life after the college presidency.
23 That's good.

24 Zakiya Smith is the Strategy Director for
25 the Lumina Foundation. So I'll turn it over to both

1 of you. Welcome to both of you.

2 So we'll hear both of them, have questions,
3 and then we'll take a break, folks, okay?

4 MS. M. BOYD: Good morning.

5 CHAIRMAN HRABOWSKI: Good morning.

6 MS. M. BOYD: Good morning, Chairman
7 Hrabowski and David. Thank you for inviting us. I am
8 with the Federal Student Aid Division of the U.S.
9 Department of Education. I'm also part of customer
10 experience and a student school experience, as well as
11 my particular focus is on the Minority Serving and
12 Under Resourced Schools Division. I work with over
13 700 minority-serving institutions, and our primary
14 goal is to make them ready for the students that
15 actually come in to their schools with regard to Title
16 IV administration.

17 So I want to tell you a little bit about who
18 we are and what we do in Federal Student Aid. Federal
19 Student Aid, a part of the U.S. Department of
20 Education, is the largest provider of student
21 financial aid in the nation. We provide over
22 \$150 billion in federal grants, loans, and work study
23 annually to over 15 million students across the
24 country, both colleges and universities as well as
25 career schools.

1 As you know, in the college process, you
2 start with the admission process, and the next thing
3 that's the most important thing to most students and
4 families is how to actually finance the education.
5 And we're responsible for managing the student
6 financial aid assistance programs that are authorized
7 under Title IV of the Higher Education Act of 1965.
8 Again, we provide grants, scholarships, loans, as well
9 as federal work study.

10 Some of the things that we're working on
11 right now is how do students actually prepare for
12 college, what types of aid that they are eligible to
13 receive, how do they qualify for the aid, and how do
14 they apply for aid, and then once they leave school,
15 how do they manage, for example, the loans that they
16 have in fact taken out once they were in school.

17 Now putting on my financial aid hat, I was a
18 financial aid director for many years, and I will tell
19 you that I have experienced students waking up in the
20 morning and deciding I want to go to college. And
21 they come to our offices, they haven't filled out an
22 application, they have not filled out their Free
23 Application for Federal Student Aid form, and they
24 want to be part of the institution that day.

25 And so what we are trying to do at Federal

1 Student Aid is to prepare students prior to coming to
2 your campuses and saying I want to be a part of your
3 institution, but as you know, it cannot start in their
4 senior year in high school. This plan needs to be in
5 play early on, and so what we're trying to do is get
6 the high school guidance counselors involved, we're
7 trying to get the parents involved.

8 We have a number of outreach efforts right
9 now to actually determine how we can get the students
10 ready so the day that they step on your campuses they
11 already have their financial aid awards in hand, they
12 are already ready to actually begin, because one of
13 the things that we have found, and I know that when
14 you're looking at your first year to second year
15 progression, that normally, if the money is not in
16 place at the time, you will lose that student.

17 So what we're looking at is the fact that we
18 have to look at how students are matriculating. Are
19 you retaining your students? Are you graduating your
20 students? And so, in order to do that, we also have
21 to look at the funding that's available.

22 We offer three types of aid: grants and
23 scholarships -- the Pell grant is the largest grant
24 program that we have. Under the Obama Administration,
25 President Obama has made a commitment to the Pell

1 grant program. He has invested and has determined
2 that we will invest over \$40 billion over the next
3 decade with the Pell grant program.

4 As you know, and I will just use
5 historically black colleges and universities as a
6 convenient sample, we have 14 to 16 percent of
7 African-Americans attending these institutions, and a
8 great majority of them are actually eligible for the
9 Pell grant program.

10 However, what we also find is that typically
11 we have students that do not apply for financial aid.

12 They either do not apply or they do not apply on
13 time. So what we're doing in our efforts right now is
14 to make sure that we have the knowledge, we're being
15 able to communicate that information to students
16 through various programs.

17 Right now the annual award is up to \$5,645
18 for the Pell grant program. I have had some
19 information distributed to the Commission members, but
20 that information is also on www.studentaid.gov for the
21 members, the guests that are here today.

22 With that in mind, from the time that
23 President Obama has taken office, we have seen an
24 increase in the Pell grant program. It started under
25 him at \$5,350, and it has gone up to \$5,645, and we

1 will see hopefully an increase for the 2014-2015
2 school year as well. Up to 2019 I believe it is, we
3 will continue to see these increases, and this is
4 based on President Obama's commitment to the federal
5 Pell grant program.

6 We also have loans as well. This is a big
7 initiative with our department right now, to curb the
8 student loan debt, unnecessary borrowing from our
9 students, and also to in fact make students understand
10 what the repayments of these loans will be and how to
11 in fact manage their budgets when they actually leave
12 school.

13 We have a number of social media campaigns
14 that are going on for special outreach for these
15 programs. As you probably have heard about, we have a
16 financial aid toolkit. This particular toolkit, it
17 gathers all the financial aid resources at one
18 particular website so students are able to get this
19 information all at once.

20 We have actually implemented the net price
21 calculator. All schools throughout the country must
22 have a net price calculator on their website. And
23 this gives students an opportunity to enter personal
24 data where they can find what the net price would be
25 to attend that institution.

1 We have a college navigator, which actually
2 gives information about all of your institutions so
3 the student could determine whether or not that is a
4 school that they would be successful at.

5 We have something called a shopping sheet.
6 The shopping sheet is just a standard presentation of
7 who you are as an institution. It tells the student
8 and the families who you are as an institution, what
9 your default rates are, what your graduation rates
10 are. Also, it allows students to compare financial
11 information.

12 And then what we wanted to do was standard,
13 have a standard of financial aid award letters.
14 Students get award letters from all over the country
15 from different schools, so we wanted to have a
16 standard way they could actually compare the financial
17 aid award letters.

18 I will tell you that there has been an
19 abundance of outreach to high school students. There
20 are a number of initiatives underway. One of the
21 things, when people talk to me about best practices, I
22 try to find out whether or not they actually do work,
23 because I hear that term a lot and we want to make
24 sure that they are actually working.

25 For Federal Student Aid, some of the other

1 things that we're doing is we're also making sure that
2 the schools are administering the funds correctly and
3 properly to the students. So there's a customer
4 experience that we look at. We're looking at the
5 school experience with us to determine whether or not
6 they're getting information and the support they need
7 to actually administer the funds. And then we're also
8 meeting with students and parents and focus groups to
9 determine whether or not they're getting everything
10 that they need.

11 CHAIRMAN HRABOWSKI: I'm sure we have plenty
12 of questions, but why don't we go ahead with Zakiya
13 first.

14 MS. SMITH: Great. So I just want to thank
15 you all for having me here. The amount of expertise
16 that's around the table is just kind of overwhelming.
17 David mentioned that my bio is in the background, but
18 I think I'd be remiss if I didn't say that I've been
19 with the Obama Administration up until 2013 when I
20 retired, so to speak, after four years.

21 And I remember being here in the Office of
22 the Secretary before there was an Under Secretary when
23 there were just about 20 political staff. And I was
24 sitting there and we were thinking about the creation
25 of a commission to actually look at the development of

1 African-American students across the pipeline because
2 one did not exist as there were for Asian-American
3 students and Hispanic-American students.

4 So this is really, me being here, the
5 fulfillment of a lot of years, and that is just kind
6 of overwhelming. I'm not someone that gets emotional
7 very often, as David knows, but this is something that
8 is kind of amazing.

9 CHAIRMAN HRABOWSKI: Zakiya, please don't
10 use the word retired, though.

11 MS. SMITH: I'm not.

12 CHAIRMAN HRABOWSKI: We don't want you to
13 use it. You could say you transitioned.

14 MS. SMITH: I transitioned. I transitioned.
15 I'm trying to look at these financial books that
16 teach me how to retire within five years. It doesn't
17 involve government work. That's not involved.

18 I do want to give you some orientation to
19 how I come to these issues, why I'm sitting here, what
20 Lumina does, and really talk about partnerships
21 because I had been charged once I transitioned in my
22 new work to do whatever it took to help this
23 Commission be successful in my new role. So I'm very
24 serious about once we leave here thinking about
25 partnerships. And our CEO, Jamie Merisotis, and the

1 rest of our staff at Lumina Foundation is very much
2 interested in the success of this work.

3 I always have been involved in education. I
4 wanted to be a teacher when I was growing up. I very
5 much came from Decatur, Georgia. Not sure if any of
6 you all are familiar with that. My high school was
7 99.8 percent African-American; .8 percent was a young
8 lady from the Dominican Republic and so she did not
9 speak much English, but she was very much black.

10 And with that, I was always concerned about
11 the kind of achievement gap and have always had that
12 as my orientation, so for that reason as well, being
13 here is quite just important.

14 At Lumina Foundation, our whole mission is
15 about increasing the proportion of Americans that have
16 higher education credentials, whether that's an
17 Associate degree or if it's a high quality credential
18 certificate even -- we're looking at those -- all the
19 way through Bachelor's degrees. Really, we have a
20 goal of that by 2025 60 percent of Americans have some
21 type of post-secondary credential, very, very similar
22 to the President's goal that by 2020 we become first
23 in the world. So very much aligned in terms of that
24 work.

25 When we break down how we get there -- and

1 you all know this -- you cannot get there without
2 substantially more African-Americans completing
3 college. We just, we do not reach the goal. Someone
4 mentioned earlier just the changing demographics of
5 our nation and we see that as, you know, our work with
6 underrepresented communities, which includes African-
7 Americans, Latino students, first generation college
8 students, low-income students, adults who are going
9 back to college is a big part of our work and how we
10 orient ourselves.

11 So many of college students now have either
12 stopped out of their educational pipeline and are
13 returning or are people that had previously been in
14 the workforce who didn't think they needed a college
15 credential and as the workplace is changing and as
16 types of employment opportunities are changing are
17 realizing that in order to sustain a middle-class
18 lifestyle that they need to go back and get something.

19 My father is from Akron, Ohio, and most of
20 my family that remained in Ohio did not go on to get a
21 college credential because the factory jobs and the
22 tire companies were so, you know, prominent and you
23 could have a really solid middle-class life going down
24 that path. My father was the first of his siblings to
25 go to college. He went to Ohio University, a very

1 predominantly white institution, and he is probably
2 the only one that was able to sustain the type of
3 lifestyle that his parents were able to provide for
4 him because he went to college.

5 My mother's from South Carolina. My
6 grandmother went to Morris College in Sumter, South
7 Carolina, my mom went to Bennett College in North
8 Carolina, and so those two aspects of how we think
9 about higher education and what it means for African-
10 American families have been deeply rooted and that's
11 something that we think about at Lumina.

12 There are a bunch of different types of
13 experiences, and the very nature of what African-
14 American students are experiencing in higher education
15 right now makes it challenging. So you have some of
16 the traditional college students that are coming
17 straight from high school, maybe, you know, low
18 income, maybe not, but are still kind of wrapped in
19 that nest of the high school experience. You have
20 those who maybe are coming from prison and are trying
21 to reenter and are trying to figure out how do they
22 plug in. You have those older adults.

23 Many, many students are older adults who are
24 trying to try to figure out how do they make it. A
25 statistic from a report that we just funded this past

1 week that came out startled me, and that was that 47
2 percent of African-American women in higher education
3 are caring for dependent students. They are mothers.

4 Forty-seven percent of African-American
5 women are mothers. So when you think about how do you
6 support those students not just financially, but I
7 primarily think about this with my work at Lumina from
8 the financial standpoint, that really changes the
9 dynamics of what you're talking about, particularly
10 when you think of your typical orientation of a
11 college student is kind of going away, you're forging
12 out on your own, how do you give them enough money to
13 like kind of live in their dorm. That's a very
14 different experience definitely than the one I had,
15 than the one that we think about.

16 So I mentioned that Lumina focuses on these
17 kind of special populations. We think about adults,
18 we think about low-income students, we think about
19 first generation college students, and we particularly
20 think about Latino and African-American students.

21 We are a foundation that is based in
22 Indianapolis, but my work is based in Washington, D.C.

23 I sit in an office that thinks primarily about the
24 financial resources that are necessary. I have a
25 colleague that focuses on federal policy, and we are

1 as of last year -- so I've been at Lumina for about a
2 year and a few months -- the three of us -- we have
3 one assistant -- are the entirety of our D.C.
4 presence. But we are trying to have a bigger part of
5 the dialogue in federal policy, and so this is part of
6 that interest in continuing that dialogue and being
7 part of that.

8 Lumina has had a very large presence in
9 state policy and we do a lot of work with states
10 across America, from California to Texas to Georgia,
11 Tennessee, in helping state legislators think about
12 that. So inasmuch as you all are thinking about
13 federal policy, if we can be helpful in tying, in
14 making some of those connections to states, that's
15 something that we have the capacity to do.

16 So, when we break down the goal, we think
17 about it in terms of what are the barriers to getting
18 to 60 percent attainment by 2025. I've said this a
19 lot of times, but I work on the financial barriers.
20 We know that there are others. One of the other kind
21 of areas of development that we think about are the
22 business models of colleges and universities and how
23 those will need to change in order to actually have
24 the capacity to reach and serve the needs of many more
25 students and many more types of students with the

1 needs that the types of students have that we know are
2 entering college these days.

3 We also are thinking about credentials and
4 how are the nature of credentials changing, how are
5 the pathways. We talked about apprenticeships
6 earlier, those pathways between higher education and
7 the workforce or even between higher education
8 institutions and one another, how you think about the
9 transfer function as well.

10 We've got work going on at various different
11 levels. I mentioned federal, state. We have a very
12 robust line of work with institutions and thinking
13 about how do we help institutions meet the needs of
14 their students. We have a whole kind of team right
15 now thinking about institutional transformation and
16 kind of putting together -- we're at a critical place
17 within higher education where people want to be
18 successful, institutions want to do a better job by
19 their students, have higher graduation rates, have
20 higher numbers of students completing, not just the
21 rates of student completion, and are hamstrung by a
22 number of different obstacles, so we're thinking about
23 how do we support them better in that focus.

24 We also have a very strong focus in local
25 areas and with employers, so we've been doing grants

1 to actually cities to work together with the partners
2 in their areas. Just recently we gave out grants,
3 \$200,000 per city in 20 different cities, to start the
4 work of this collective impact model. So whether it's
5 the United Way coming together with an institution of
6 higher education there and a local education agency
7 there, all coming together and thinking about how they
8 can help students reach that, reach their college
9 potential.

10 I want to stop and focus, and I want to have
11 plenty of time for questions, but just briefly on the
12 work that we do on costs and affordability because
13 that's the area that I focus on. And when we think
14 about costs, we think not just about the tuition and
15 fees, but particularly when you're talking about low
16 income students and students who don't have all of the
17 accoutrements that they would, you know, need to come
18 to higher education, you're talking about the living
19 expenses, you're talking about if you're working and
20 going to school at the same time, you're talking about
21 the food.

22 I mean, the recent news about the NCAA, you
23 know, MVP who said he goes to bed hungry at night
24 because the dining hall closes at 7 p.m. and he
25 doesn't come from a family that can provide a bunch of

1 additional support, you know, he's already got all of
2 his scholarship needs met and already had food
3 provided for, so think about someone who does not have
4 all of that, plus caring for students of their own.

5 And we know just from the years of research
6 on how people develop, if you don't have your basic
7 needs met, you will not be able to kind of have the
8 higher learning, the ability to really do well in your
9 studies. So, when we think about the financial part,
10 I am not just thinking about how do we lower tuition
11 and provide financial aid. That's part of it, but do
12 we have the appropriate social programs in place to
13 actually support people while they're in college.

14 That has to be part of the conversation just
15 because otherwise you could say oh, this student has a
16 zero at USC, they're getting a Pell grant, they got a
17 loan, I don't see what the problem is of why they're
18 not able to succeed, but if you're not really thinking
19 about the entire picture, you would miss that. So
20 that's certainly part of how we think about that.

21 We're also thinking a lot about the
22 resources that we have right now and going outside of
23 the current paradigms of conversation. So one of the
24 things I've most enjoyed about my departure from
25 government, among other things, is being able to think

1 outside of just the programmatic by programmatic
2 function because you're hamstrung by that. You've got
3 the appropriations process, you've got Congress, got
4 this is the way the budget is done, but when you
5 actually step back and think about what would it look
6 like if you were actually meeting the needs of
7 students, you can kind of say, well, where are we
8 spending money?

9 One thing that I can provide and that has
10 been really useful, a large project over the past year
11 was we funded a series of 15 different papers all
12 looking at how do we, I won't use the word reform, but
13 explore new models of student financial support for
14 students in the 21st century higher education system.

15 And we asked people to think about federal
16 and state partnerships, we asked them to think about
17 what does affordability even mean. You know, we have
18 the federal EFC definition for, you know, how much
19 families should contribute, but what does it really
20 mean to provide something that's an affordable higher
21 education? And then we asked people to think about
22 loans. Loans are such a ubiquitous part of our higher
23 education landscape now and there's just a lot that we
24 don't know about how people use loans, how we perceive
25 them.

1 All of those papers were released on Monday,
2 so we can provide those to the committee, to the
3 Commission if you would like, but I will share some of
4 the highlights before we go into Q&A.

5 A couple of statistics that we know about
6 African-American students and how they experience
7 college financially. African-American students are
8 more likely to borrow than any other type of college
9 student. They're also more likely to be low income,
10 right? So you've kind of got this perfect storm of --
11 and I say this because Latino students have a problem
12 in that they are also very likely to be low income and
13 go to college, but they tend to be loan averse, so
14 instead they will work multiple jobs and have kind of
15 -- not to say African-American students don't work
16 because they're also working, but you've got a problem
17 where sometimes certain students won't borrow even
18 when it makes sense.

19 They say, you know what, hey, quit that
20 part-time job, borrow \$1,500 and get through this
21 semester, right, rather than giving up your studies
22 and you'll get it back on the back end because the
23 benefits of higher education are just so great.

24 What we seem to experience with African-
25 Americans is almost we don't have that barrier to

1 borrowing sometimes, which is fine, but we also have
2 lower completion rates. Overall, in higher education,
3 what we are seeing more and more is a perhaps
4 unintended consequence of the focus on loans is that
5 we have more levels of debt without a degree. So you
6 have the debt, but you actually don't have the benefit
7 of having the salary increase that comes with having
8 the degree. So, when I think about the work of
9 affordability, you cannot talk about it divorced from
10 the conversation about college completion and how
11 we're supporting students to finish.

12 One of the most striking statistics that I
13 saw recently was that students who default actually
14 have lower loan balances than students who are not in
15 default. So sometimes we think about default as oh,,
16 you know, you just borrowed so much and you can't pay
17 it. You borrowed -- the average amount for default I
18 think is a little under \$10,000.

19 You're not talking about students who
20 borrowed 50-, \$100,000 and can't pay it back --
21 certainly that's the case in some extreme places --
22 but you're talking about people who borrowed what we
23 might consider to be modest amounts and are simply not
24 in a place where they can pay anything. You're
25 talking about folks who were on hourly jobs, dropped

1 out or, you know, couldn't complete for whatever
2 reason and are still at an hourly job except for now
3 they've got a \$10,000 loan. And so just when we think
4 about the challenges of affordability, they are really
5 coupled with the challenge of completion.

6 I do want to focus on just how dire the
7 wealth divide is because we know in our country we've
8 got kind of the haves and the have nots and less and
9 less of a middle-class, and that is something that is
10 even more pronounced within the African-American
11 community. We've just got a growing wealth divide,
12 which means that we've got some extreme -- poverty
13 sounds like such a, you know, heavy-laden word, but
14 we've got African-American female students -- just
15 this one last statistic and then I will finish.

16 We had Tennessee's Higher Education
17 Commission submit a report, and in Tennessee community
18 colleges -- this just stuck out to me -- any black
19 female student with a positive EFC was an outlier.
20 That means that -- the EFC is the federal estimated,
21 expected family contribution. So generally you think
22 of very low-income students having a zero EFC and that
23 being like, oh, my God, you have a zero EFC.

24 For African-American women in Tennessee
25 community colleges, anyone that had an EFC of one or

1 more was an outlier in their data. So, when you think
2 about how dire this situation is, that's what we're
3 facing in some of these places.

4 So what is the work of Lumina Foundation?
5 We're obviously funding the research because that's
6 what we do. We're a grant organization. We fund lots
7 of research about this. We fund papers. People think
8 about this and talk about this.

9 But as I mentioned earlier, we're also
10 funding partnerships in different communities. We're
11 also working directly with state legislators. We've
12 got this burgeoning work of working with federal
13 partners. And that's why I'm here and what I want to
14 talk about a little bit more with you afterwards and
15 will avail myself to whatever may come next on that
16 front.

17 CHAIRMAN HRABOWSKI: Thanks. Let me start
18 the questions now, and if you put your sign up if you
19 want, I can call on you. The new book by a Cornell
20 professor entitled *Degrees of Inequality* posits that
21 in many ways higher education is making that divide in
22 wealth worse, greater, quite frankly, and it
23 particularly talks about support that the for-profit
24 institutions have received from unlikely places in the
25 name of supporting minorities.

1 Now you take that and couple it with Senator
2 Harkin's report suggesting that a third of the
3 financial aid is associated with for-profit
4 institutions, that about half of their students are
5 minorities, black and Hispanic, a third, a trillion
6 dollar debt that the default rate vary -- I mean,
7 much, much higher in that group -- and that the costs
8 of those institutions are much higher than two-year
9 institutions and a lot of other places.

10 The question is to what extent is either of
11 your organizations helping minorities understand that
12 all that advertising on TV about jobs is not reality,
13 that most people don't get the jobs because they don't
14 finish the degrees, the programs, and most important,
15 they're in more debt than they ever would have been
16 even if they had gone to one of the HBCUs, minority-
17 serving, or a two-year institution. So a lot said,
18 but I'm just saying how do you relate those two?

19 MS. M. BOYD: One of the things that Federal
20 Student Aid has worked on continuously is the Gainful
21 Employment Act. There have been some setbacks.
22 However, it is in the forefront of making students and
23 schools aware with regard to some of these schools in
24 determining whether or not these schools are actually
25 providing the type of education that will in the end,

1 as an end result, provide jobs, and those students
2 that are taking out these loans are able to pay those
3 loans back.

4 So that is one of the initiatives that we
5 certainly have been working on for a number of years
6 and tried to get legislation through to make these
7 schools certainly more responsible with regard to not
8 only educating the students but also helping them to
9 provide an education whereby they can receive actual
10 employment at the end of their careers with these
11 schools.

12 CHAIRMAN HRABOWSKI: But I hope
13 Commissioners -- and I would ask David to get a copy
14 of a synopsis of that report. But it is absolutely
15 appalling when looking at the cost to poor families
16 and the low graduation rate and the 300 and some
17 billion dollars a year, with half of it with blacks
18 and Hispanics. I mean, between the book and the
19 report, I mean, there's a lot to be said.

20 Let's go to Gwen first, then Doris, then
21 Akosua.

22 MS. G. BOYD: Thank you very much for your
23 report. Appreciate that. And in looking and
24 understanding the relationship with helping high
25 school students understand the process, helping their

1 parents understand the process, because ultimately
2 they're the ones who have to be involved in getting
3 all the financial information. And then actually when
4 they get to college, when they get through all of
5 that, how do either your organization or the
6 department help present financial literacy on campus
7 so that, you know, even once they get there they
8 understand how to leverage the Pell grant, how to
9 leverage whatever loans, whatever opportunities they
10 have to get them through college.

11 Because it's one thing, as we said last
12 night, to get them in, but then understanding the
13 process of managing your debt or managing your loans
14 or managing your grant opportunities to get you
15 through the process.

16 MS. SMITH: Sure. And one report, the first
17 report that I ever worked on -- actually I was in a
18 federal advisory committee on staff. That was my
19 first job in D.C., Federal Advisory Committee on
20 Student Financial Assistance, and we had a whole
21 report called *Early and Often* about how you provide
22 financial resources to students. I'm happy to share
23 that with David and he can share it with you all so
24 you don't have to track it down.

25 But the premise was that you have to do it

1 early. Obviously senior year is too late. And as you
2 know, with students and with families, just with
3 people, you have to do it often. You can't have a
4 one-time thing. It has to be a reinforced message
5 that, one, aid is available, because especially as
6 students go through high school, we know that they
7 tend to count themselves out. So, if they think that
8 college is unaffordable, why work harder in class?
9 Why, you know, try to get more As if my family is too
10 poor to be able to afford it anyway?

11 If you don't understand that resources are
12 there to help you, it can actually impair your
13 academic progress and make you in a worse situation.
14 So that's something that has to be done and
15 reinforced.

16 And then Lumina has in terms of financial
17 literacy actually a really interesting project going
18 on right now where we're trying to do better surveys
19 of how students comprehend financial information so we
20 know how to present it.

21 I worked when I was at the White House and
22 at Ed on the financial aid shopping sheet that Marcia
23 mentioned and -- Marcia --

24 MS. M. BOYD: Marcia.

25 MS. SMITH: -- Marcia mentioned, and the

1 college score card, both initiatives to try to think
2 about how do we present information to students about
3 their options, which also gets to this.

4 If you see that an institution has a 20
5 percent default rate, 15 percent graduation rate, and
6 a net price after grants and scholarships of \$20,000
7 for your cosmetology degree, maybe you might compare
8 that to another institution that has some higher
9 outcomes at a lower cost and feel better about it.

10 That said, we designed those with very
11 little information about how people process
12 information. So now that I'm on the outside, we're
13 trying to think about how can you improve those
14 efforts so that you're actually designing them in a
15 way that gets through to people that they can
16 understand.

17 MS. M. BOYD: We have a number of staff
18 members that work on nothing but financial literacy.
19 We have also provided schools with financial literacy
20 programs that they can use for their students and
21 families. One of the things that we do directly is we
22 do training with the financial aid staff to make sure
23 that they are providing the type of training that they
24 need to with regard to their students and families.

25 It is not something that you could do once

1 and it has an impact on the students. It is something
2 that schools must do on a regular basis, every year
3 and continually with different aspects of financial
4 literacy. There's debt -- there are a number of
5 credit card companies that may come on your campuses
6 and students are not only leaving with student loan
7 debt, but they're also leaving with credit card debt.
8 So, if you have those type of companies coming on your
9 campuses, some of the things that you may do is limit
10 their ability to come and put things in the bookstore.

11 And applications. I remember American
12 Express came on campus and some of the students were
13 receiving American Express cards and they were using
14 their financial aid to pay their American Express
15 bills. It's sort of like the robbing Peter to pay
16 Paul syndrome.

17 So we have a lot of that type of financial
18 literacy information that we talk to parents and
19 students about early on in the high schools and as
20 well as once they get to the campuses, and we do train
21 financial aid officers with regard to financial
22 literacy. And there are a ton of programs out there
23 and information on our website that will give you an
24 idea of the type of work we're doing.

25 CHAIRMAN HRABOWSKI: Excellent. Let's go to

1 Doris next.

2 MS. RIBNER: In your outreach efforts to
3 schools and students and parents about the federal aid
4 programs, do you also give information about the
5 federal loan forgiveness programs that exist? And
6 that information could very well help some of these
7 youngsters decide on their course of study. You know,
8 if you're going into healthcare, for example, you
9 know, you work a certain number of years in a hospital
10 or nursing home, you can get your loan forgiven up to
11 a certain amount. So that's the kind of information I
12 think a lot of these youngsters might benefit from.

13 MS. M. BOYD: And that's one of the reasons
14 why we redesigned our website, we have done some of
15 the additional work with schools and universities, to
16 actually make sure that they are reinforcing the type
17 of forgiveness programs, the deferments that we have,
18 the type of loans that are available to students. So
19 there are a number of initiatives that we have put
20 forward.

21 As recent as two months ago we did a
22 national campaign just for the students that had
23 defaulted on their student loans to let them know that
24 there were things available if you just let us help
25 you, that we could actually help you rehabilitate your

1 loans. So that was a national campaign that we did at
2 Federal Student Aid.

3 There are a number of things that we talk to
4 schools about on a regular basis because they are the
5 ones that actually deal with the students on a regular
6 basis. And the relationship that the schools have
7 with the students, we're hoping that what we give them
8 and the impact that they may have on their students
9 will help eliminate some of the lack of communication
10 with regard to student loans, how they work, what you
11 need to do to repay them, if you can't repay them,
12 what is available to make sure that you're not in fact
13 going into default.

14 There should be actually no one in this
15 country in default on a student loan, but it's about
16 students, instead of avoiding the problem, getting
17 help with the problem, and that's what we're focusing
18 on right now. There's an avoidance of getting actual
19 help when you can't pay. Some people will just ignore
20 the constant communication that they may receive, so
21 what we're trying to do is open a letter, call us and
22 we'll help you, and a lot of students are now in fact
23 doing that. And we do have some data on that. I
24 didn't bring it with me, but we certainly would share
25 that with the Commission.

1 MS. RIBNER: Great.

2 CHAIRMAN HRABOWSKI: Thank you. Akosua?

3 MS. EVANS: My question has been answered.

4 CHAIRMAN HRABOWSKI: Very good. Then
5 Angela?

6 MS. BLACKWELL: Thank you for the
7 presentation. It's really interesting. My one
8 question is just -- yeah. I'll just try to talk
9 louder. One question is just my ignorance. I was
10 looking at this page about do you need money for
11 college, and it said that one of the things you have
12 to do if you're a young man between 18 and 25 is
13 register for the Selective Service. And what I didn't
14 know is whether all young men in this country between
15 18 and 25 have to register for Selective Service.

16 MS. M. BOYD: If they are applying, yes. If
17 they are -- yes is --

18 MS. BLACKWELL: All young men, whether
19 you're applying or not, is required.

20 MS. M. BOYD: Right, right, right.

21 MS. BLACKWELL: I didn't know that.

22 MS. M. BOYD: Right.

23 MS. BLACKWELL: The other question was I
24 couldn't figure out from everything that you were
25 saying about how to be able to make a judgment about

1 whether the aid that you're seeking is a good deal for
2 you. Is the institution an institution that's going
3 to serve you well? Is the amount of money that you're
4 going to pay comparable to what you would pay for
5 something else?

6 I heard you mention the Gainful Employment
7 Act, and I heard you talk about ways that people can
8 increase their financial literacy, but what I couldn't
9 figure out is what's in place now that absolutely
10 comes to the attention of the person who's trying to
11 get aid to be able to compare their institution and
12 what it is that they're about to do to the kind of
13 information that we would want to compare if we were
14 making that decision. What's in place now?

15 MS. M. BOYD: One of the -- I'm sorry. I
16 don't know whether it's on or not. One of the things
17 that we do in fact have in place that allows a student
18 to actually do some comparison is what we call a
19 shopping sheet, okay? It allows the student to look
20 at the type of awards that they may have received from
21 different institutions and compare those awards.

22 Now the thing about the shopping sheet and
23 all of these other programs as far as literacy goes is
24 that you have to know what it all means as far as
25 college cost. What would someone say is reasonable?

1 What is a reasonable cost that I will incur in order
2 to attend this institution? So, if I want to go to
3 Yale, it's going to be very different if I want to go
4 to Baruch. And so you have to look at the quality of
5 education, what you want to major in. There's a
6 number of factors that goes along with the shopping
7 sheet, doing the comparisons and making sure.

8 What we have found is that some students
9 make a decision with regard to the shopping sheet as
10 whoever is the lowest cost versus I want to attend
11 that school because they have my major.

12 MS. BLACKWELL: I'm actually asking a
13 slightly different question.

14 MS. M. BOYD: Okay.

15 MS. BLACKWELL: So out here in the world I
16 need some help and I run into the A&B technical
17 training school and they say doesn't matter what you
18 did in high school, you can get in.

19 I then show up and it looks pretty good, and
20 the person's nice to me, and they say, you know, you
21 can come here, it's going to cost you \$10,000 a year,
22 I say I don't have it, they say but you can get it and
23 they give me a place to go.

24 I then go to that place. How do I look up
25 this A to Z training school and know what its record

1 is, how it compares so that I can't check the box
2 saying I want to apply until I'd looked at something
3 else. That's what I'm asking about. Is there
4 anything in place like that?

5 MS. M. BOYD: The college scorecard.

6 MS. SMITH: Yeah, the scorecard has that.

7 MS. M. BOYD: The scorecard has that
8 information.

9 MS. BLACKWELL: Okay.

10 MS. M. BOYD: And the college scorecard has
11 the cost of the institution. The college scorecard
12 also has the graduation rate, it has the loan default
13 rate. I talked about this a little bit earlier. It
14 talks about the earnings that students have at this
15 institution. So it is actually a profile of that
16 institution and it gives all of that information.

17 MS. BLACKWELL: And I have to see it before
18 I complete this application.

19 MS. M. BOYD: You don't. No, you don't have
20 to see it.

21 MS. SMITH: So I think this is an area
22 where -- and I worked on both of these things prior to
23 leaving -- I will say the information is not perfect.
24 The earnings information doesn't appear on the
25 scorecard yet because they don't have the earnings or

1 information available yet, but it appears as this
2 shall come soon.

3 If it's an institution that is under the
4 gainful employment regulation, which is currently kind
5 of being negotiated -- and that may be an area that
6 the Commission wants to look into, but it's currently
7 being worked out. People are submitting comments
8 right now and the department is going to finalize that
9 regulation at some point to determine, the way I think
10 of it, how low is too low in terms of how bad is bad
11 enough in terms of your default rate and your
12 repayment rates. If only 10 percent of people repay,
13 is that too bad for you to be receiving federal
14 student aid? That's something that we could say
15 that's not a place where you should have an option.

16 So the way I think about this regulation,
17 and this is an analogy that I've used before and I
18 could get, you know, lambasted for it, but I'll just
19 say it again, with toasters the government doesn't
20 give you a warning label, say this toaster may blow
21 up, and just said no. You could decide, you know, if
22 you want the toaster that has, you know, all of the
23 different stuff and the, you know, different dials and
24 the stainless steel and whatever, whatever, but your
25 toaster can't blow up when you plug it in. So how low

1 is so low that if you go there it's unlikely to be
2 beneficial versus this is something where you're
3 trying to make a decision about what's best for me?

4 And to the point about making a decision,
5 they have some tools, but they don't currently have
6 the, my understanding is, the legislative authority to
7 force a -- not force, but to proactively make sure
8 that a student sees that, the scorecard prior to doing
9 something so they can -- and what we added to the
10 FAFSA now, I think it's still there, is when you
11 finish the FAFSA, the schools that you decided to send
12 the FAFSA to, automatically the graduation rate for
13 those schools pops up.

14 Now there are lots of issues with how you
15 calculate graduation rates. One thing on the
16 scorecard is that it's only compared to similar kinds
17 of institutions. There's all kind of methodological
18 issues with how you determine who's a similar type of
19 institution, but it kind of makes no sense to compare
20 the graduation rate of Yale and Baruch College because
21 they're serving completely different types of
22 students.

23 And if you sent the students at Baruch
24 College to Yale, I'm sure the graduation rate would
25 not be the same and similarly. So there are issues

1 with how you calculate those kinds of things, but at
2 least it tries to compare apples to apples so you
3 could say how much is this -- the cost of this
4 institution, how is that relative to other
5 institutions of the same sort. So it tried to kind of
6 get at some of those issues that we're talking about.

7 CHAIRMAN HRABOWSKI: But the big challenge
8 is that we don't have some system that ensures that
9 every person has somebody looking out for that
10 person's interests to explain the real deal.

11 MS. SMITH: Yes.

12 MS. M. BOYD: Right.

13 CHAIRMAN HRABOWSKI: Because even to
14 educated people, when you look at all that, all those
15 numbers, they don't mean nothing. They mean very
16 little when you try to compare. And if I've got a
17 good salesman at any kind of place saying this is a
18 great deal for you, I can get you the money, if you
19 don't know any better, you just accept what they say.
20 And there's our challenge. How do we have advocates
21 who can say this is not a good investment?

22 MS. STUDLEY: May I jump in for one second?

23 CHAIRMAN HRABOWSKI: Yes. Hey, Jamie.

24 MS. STUDLEY: I stayed around because I
25 wanted to hear both the wonderful presentations and

1 your questions. So Marcia and Zakiya are introducing
2 you to a whole land of activities, some of them
3 information for students, some of them -- I love the
4 toaster analogy -- the bare minimum.

5 We need to do a combination of things
6 through the accreditation system more rigorously than
7 we do and through the gainful employment regulation,
8 which is out for public comment as we speak, in order
9 to just remove from the field the choices that are
10 simply unacceptable, and you did a wonderful job of
11 explaining that.

12 But among those, you've tapped into a whole
13 set of issues that we're working on and we'd be happy
14 to come back and talk to you about, ranging from your
15 guide and advocate -- we have an incredible counselor
16 gap in this country. I call it the guidance gap. The
17 people who most need that kind of guidance and support
18 in the process are least likely to have it. In
19 California, the ratio is variously described as 800 or
20 1,000 students to a guidance counselor, and that's not
21 a college counselor.

22 Somebody recently said, I can't be sure of
23 this, but I fear that it rings true, that high school
24 students in, I think it was a California statistic,
25 have 38 minutes of guidance in their four-year

1 experience and that includes breaking up a fight or
2 dealing with a family health crisis as well as the
3 remaining two minutes or whatever that might be geared
4 to answering those kind of questions about post-
5 secondary opportunities.

6 That's a terrifying gap right there that we
7 need increasingly to think about and understand how
8 that fits in. Obviously there are volunteer
9 organizations and others that aim to fill that gap,
10 but it's a finger in the dike scale for that.

11 Schools are expected to provide information,
12 but the marketer that Angela described is not
13 necessarily going to be your most helpful friend about
14 pointing you to that comparative information.

15 And the college rating system that the
16 President asked the department to develop -- he made
17 that request in August -- is an element of exactly
18 this conversation: the idea of dramatically
19 increasing both the information and the accountability
20 according to value and affordability. If it's
21 affordable but not good, it's not a really good deal.

22 So value includes both affordability and quality.

23 I would point you to that rich and robust
24 conversation, but the purpose of it is exactly what
25 you're talking about. It's to get people information

1 and then to make federal decisions on investing in
2 programs that provide value, quality education at a
3 good price, with outcomes that lead to, I love the
4 phrase family-supporting jobs.

5 And while we work through the details of how
6 we might do those counts in ways that are fair and
7 comparable and useful, we need people to look at the
8 big picture of saying can this help us move in the
9 direction of both eliminating the very weakest schools
10 that don't provide value and providing information
11 about the others so that people can make real
12 comparisons that are more nuanced and longer term than
13 just this one's cheaper than that one right now or
14 worse, the sticker price is cheaper than the other
15 one, because, in fact, Yale in your example may be the
16 very best bargain for a very low-income student who
17 has that opportunity, and another program that costs a
18 little bit more may be a much better bargain than
19 Angela's example if it actually leads to a job and can
20 be supported by that person because they get a degree
21 in a reasonable time and they go to work and can
22 handle what at day one might have looked like a little
23 bit more expensive proposition.

24 So I don't want to take the time that it
25 would require to walk through all of those, but we can

1 send you some materials on them and pick up on any of
2 them in meetings, in conference calls with you, one on
3 one if you want to talk about it some more, because
4 it's an area that is designed to address the exact
5 problems that Angela talked about. These are issues
6 that touch everyone, but they land hardest on African-
7 American and other minority students, people who don't
8 know, whose families haven't navigated higher
9 education before.

10 We have the marketing manuals of schools
11 that say go after the very poorest people at the most
12 vulnerable points in their lives. The best time to
13 recruit somebody to a for-profit college -- literally,
14 they train their salespeople -- is when there's been a
15 death in the family, a mental health crisis, you know,
16 they're thrown out of their houses, they've just come
17 back from war. Go after those people and go after
18 them tenaciously because those are our potential
19 customers.

20 CHAIRMAN HRABOWSKI: It is a travesty. It
21 should be on the record that that's a travesty. It's
22 just awful.

23 MS. STUDLEY: And this is one where we do
24 things that look very dry and technical and we put
25 them under names like the gainful employment

1 regulation, but what they actually are are ways of
2 getting African-Americans and other vulnerable
3 students the education they need to succeed. Thank
4 you.

5 CHAIRMAN HRABOWSKI: Next question from Ron.
6 We have two more questions. Then we have to break.
7 Ron?

8 MR. WILLIAMS: Thanks, Mr. Chairman.

9 Marcia, this is for you. You mentioned the
10 legislation that increased the Pell grants under
11 President Obama. Excellent legislation in my view.
12 But I had a question about the information that you're
13 collecting now that that's happened.

14 When I was still honestly employed on a
15 campus, one of the things that -- anytime we asked
16 about why students left, and you know this, the top
17 reason was financial, the second was family-related,
18 which was a proxy in a sense for financial, but
19 somewhere along the line there was a relationship
20 between that and academic performances as well.

21 My question is, do you have any studies at
22 the moment or any interest in studies that would show
23 the relative relationship between access to funding
24 and academic performance? Is there a relationship
25 between the two? One way of linking that back to the

1 Pell grant conversation is, have you seen increased
2 retention as a result of increased money? Because one
3 of the reasons people left was, they were saying this,
4 because they didn't have the money. So is there any
5 relationship that you're seeing between increased
6 retention and access to the higher Pell grants?

7 MS. M. BOYD: Well, with regard to the Pell
8 grant, what we are seeing is a number of increases as
9 far as participants in the program. Now I don't have
10 statistics on whether or not there are more students
11 progressing from freshman to sophomore or sophomore to
12 junior because of the increase in Pell grants. I will
13 say this, however, that with the increase of Pell
14 grants, it is helping to reduce the cost, the direct
15 cost, I won't say indirect cost, but it is in fact
16 helping to reduce the direct cost of students.

17 So what I will do is go back and find out if
18 we have any research that can correlate the two and
19 determine whether or not we've seen an increase in or
20 a decrease I should say in the retention rates with
21 regard to the Pell grant program.

22 MR. WILLIAMS: Yeah. I think that's really
23 important because the increased number, I would
24 suspect, but it's the access question.

25 MS. M. BOYD: Right.

1 MR. WILLIAMS: Right? So the performance or
2 the completion question is the next one and whether
3 there is a relationship between more money given what
4 they tell us as a -- and if I'm not mistaken, Walter,
5 you may have this on the top of your head, when you
6 combine the first reason, financial reasons for
7 leaving, and family, that's over 50 percent of the
8 kids who say that that's the reason. So I think it
9 might be useful to find out.

10 MS. M. BOYD: Okay.

11 MS. SMITH: One of the papers that we just
12 funded on Monday is from MDRC, one of the best
13 research organizations, and their whole paper was
14 about connections between financial resources and
15 student persistence.

16 They found that there is a connection in
17 terms of academic performance. You may know that they
18 did a performance-based scholarship where they found
19 low-income students -- one was with single mothers in
20 Louisiana, but other students as well -- to see if
21 giving them supplemental aid tied to academic
22 benchmarks actually increased their persistence, and
23 it did. So the aid matters in terms of helping
24 students academically and helping them not drop out
25 essentially.

1 MR. WILLIAMS: And you said that came out?

2 MS. SMITH: Monday. We can send it to you,
3 just that one. Yes. Absolutely.

4 MS. HICKS: I have 50 young students that I
5 mentor that came through college together -- not
6 together, but my cohort -- and many of them graduated.
7 I helped them find jobs. Every single one that has
8 graduated went into default or are about to be in
9 default, and I can honestly say you all efforts over
10 the last two years have worked. So I really
11 appreciated someone saying there's absolutely no
12 excuse for anyone to be in default.

13 So I'm the call, I'm the last call that,
14 hey. I'm like why won't you give me a transcript, why
15 won't you do this, why won't you do that, we're just
16 trying to track the system. And this is just an
17 experiment, it has nothing to do with my role on this
18 Commission, but when I heard you say that, I had to
19 celebrate you all for that.

20 MS. M. BOYD: Thank you.

21 MS. HICKS: Because I have been through wage
22 garnishments, I've been through all the students to
23 that level and have done the interventions, have
24 called you all on their behalf, I've made them call
25 you all on their own behalf, the exact thing, avoiding

1 the letter until -- even some of them are my
2 employees, so when it gets to the wage garnishment
3 level, I'm like, look, I'm not doing the paperwork, so
4 call the federal government.

5 You know, I'm a user, so I'm speaking to you
6 honestly that whatever you all have done to try to
7 mitigate the damages on default, the federal
8 government should be celebrated, because I have a 100
9 percent success rate in my cohort and these are some
10 very irresponsible young people to the most
11 responsible, so, you know, I speak as their second
12 mother.

13 But, however, on the front end, now that I
14 have an 18-year-old about to enter your system as my
15 stepdaughter, now it's really personal because I'm the
16 one doing the subsidy and I refuse to take out these
17 subsidized loans. I have a question and a few
18 recommendations, and at the same time, I want to
19 understand your process better because that's great
20 that we're now mitigating the damages, but how do we
21 avoid that completely?

22 And all of these young people have Master's,
23 Bachelor's, law degrees. I'm not talking about the
24 people we're trying to graduate. I'm talking about
25 people with degrees, and I have a 100 percent rate

1 that went into some level of default.

2 So I'm now working with 50, and some of them
3 are still in school, so we're trying to figure out how
4 not to make that a statistical pattern. So I say that
5 now that I can guinea pig my 18-year-old who has all
6 the privileges of life, but because she's my
7 stepdaughter, she's going to get a Pell grant under
8 her mother and we're going to take care of the
9 difference.

10 So, when I look at that situation, I say,
11 even when I ask her, I don't see enough protection on
12 the federal side up front, and I'd like to hear what
13 you have like separate and apart -- I'll just pick a
14 college that does a good job of it.

15 UMUC with their online schooling. There's a
16 mandatory one-hour class on how to teach you how to be
17 an online student. And you can be as genius as you
18 want. You can't get around this one-hour class that
19 you've got to take for three hours in order to enter
20 the online world. Don't ask me how I know, because I
21 like to find every way around the system.

22 So saying all of that, what is wrong with
23 the federal government implementing from Pell grants a
24 mandatory three-hour online requirement from everyone
25 entering in to teach the basics of financial literacy,

1 to teach the basics of the consequence, to teach the
2 basic -- it may already exist, so I'm just asking
3 versus -- because I keep hearing, well, it gets down
4 to the school level and there's this black hole.

5 Because I have college-educated students. I
6 have actually kids getting out the system who are then
7 in default and can do very little. So I say that
8 using the UMUC concept and technology and the fact
9 that we have so many first-time college students,
10 usually no one in the house graduating, who are the
11 beneficiaries of Pell grants.

12 How do we create a -- people hate the big
13 brother system, but this to me is just teaching social
14 responsibility and a level of financial literacy or
15 even creating a toolkit that the schools can use where
16 there's a mandatory after you get that first one --
17 because the tracking is so vague on who graduates and
18 who doesn't -- and then to turn it into when you renew
19 you have to do an update. Where are you financially?

20 I'm just trying to think of the unusual ways
21 we as black folk have been marred in this system of
22 debt without the benefit and what creatively and
23 innovatively has been done to create that support of
24 financial literacy education where it's a level of
25 mandate versus it's there if you want it, because if

1 it's there if you wanted it, your Pell grant wouldn't
2 be your second job or your first job. So how do we
3 help teach good behavior by giving that orientation as
4 a requirement of receiving those funds that could also
5 help that training of financial responsibility as you
6 move through and hopefully graduate and then not fall
7 into default, because my students, it's a behavioral
8 issue. They're degreed to death, but they don't have
9 any financial literacy.

10 MS. M. BOYD: Well, a very good question.
11 And some of the things that we do, it's in partnership
12 with the institution. Not to say that we're just
13 putting it all on the schools to make it their
14 responsibility, but because they are interacting with
15 the students more so than we are, it's a partnership.
16 We collaborate with the schools to make sure that
17 there are certain things that they do in order to make
18 sure that the students understand.

19 Now some schools do it better than others,
20 okay, and some schools will implement programs that
21 ensures that the student have the financial literacy
22 that they need. They have courses. Some give
23 financial literacy courses and give credits for those
24 particular courses, some implemented within a freshman
25 orientation program.

1 For us, you know, when we're looking at
2 regulation I will say, really the only thing that a
3 school must do with regard to financial literacy is
4 entrance and exit loan counseling, okay? A student,
5 before they can actually receive a loan, they have to
6 go through what we call entrance loan counseling, but
7 that can be online. That's their first year when they
8 are in school, and they answer a bunch of questions,
9 and once they pass that, those questions, they are
10 able to receive their loans.

11 Now, for the most part, when they get to
12 their senior year, they are supposed to do exit loan
13 counseling, which tells them what your repayment
14 options are and what you should do and how to avoid
15 default. But as far as the Pell grant, what the
16 difference is, we have also consumer information
17 regulations which requires all schools to have certain
18 information provided to the students, both prospective
19 as well as their current students.

20 Those guidelines are a requirement, and when
21 they're doing their annual audits, they're audited on
22 those issues and those factors in determining whether
23 or not the school is meeting those requirements.

24 But as far as the student goes, it really is
25 a partnership. We tell the schools these are the

1 things that the students really need to know in order
2 to be successful at your institution with regard to
3 Title IV, and then the schools incorporate these
4 different programs to help the students understand
5 what they're eligible for, what type of deferments
6 that they may have for their student loans or whatever
7 the case may be.

8 Now you will see the schools that do it
9 well, they have low default rates, they have students
10 that really understand, but then also there's a part
11 of the family literacy as well. Most students come to
12 colleges, first year, first generation students,
13 without knowledge of how to maintain a bank account,
14 they have no knowledge of, you know, credit cards, and
15 actually their student loan is really their first
16 introduction to a financial tool. So, you know, we
17 have this partnership with schools.

18 And what my job is with the minority-serving
19 institutions is to make sure that they are doing those
20 things. They are actually providing those type of
21 literacy programs, they're actually providing the
22 students the consumer information that they need to be
23 able to go out and when they leave school, if they do
24 not have a job lined up, not to go into default
25 because they could get an economic hardship deferment.

1 CHAIRMAN HRABOWSKI: One final question from
2 Madam President from the great State of Alabama.

3 MS. G. BOYD: It was just a followup
4 question. You mentioned cities that you had a
5 partnership with. Can you give us that list if it's
6 short?

7 MS. SMITH: Absolutely. There are 20
8 cities, and we can share that with you.

9 MS. G. BOYD: Great.

10 MS. SMITH: And if all of this is on the
11 record -- David, you know I have to do this -- I
12 pledged Delta Sigma Theta when you were SOR president,
13 so I just am so happy to see you here. Thank you very
14 much.

15 MR. JOHNS: She better know now Alabama is
16 one of those states.

17 MS. SMITH: Or it will be soon. Coming
18 soon.

19 CHAIRMAN HRABOWSKI: Very nice. That's
20 excellent. That's good timing. We're going to take a
21 break. I'm going to invite our public guests to, if
22 you want, there's a cafeteria next door where you can
23 go. The federal government is very efficient, so
24 you'll have to buy your lunch, but it's in the
25 cafeteria next door.

1 We need a break for the board here and so
2 I'm going to ask the public to clear the room for me
3 just until 12:20. All right. And you can come back
4 at 12:20. Thank you very much. Wish we had the money
5 to invite you to not have to pay for things. Not how
6 we do things. Since they didn't know Washington, huh?

7 (Whereupon, at 11:51 a.m., the meeting in
8 the above-entitled matter was recessed, to reconvene
9 at 12:30 p.m. this same day, Friday, April 18, 2014.)

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1 here.

2 I'm going to take a few minutes to give you
3 some background on the White House Initiative on
4 Historical Black Colleges and Universities. The title
5 is combined in the agenda. It's actually not the
6 White House Initiative on Educational Excellence for
7 Historical Black Colleges but the White House
8 Initiative on Historical Black Colleges and
9 Universities.

10 I've been in the position since
11 September 16, 2013, and I'm learning a lot about the
12 challenges facing HBCUs. I've worked at three, but
13 having an opportunity to represent all of HBCUs,
14 public, private, two-year, four-year comprehensive,
15 doctoral-granting institutions, at this time is a real
16 challenge but a real opportunity.

17 We understand the recessionary trends of
18 2008 and the impact that it's had on our institutions
19 and I think we have to start at some point now in
20 looking at where we need to go collectively. And it's
21 important that we have some focus and guidance from
22 people like you in the community in terms of where we
23 need to go.

24 The thing that brings our two groups
25 together is the response to President Obama's

1 aspirational goal of having the most educated
2 workforce in the world by 2020, so it brings HBCUs and
3 the challenges of educational excellence for African-
4 Americans to the table because we are an important
5 part of what will take place in the future if you look
6 at some of the demographic trends that we all know
7 about. We must be valued as we look toward the
8 future.

9 President Obama says that HBCUs are vital
10 engines of economic growth of our nation. And one of
11 the things that I learned as being president, the
12 communities that we are housed in as HBCUs don't
13 understand the economic impact of our institutions,
14 but collectively we have a tremendous economic impact
15 as we look at where we are in the U.S. We are located
16 in 20 states and the District of Columbia and the U.S.
17 Virgin Islands.

18 I might just as background give you kind of
19 the official definition of an HBCU. This definition
20 was affirmed in the reauthorization of the Higher
21 Education Act in 1965. HBCUs are institutions that
22 were created prior to 1964 with the mission of
23 providing educational opportunity primarily for
24 African-Americans, and they were accredited or are
25 seeking accreditation by a body approved by the

1 Secretary of Education.

2 And that's still an important document
3 because in 1965 I think there was a recognition that
4 states and other entities providing support primarily
5 to public HBCUs were not doing their jobs, so this was
6 an opportunity to provide federal support for these
7 institutions. That's still important now.

8 So I'm an advocate for HBCUs in Washington,
9 D.C., but I think it's important to acknowledge that
10 my advocacy role would not be complete without the
11 other three HBCU advocacy groups that are located here
12 in D.C.: UNCF, the Thurgood Marshall College Fund,
13 and NATHEO. So we do find times to get together to
14 talk about priorities and to make sure that on agendas
15 that they know about that we're consistent in the
16 pleas that we make to federal agencies in support of
17 HBCUs.

18 My office is operational under President's
19 Executive Order 13532, which was signed on
20 February 26, 2010. This Executive Order essentially
21 says to promote excellence, innovation, and
22 sustainability of HBCUs. So while I'm a part of the
23 higher education agenda, as we leave the room, then
24 I'm more concerned about how we position HBCUs to take
25 advantage of opportunities here in Washington, D.C.

1 So a part of what we do is to work with 32
2 federal agencies and departments to find ways of
3 directing funds, more funds, in support of programs at
4 HBCUs. It would be great if we could support the E&G
5 budget, but that's not how federal support moves to
6 these institutions, so we look for opportunities for
7 grants, in most instances competitive grants,
8 contracts, and cooperative agreements.

9 Grants. I think you all understand that you
10 write a proposal based on an RFA and you receive
11 funds. Cooperative agreements are more tailored. If
12 an agency has specific assignments and you have the
13 ability, then the Secretary or someone in an agency
14 can write an agreement, task you with that
15 responsibility, and you can receive funds to do that.

16 Contracts are something that's really new in
17 terms of engaging federal agencies. A lot of federal
18 agencies now are moving to contracts to get work done.

19 They're awarded on a competitive basis, but once you
20 get it, then you essentially manage that operation and
21 you can recover your direct costs for managing that.

22 There's several HBCUs that have contracts.
23 You know, Hampton is one. You know, they have a large
24 contract with NASA which allows them to really be
25 visible in managing some of the shuttle work that goes

1 on. So it's important to understand that. And as a
2 transitional piece, if we don't understand contracting
3 as HBCUs, I think we're going to lose tremendous
4 opportunities for utilizing the faculty of our
5 institutions.

6 So another part of what we do is to advance
7 equal opportunity, provide support for the highest
8 quality education possible for our HBCUs, and some of
9 the conversation you heard from officials in Ed were
10 important for us to recognize today, but one of the
11 challenges I find in Washington is when you talk about
12 education, other federal agencies that don't
13 understand it, they indirectly and in some cases
14 directly support education, but it's supported under
15 science and technology, not the authorities that we
16 use in the Department of Education.

17 We also are concerned about public/private
18 sector partnerships to sustain activities that may be
19 started with federal support. In many federal
20 agencies, we have capacity-building grants, but at the
21 end of a grant, unless you're a visionary, you stop at
22 that point.

23 But if we could use what I call centers of
24 excellence that are developed with capacity-building
25 grants as a catalyst, then foundations in the private

1 sector can come to us to find ways that HBCUs can be
2 more involved in the work that they do. So those
3 things are really important today as you look at the
4 decline in federal support.

5 These public/private sector partnerships are
6 going to be very important for us, and I think for
7 those HBCUs that I work with and for, it provides them
8 a great opportunity to take advantage of some of the
9 economic growth that will be taking place in states
10 that will not be supported with federal funds but by
11 companies that relocate within these areas who can use
12 the growth of institutions and the capacity of faculty
13 to make a difference.

14 We work for the President Board of Advisors.
15 Our board, per the constitute it will be 25, but we
16 have 19 members appointed by the President. Our board
17 is chaired by William Harvey, the President of Hampton
18 University, who does a good job of moving us forward
19 and trying to identify our opportunities.

20 We publish a report each year that
21 highlights the support that federal agencies provide
22 to HBCUs, and when we look at the support, the report,
23 it describes all sources of funding that go to HBCUs.

24 Some of these are grants and contracts, but much of
25 what we find are funds that come through congressional

1 authorizations that go to higher education
2 institutions or HBCUs. And it's important to track
3 those so that if we're off schedule that we're aware
4 of those.

5 And I'd just like to acknowledge the work of
6 the advocacy groups in D.C. that come together and put
7 together an annual budget looking at increases,
8 decreases, trends of support. That really gives
9 guidance in terms of where we need to put the pressure
10 to receive funding or continued funding from federal
11 agencies.

12 The reports that we publish on our website,
13 the White House Initiative on HBCUs, it's
14 www.ed.gov/whhbcu. We have reports from 2007 through
15 2010, and what it shows is the support provided to all
16 institutions of higher education and the support
17 provided to HBCUs, and I'll just mention the level of
18 support. In 2007, \$117.6 billion to institutions of
19 higher education, \$3.6 billion to HBCUs. In 2008,
20 \$134.4 billion to institutions of higher education,
21 \$3.9 to HBCUs. In 2009, \$174.4, and \$4.7 to HBCUs.
22 In 2010, \$191.7, and \$5.0.

23 And we're looking at the preliminary report
24 for 2011, and what I'll share with you tentatively is
25 that there is \$183.7 billion to institutions of higher

1 education and \$5.1 to HBCUs. So you'll see that the
2 support goes from about 2.8 percent to 3.1 depending
3 on the year, but our President Board of Advisors have
4 an aspirational goal of 5 percent. But when you look
5 at the aspirational goal, it also has to link capacity
6 of HBCUs with capacity of federal agencies, and we
7 also have to have strength of faculty to write
8 proposals in order to be competitive.

9 So we really have to make sure that when we
10 set these aspirational goals that they're realistic in
11 terms of the ability of the institutions and faculty
12 to be responsive to the aspirational goals set by PBA.

13 So that's a part of our conversation.

14 Our next PBA meeting is going to be May I
15 think it's the 22nd and 23rd. We'll be meeting here
16 in Washington, D.C. This meeting will be on the
17 campus of the National Institute of Science and
18 Technology. They are changing priorities as it
19 relates to STEM disciplines, and we wanted the board
20 to be aware of those changes.

21 And there will be a follow-on conference
22 where HBCU and other minority-serving institutions
23 will have faculty invited to NIST in September -- the
24 week following the 22nd, so I think it's the 28th and
25 29th of September -- so that they will be engaged in

1 conversations about how to take advantage of these
2 opportunities.

3 And what we're doing now is, as a part of
4 the PBA meeting, we're inviting federal agencies to
5 talk about priorities so that we're in a better
6 position to be engaged in conversations and find
7 support for those activities among HBCUs.

8 Another activity that I think is important,
9 and we're trying to move this, is the power of
10 collaboration among and between HBCUs. We do a great
11 job of competing against each other for funds, but if
12 you look at what has happened recently in cutbacks in
13 faculty and staff, I think we have a tremendous
14 opportunity for collaborations among and between
15 HBCUs.

16 In my history as a faculty member, we teamed
17 up with traditional white institutions as partners,
18 but I think if we look at our future, building
19 capacity in our institution enhances our educational
20 programs, strengthens our research activities, and
21 allows us to be more involved in community engagement,
22 so that's going to be more important as we look at the
23 future.

24 So this gives you sort of a historical
25 reference to why we're HBCUs, the priorities that

1 we've been given by the President, some of the things
2 that we're trying to do for engaging federal agencies,
3 and how the work of the two committees intersects.

4 So that's the end of my report, Chairman,
5 and if there are any questions, I'll respond to
6 questions. And I do look forward to future
7 interactions with you at these meetings to make sure
8 that we understand and can work together as we advance
9 the agendas of the two committees.

10 CHAIRMAN HRABOWSKI: Excellent. Thank you
11 very much.

12 Any questions from anyone? Akosua?

13 MS. EVANS: First of all, thank you for the
14 report. One of the things that I think is very
15 important and perhaps a way of collaboration with us
16 might be what you mentioned, which is quite I think
17 fundamental, the need for greater collaboration and
18 particularly how that coming together cannot only be
19 beneficial in terms of federal grants but also with
20 the private sector as a way of kind of analyzing how
21 these institutions could complement as they are
22 enhancing their capacity so that together -- and
23 that's been done with other collaborations with
24 majority institutions, leveraging those institutions,
25 so that in terms of grants and other things, the kind

1 of combined capacity can make it more attractive not
2 only for getting the grants but then increasing the
3 capability of each institution.

4 So I think that's been talked about for a
5 long time. Are there concrete actions now that you
6 see that is becoming more of a trend?

7 MR. COOPER: Recently there was a
8 \$4.2 million grant awarded to Langston University in
9 Oklahoma by the Department of Education. The intent
10 was to look at disability research among minority-
11 serving institutions. There was a meeting held
12 recently to bring together presidents and scientists
13 to sort of carve out the capacity to be engaged in
14 disability research. So I think that's one model of
15 having an aspirational goal to bring faculty together
16 and administrators together to make a commitment.

17 And I think it will make a difference in
18 terms of an ability to garner additional support from
19 the Department of Education and perhaps Health and
20 Human Services and other agencies that have a similar
21 interest. So there are some things happening that
22 will move HBCUs together.

23 HHS is developing a platform for the
24 Affordable Care Act that will engage HBCUs also. They
25 will have an announcement that will go out sometime

1 this fall in terms of grant authorities and how
2 institutions can come together to collaborate.

3 MS. EVANS: And another model might be the
4 one at Indiana University that we helped work on
5 around STEM that has 12 HBCUs.

6 MR. COOPER: Right.

7 CHAIRMAN HRABOWSKI: Barbara?

8 MS. BOWMAN: Can you hear me?

9 MR. COOPER: Yes, I can.

10 MS. BOWMAN: Okay. Some of the colleges and
11 universities have traditionally had early childhood
12 centers, and I'm sure they're all quite good
13 individually, but they've not made a collaborative
14 effort to be seen on the national front as advocating
15 either practices or developmental theories for
16 African-American children. Is that kind of
17 collaboration feasible within the organization?

18 MR. COOPER: I think it is. I had a
19 conversation just two days ago about how HBCUs are
20 approaching the Department of Education. You know,
21 there are funds that we have overlooked, and looking
22 at developmental education and laboratory schools and
23 HBCUs was a part of the focus. There are block grants
24 that go to states that encourage collaborations in
25 response to some of the higher education goals set by

1 the Department of Education, so I think this perhaps
2 provides some collaboration.

3 I know that Southern and Florida A&M
4 University, Virginia State, Coppin are a few that I
5 know that would allow faculty members to come together
6 and in a collaborative fashion publish papers that
7 would allow us to be recognized for the work that
8 we're doing to provide educational --

9 MS. BOWMAN: But it would offer a wonderful
10 opportunity for some collaborative research.

11 MR. COOPER: Yes.

12 MR. JOHNS: If I might just add, Ms. Bowman,
13 Ivory Toldson, who is unable to join us today but is
14 George's deputy director, and I have started a cursory
15 review of the extent to which HBCUs are hosting and
16 housing either early learning programs or elementary
17 education programs, with the goal of being able to
18 assess best practices and make recommendations. So
19 very much interested in continuing that conversation
20 with the guidance of the Commissioners on both boards.

21 CHAIRMAN HRABOWSKI: Okay. And now, Ron?

22 MR. WILLIAMS: Thank you. This is for me an
23 informational question. Do you off the top of your
24 head know what proportion of African-Americans are now
25 enrolled in HBCUs? And is that a declining number, a

1 stable number?

2 MR. COOPER: The number is around 300,000
3 students.

4 MR. WILLIAMS: But what about a proportion?

5 CHAIRMAN HRABOWSKI: As she said earlier,
6 it's between 14 and 16 percent of all African-
7 Americans are in HBCUs.

8 MR. WILLIAMS: Fourteen and 16. Okay. And
9 is that a declining number, is it --

10 MR. COOPER: It's been stable. It's been
11 stable.

12 MS. EVANS: What's the actual number now?

13 MR. JOHNS: Push your mic, please.

14 MS. EVANS: What's the actual number of
15 HBCUs now?

16 MR. COOPER: The actual number of HBCUs
17 officially is 105, but there are 100 institutions that
18 are receiving federal support because five, you know,
19 have closed. So Barber Scotia, Knoxville College. In
20 Atlanta --

21 MS. EVANS: Morris Brown.

22 MR. COOPER: -- Morris Brown.

23 CHAIRMAN HRABOWSKI: St. Paul.

24 MR. COOPER: St. Paul's. And there's one
25 more.

1 MS. EVANS: Bishop.

2 MR. COOPER: I don't remember the fifth, but
3 five are not operational now, so they're --

4 CHAIRMAN HRABOWSKI: We can send a complete
5 list.

6 MR. COOPER: Yeah, yeah, I'll give you
7 the -- there are 106 listed because we include
8 Morehouse and Morehouse Medical School. So I do have
9 a list that I'll share with David and we can email to
10 you.

11 CHAIRMAN HRABOWSKI: I think Barbara
12 mentioned something about STEM. I chair the National
13 Academies Committee on Underrepresentation, and it is
14 still the case that nine of the 10 top producers of
15 Bachelor's who get Ph.D.s are HBCUs. We are the only
16 predominantly white school in that list, and yet --
17 and so that list, it's a good list too, as you might
18 expect. It's Xavier and Howard and Hampton and
19 Morgan, North Carolina A&T, and one or two others, but
20 clearly Morehouse and Spelman.

21 What I would tell you is that the
22 interesting part is that the majority of Ph.D.s who
23 are in science got their start in predominantly white
24 schools. The difference is there are thousands of
25 predominantly white schools, so you have one or two

1 blacks who will make it. You see what I'm saying? So
2 overall the numbers, they are producing 80 some
3 percent, but it's not because that predominantly white
4 school did something special. The student almost made
5 it in spite of. They were the exception, where in the
6 HBCUs, to the credit of a number of those schools, you
7 do have between five and 10 a year who actually get
8 Ph.D.s and somebody's really working to move those
9 groups ahead.

10 The point I'm making is we should be
11 supportive of the HBCUs, and we need to be challenging
12 predominantly white institutions to do a much better
13 job than they do. When the most prestigious schools
14 say they are doing something in science and
15 engineering, it's usually for the social sciences,
16 because NSF includes the social sciences in S&E when
17 he talks about science and engineering, but in
18 biology, chemistry, physics, engineering, they are not
19 there. They truly are not there.

20 Our alma mater, I mean, Hampton is clearly
21 there in terms of the undergrad, but at the grad
22 level, I mean, but for undergrads, our alma mater,
23 University of Illinois, is doing better now than most,
24 quite frankly. It's doing better than it's done
25 before.

1 MS. EVANS: I think Hampton's the greatest
2 producer of Ph.D.s in physics if I'm not mistaken.

3 CHAIRMAN HRABOWSKI: They've done well. Uh-
4 huh.

5 MS. RIBNER: Could I ask a question?

6 CHAIRMAN HRABOWSKI: Yes. Uh-huh.

7 MS. RIBNER: I'm a part of our state,
8 Pennsylvania's, Interbranch Commission, and for quite
9 a few years we've been working on the student loan
10 forgiveness issue. We're trying to encourage more
11 students of color to consider public interest work
12 upon graduation but also to understand the benefits of
13 that whole loan forgiveness program.

14 About two years ago our director sent a
15 letter to all the HBCUs nationwide and asked that the
16 universities let the students know about the federal
17 loan forgiveness programs, and we got responses back
18 from several universities saying that they were happy
19 for the information and that they would share the
20 information with their student populations.

21 Is that something that you've considered
22 doing system-wide? Just getting the word out about
23 student loan forgiveness and how it can benefit
24 students within HBCUs.

25 MR. COOPER: I think the benefit's obvious,

1 but I'm not aware that there's been a coordinated
2 effort on the White House initiative's part or since
3 I've been in the Department of Education to really
4 spread the word, but I think it's something that we
5 probably should share, particularly with the debt load
6 that students graduating from HBCUs carry with them.

7 MS. RIBNER: Exactly.

8 MR. COOPER: Yeah.

9 MS. RIBNER: Can I get our executive
10 director to contact you and she can share all of our
11 information with you?

12 MR. COOPER: Yes.

13 MS. RIBNER: Okay.

14 MR. COOPER: My email is
15 george.cooper@ed.gov.

16 MS. RIBNER: Okay. Thank you.

17 CHAIRMAN HRABOWSKI: Al next, please. Thank
18 you.

19 MR. DOTSON: I just have a quick question
20 for you. We've heard about the funding and some of
21 the programs at HBCUs, but if you were to drill down
22 just one layer below that, it would be helpful for us
23 to also have information regarding the policy embedded
24 in the funding that might be hampering HBCUs in their
25 attempts to try to secure educational excellence.

1 MR. COOPER: We are trying to do that now.
2 One of the things that we are doing as we look at the
3 reports that come, if there's no programmatic link,
4 it's very difficult to get funding. So, as we look at
5 federal agencies, in their reports, we're trying to
6 find out the authorities, the funding, and the program
7 manager so that we can be a little bit more successful
8 in reviewing these issues with HBCUs.

9 CHAIRMAN HRABOWSKI: And finally, TyKiah.

10 MS. WRIGHT: As a person who in my college
11 search I strongly considered HBCUs but decided not to
12 attend because of the accessibility or inaccessibility
13 of the ones that I was interested in, you just
14 mentioned the disability research grant in Langston.
15 Is that a new grant?

16 MR. COOPER: It's a new grant.

17 MS. WRIGHT: Okay. So no outcomes yet.

18 MR. COOPER: It was awarded in 2013. Yes.
19 Yes.

20 MS. WRIGHT: Okay. Okay.

21 MR. COOPER: So it's been operating for five
22 months now, so this is the first meeting of MSIs and
23 the director to determine the future for the grant and
24 the activities that will be supported and sort of
25 gathering an understanding of who has the knowledge

1 and expertise to contribute to the five areas of
2 focus.

3 MS. WRIGHT: Okay. All right. Thank you.

4 CHAIRMAN HRABOWSKI: Very good. George, we
5 want to thank you for being here and working with us.
6 It is our intention to be supportive of the
7 initiatives of the HBCUs, and, quite frankly, the
8 language that we have to use should be saying that we
9 recognize the history, the legacy, and the continuing
10 work of that group at the same time that there are
11 those in the room from different kinds of
12 institutions, and a guiding principle I think for all
13 of us is we want to see African-Americans doing well
14 in all these settings.

15 MR. COOPER: Yes.

16 CHAIRMAN HRABOWSKI: Very important to say
17 that, the two-year, the-four year, the HBCUs,
18 predominantly white, because in many settings they may
19 be there in large numbers, and the question is who's
20 there to help them out? And I don't want us to forget
21 that since you're talking about 80 percent of the
22 people.

23 I think we can be inspired sometimes by what
24 some of us saw in our institutions 35, 40 years ago,
25 because I always say, when I go back to my beloved

1 Hampton, I kiss the ground because they supported. We
2 want every kind of institution to do just that, two-
3 year institutions and four-year institutions.

4 There was one last question. All right.
5 Sharon? I'm sorry.

6 MS. HICKS: No, I apologize. I was
7 realizing that I need to put something on the record.

8 Dr. Cooper, especially with the comment that
9 was just made about the new disability grant, I think
10 it is important for this Commission as we look at the
11 educational excellence to also be recommending to
12 large institutions like the historical black colleges
13 to be mindful of the inclusivity of the students,
14 because that is part of -- I believe the numbers are
15 dropping, but I know specifically my constituency in
16 my other hat, the black, lesbian, gay, bisexual, and
17 transgender community, that overwhelmingly, less than
18 10 percent of HBCUs have any welcoming and affirming
19 LGBT resource center.

20 There are actual reports out on the best 100
21 colleges in the country -- Princeton puts it out --
22 for LGBT students. So our students are on our HBCUs'
23 campuses, but it's not a welcoming and affirming
24 community.

25 And I spoke about human sexuality last

1 night, and it has to be a part of our curriculum
2 because we cannot divorce the resurgence on epidemic
3 level of HIV/AIDS that is now exclusively a black and
4 brown disease and more specifically a black disease
5 from where our community communes. So by virtue of
6 that, and especially if you're looking at STEM and all
7 these health agencies, and we talk about -- it's all
8 related.

9 So I just think that at a certain point when
10 we think about educational excellence and we look at
11 what hinders our students, my constituency
12 overwhelmingly says as the LGBT equality movement in
13 the country goes that a lot of our students who would
14 traditionally go to our HBCUs are finding it less
15 welcoming or less healthy to speak to all their needs.

16 So, with the amount of women's centers and
17 gender studies and all of the great things that we
18 have, there are certain flagship institutions, like
19 North Carolina Central, Spelman, Morehouse is trying
20 to get better, FAMU just passed for the first time --
21 my alma mater -- LGBT inclusivity, but look at the
22 circumstances behind what they were pushed to go
23 there.

24 So I'd like to see a greater effort when we
25 get to the conversation of true educational excellence

1 that we recognize some of the barriers, from
2 disability to LGBT equality, where our HBCUs should
3 have a greater benefit for catching up with all the
4 other traditional institutions in the country.

5 MR. COOPER: I agree, and we do have
6 advocates on our advisory board as we deal with issues
7 of diversity and inclusivity. Yes.

8 CHAIRMAN HRABOWSKI: Very good. Thank you.
9 Is that the last -- I think that's the last one.

10 MR. JOHNS: I actually want to just take
11 advantage of this opportunity to thank George and his
12 staff, including Ivory, Elyssa, Seneca, and Ron and a
13 few others for being such gracious colleagues and
14 partners.

15 For everyone in the room, our Executive
16 Order requires us, but it's a great pleasure to work
17 together. Two members of our Commission, to be
18 determined, will sit on their board formally. The
19 inverse will also be true. But just want to again in
20 this moment say thank you for always being both
21 flexible and gracious, both you and your staff. Thank
22 you, thank you, thank you.

23 MR. COOPER: Thank you.

24 CHAIRMAN HRABOWSKI: Very good. Thank you
25 very much, George, for sure.

1 Now we're going to move to several of our
2 colleagues on the Commission. There I go again. Not
3 practicing what I ask others. We're now moving to a
4 discussion involving several of our colleagues on the
5 Commission who are experts in different areas.

6 We've spent much of the morning focusing on
7 college readiness. Our work last night and our
8 informal discussion led us to think about the fact
9 that early learning is not just as important as any
10 other aspect in preparing people for college, it's
11 probably the most important.

12 I think Jim Comer said it well. If you've
13 got a half of this group not even being ready for the
14 first grade, then you've already lumped off so many
15 given what happens by the fourth grade. So I'm
16 delighted that Barbara Bowman and Jim Comer have
17 agreed to lead a discussion and to talk about these
18 issues.

19 Most important, I am hoping that we can
20 learn, quite frankly, and can think critically about
21 what contribution we can make in assessing whatever it
22 is that has been said or written by the federal
23 government and what we'd like to suggest to them.

24 Once they finish, we will be going to a
25 discussion involving discipline and equity, and Jim

1 Freeman and Doris Smith-Ribner and Sharon Lettman-
2 Hicks will lead that discussion. And then finally
3 we'll have one involving the other set, college and
4 career readiness, with Walter Bumphus.

5 Now remember others can participate and
6 contribute. These are people who are experts. Many
7 of you are experts in different areas. Everybody can
8 feel free to just join in, okay?

9 Let's start with right now -- and somehow,
10 Walter and Ron, I should have said when I was saying
11 that, the other college president, former college
12 president. When we get to the college readiness
13 speech -- exactly -- and the two-year institutions.

14 With that, let me turn it over to -- that's
15 that new book, Bowman and Comer, by Bowman and Comer.

16 MS. BOWMAN: Well, just a couple of things
17 that I want to begin with and some premises that I'm
18 making and I think the Committee needs to buy into or
19 dispute if they wish, but I believe we have good
20 evidence for the following points.

21 Number one, early childhood education and
22 care is not a vaccination. Nevertheless, children
23 cannot be expected to succeed, particularly children
24 who come from homes that are not terribly synchronous
25 with school-related skills and knowledge, they're not

1 going to succeed unless we prepare them for
2 kindergarten and for success in later schooling.

3 That means that the kindergarten has also
4 got to be first quality. This is not something where
5 we can say let's just put the little children from
6 birth to three or five in a childcare program and we
7 can forget about it and they're all going to be just
8 fine. It's not going to work that way.

9 Secondly, we need to support the President
10 and the Secretary's initiative on encouraging states
11 to provide more opportunities for children to go, all
12 children to go to preschool, but particularly children
13 who come from families that are not able to provide
14 them with the kinds of high-quality education that
15 other families are able to provide.

16 Quality makes a difference and so the
17 children do need to have an opportunity to work with
18 teachers who are highly skilled, particularly low-
19 income children, who are highly skilled and can
20 provide for them the kinds of skills and knowledge
21 that they need.

22 This does not mean, however, that children
23 can have only education and no care. All children
24 need to have a high-quality care environment, and that
25 includes teachers who care about them, who have good

1 relationships with their parents, and who are embedded
2 in a community that is supportive of children and
3 families.

4 And finally, we need to talk about the
5 alignment of early childhood programs with the K-12
6 system, because children who are in a situation where
7 there's a deep chasm between the pre-K and the K are
8 likely to be school failures. The kinds of programs
9 we provide for young children are essentially driven
10 by the quality of teacher preparation we provide, and
11 we cannot talk about good quality early childhood
12 education without talking about good quality teacher
13 education. That's one of the areas that I think we
14 really need to pay a good deal of attention to.

15 The emphasis on high quality doesn't stop
16 with pre-K. I'm going to let Jim Comer talk about the
17 rest of it.

18 MR. COMER: Okay. I certainly agree that
19 pre-K is the foundation I think of all things
20 developmentally, and that development and preparation
21 for life starts at birth or should start at birth, and
22 yet we're really not set up that way. We think what
23 goes on in the family before school, we think of
24 preschool, elementary school, middle school, high
25 school, college, as if they're all disconnected and

1 they're separate entities. It's one developmental
2 pathway, and that's the mindset that is needed.

3 And we also need social policy and social
4 structures that promote that one developmental pathway
5 notion and organizations that can interact and create
6 the one pathway and support it because what we're
7 faced with is development and learning are
8 inextricably linked. When I started my work 50 years
9 ago, there was a notion that what somebody
10 accomplished in life was due to their brain and that
11 that was genetically determined.

12 We now know that's not true and that it is
13 the interaction between the child, that in fact the
14 interaction with the people around is what supports
15 the growth and formation of the brain, but we haven't
16 made the adjustment to pay as much attention to the
17 environment and who's in the environment and what
18 they're able to do to support the development of kids
19 as we should given what we know about the growth of
20 the brain, development of the brain.

21 And so we have to say something about that
22 because it's our community in particular because of
23 our historical experience not just after slavery, not
24 just slavery but after slavery, and the exclusion of
25 blacks from the political, economic, social mainstream

1 had consequences, and it had consequences that affects
2 parents and their ability to prepare their children to
3 be successful in school. And that was okay in a way.

4 We got away with it as a country. As long as you
5 didn't need an education to work and earn a family --
6 what was that term -- family --

7 MR. JOHNS: Sustaining wage.

8 MR. COMER: -- sustaining wage, we got away
9 with that. But now and forever more we're in a
10 situation where in order to get that kind of wage you
11 have to have the education, but that education starts
12 from the beginning, and so the focus, a focus, a huge
13 focus has to take place not only on preparation and
14 support for development, but that development has to
15 be geared to giving kids the mainstream experiences
16 that they're going to need and the mainstream exposure
17 experiences they're going to need to be able to be
18 successful in school and in life.

19 And you can't just go and pour information
20 into their heads anymore as we once did and then
21 somehow expect them to be successful. It has to be
22 geared towards today. Now the consequences of the
23 past is that our kids are underdeveloped, many of
24 them, but we also have as a consequence of the past
25 teachers who are underprepared through no fault of

1 their own because most of the schools or preparatory
2 institutions do not even talk about child development.

3 But also accreditation is -- I chaired the
4 major accreditation body committee on preparation of
5 teachers, and yet they didn't create the regulations
6 that requires that it carry through on it, so schools
7 that are being accredited right now do not ask about
8 the preparation of teachers to support the development
9 of kids, and that's a huge problem. That means we
10 have a workforce that is not prepared to carry out all
11 these good programs that we're talking about.

12 Now it seems to me that we've got to develop
13 a mindset that gets transmitted that everything we do
14 that supports the development of kids before school
15 and in school really prevents the kind of problems
16 I've heard people talk about around this table. Our
17 prison population, welfare population, all of the
18 social problems that we talk about exist in part
19 because we didn't give the children the kind of
20 experiences they needed from the very beginning to
21 have a chance to be successful in the complex society
22 that we live in today. I think that's what we need to
23 do.

24 Now finally, our own community needs to take
25 the lead because nobody else is. First of all, nobody

1 else understands it the way we understand it. They
2 don't understand intuitively. There are lots of
3 people who want to do good things, and sometimes they
4 do bad things doing good things because they don't
5 have that gut understanding and they don't know people
6 who had certain kinds of experiences, nor do they
7 experience certain kinds of things every day
8 themselves that tell them what the kids need.

9 So our community, all of the established
10 institutions, need to be encouraged one way or another
11 to begin to figure out how they take on the
12 responsibility of helping support the development of
13 our kids, their families, but also the schools that
14 they're in. We have a model that we're working on in
15 New Haven, just beginning, but that's the mindset is
16 that everybody, including the larger community, has a
17 role, but everybody has to start to think about this
18 before things get out of hand.

19 CHAIRMAN HRABOWSKI: Let me suggest that we
20 talk about people working together with the rest of us
21 to educate us and to develop language we can use as we
22 talk about what we want to do, that that -- I'm going
23 to push our very, very esteemed thought leaders not so
24 much today but as we go through our discussions to
25 help us develop language that the layman will

1 understand, because even as an educated person, when I
2 think about the relationship between the pre-K quality
3 of education and what happens in the K through 12,
4 what is the gap, how do we -- you know what I mean?
5 Those kind of things.

6 MS. BOWMAN: Right. Well, and I do think
7 it's important to understand that most poor parents,
8 most black parents, do a wonderful job raising their
9 children. They are developmentally just fine, but
10 that does not necessarily mean they have the skills
11 and knowledge to be school successful, and so we have
12 developmentally competent children failing in school
13 because we're not providing them with the kind of
14 education and support system that they need to be
15 school successful. So I think it's really important
16 to not pathologize the community but to really say
17 what is it that's missing? Because we do a lot of
18 really good things.

19 But one of the things that's missing is the
20 kind of collective knowledge of school and
21 institutions in the larger society that largely we're
22 cut off from because we live in segregated
23 neighborhoods and we go to segregated schools no
24 matter where we live in the United States.

25 MR. COMER: Just to support that point.

1 CHAIRMAN HRABOWSKI: Yes?

2 MR. COMER: As we talked the other day about
3 our own experiences, you could hear the theme right
4 through. People have family advocates, they have
5 communities, they have all of those things, and those
6 families, families that operated in those ways
7 produced successful people, and they're still doing
8 it.

9 One of the questions I've always asked is
10 that when we started paying attention to the gap, why
11 didn't we ask those families in those communities and
12 those schools what did they do. We haven't looked at
13 our success and looked at the people who have had
14 success and the organizations that have helped them
15 have success and asked them what did they do. And
16 that's the kind of inquiry that I also think we need
17 to encourage.

18 One of the reasons I was pleased to see this
19 Commission called a Commission on Excellence is that
20 too often it's on deficit and --

21 CHAIRMAN HRABOWSKI: Not on strengths-based
22 approach.

23 MR. COMER: Yeah. That's right.

24 CHAIRMAN HRABOWSKI: That's exactly right.
25 Angela?

1 MS. BLACKWELL: So this is in the realm of I
2 want to follow the conversation, and there are parts
3 of the conversation that I'm having difficulty
4 following. When we were talking earlier about higher
5 education, language was used about developmental
6 classes, and it took me a minute to understand what
7 was being talked about, and then I figured it out, and
8 now you're talking about development and I think
9 you're using it in a different way.

10 And you talked about support for the
11 development of the kids, not support for the education
12 of the kids, and I think you would say that we have to
13 focus on the development in order to get to the
14 education, but if someone asked me to explain what is
15 the difference, I would be hard put to do so.

16 And then you said something about our
17 children being underdeveloped and I thought, well, I
18 don't get that either because when I thought I was
19 following you, what I thought you were saying was that
20 children, all children, develop in a certain way at
21 different paces, but it follows some patterns and that
22 we need to gear the educational experience to those
23 patterns.

24 But it doesn't suggest that the children
25 would be underdeveloped but that the education was out

1 of sync with them. So I just have to say, in order to
2 be able to take all of this and tell anybody else
3 about it, I need a little help.

4 MS. BOWMAN: Well, I certainly would agree
5 with you that it's not as simple as it sounds because
6 we use the term developmental in two different ways,
7 the one way we mean human development. That means the
8 patterns that are genetically embraced in our gene
9 systems, and we -- oh, I always forget. And we have
10 to -- your teeth come in at a certain age, you begin
11 to walk at a certain age, you develop the ability to
12 speak a language at a certain age. All of these
13 things are built into the gene structure of human
14 beings.

15 The other piece of it is what you learn.
16 And you learn how to love your mother, you learn how
17 to behave with your grandmother, you learn what
18 language to speak, you learn the kinds of things to
19 pay attention to in your society, and that's
20 developmental too.

21 But if we live in a complex society, then
22 there's another layer of development, and that's the
23 adaption to the society that you live in. And in the
24 United States, that means going to school, so that it
25 turns out the biggest developmental threat to children

1 is school failure, but it's a learned behavior that
2 they didn't have a chance to get. And so then they
3 begin to fail in society, they become unemployed, they
4 go to jail, all of the sequelae that show failure of
5 the child to adapt to the situation. Does that make
6 it a little clearer?

7 So it really is two things that are
8 happening at once. Some is just learned cultural
9 behavior, but some is much more developmentally
10 embedded in the genetic blueprint.

11 MR. COMER: That's the human development
12 part of it. The confusion comes in in that the term
13 developmental education is totally different, and that
14 has to do with kids coming to colleges behind in
15 particular subject areas.

16 CHAIRMAN HRABOWSKI: Yeah. We used to call
17 it remedial. Now the cool term is development. They
18 have a reason for it, but I'm just saying that it's
19 very different.

20 MR. COMER: Yeah. But going back to human
21 development and that part of it that has to do with
22 K-12 in particular, we like to think of it as there
23 are certain kinds of pathways: social,
24 psychoemotional, moral, ethical, linguistic,
25 intellectual, cognitive, the executive function

1 capacities. All of that is a part of human
2 development, and it is a part that teachers in schools
3 and even parents at home need to think about how
4 you're helping your kids in all these areas in order
5 for them to be able to manage in the world at that
6 complex level that I was talking about.

7 CHAIRMAN HRABOWSKI: I have a team that's
8 worked on books, we've written books on raising smart
9 black boys, raising smart black girls in math and
10 science, and those factors, the strengths-based
11 approach to those families and looking at what they
12 did beyond the academic side to get them ready to have
13 the resilience to deal with the challenges and the
14 critical thinking it requires are things that we need
15 to keep focusing on as we think through what we want
16 to suggest as things that should be a part of teacher
17 education or that would be a part of our thinking
18 about preparing them for college starting back in the
19 early years.

20 And I think what Angela's doing is to help
21 us to push back even the experts on clarifying
22 language that anybody could understand as we go
23 forward, okay? We'll keep doing that.

24 Akosua? Akosua?

25 MS. EVANS: Yeah, Akosua. Yeah. And I

1 think one of the interesting things that we said last
2 night is that we're looking for themes. So, as we're
3 talking about these different topics like justice,
4 early childhood, or college readiness, are there
5 themes?

6 And I think one theme that I'm hearing is
7 the theme of self-esteem, kind of I don't like the
8 term nurturing because it can have a negative context,
9 but it's kind of creating the confidence, the ability
10 to feel confident as you are encountering different
11 experiences in the society and in education.

12 And so some of the research as well on what
13 kind of methodologies are effective at increasing
14 graduation rates and retention rates, which is at the
15 other end of the spectrum, are also focusing on more
16 student engagement, not just sitting there taking
17 notes and kind of integrating technology in an
18 intelligent way.

19 So I just think that's an interesting theme
20 that we could be thinking about because, to Angela's
21 point, when we do publish this report, we do want it
22 to be something that resonates and that can be kind of
23 succinctly crystalized in terms of what we're trying
24 to accomplish.

25 CHAIRMAN HRABOWSKI: So our recommendation

1 to accrediting agencies, for example, on preparation
2 of teachers.

3 MS. BOWMAN: Well, one of the things to
4 remember is that most very young African-American
5 children come into kindergarten with great self-
6 esteem. It's in the school that it kind of falls
7 apart. So it's the interaction of the child's
8 experience with whatever the child is at that point in
9 time that makes a difference, so that's why we say
10 it's not a vaccination. Once you are self-confident,
11 it will not take you all the way through college. You
12 will have to get self-confident each step along the
13 way.

14 And I think that's what Jim's trying to say
15 is that it needs to come at each step along the way
16 and it needs to be based in reality. I mean, you can
17 say, you know, how wonderful you are to a four-year-
18 old and he believes you, but when you get to be 10 and
19 you say how wonderful you are after you strike out at
20 the baseball game, he doesn't believe you anymore.

21 CHAIRMAN HRABOWSKI: Or when he goes into
22 that classroom and somehow --

23 MS. BOWMAN: The teacher says you're a
24 dummy.

25 CHAIRMAN HRABOWSKI: Or looks at him and

1 says, well, it's all those issues.

2 Go ahead. You wanted to say something?

3 MR. COMER: What's most important, you know,
4 there's an interaction that has to take place. That
5 child who did fine at home and then got to school, he
6 or she has to have the capacity to interact with the
7 teacher, and a teacher has to have the capacity to
8 connect with the child to then lead or help him or her
9 move along those developmental pathways and to create
10 the environment that allows them to move them along
11 that pathway.

12 But if they don't have the social
13 development or connection or the ability to connect,
14 then there's nobody to lead them along that pathway,
15 and there are going to be interactions between them
16 and the teacher and the school that lead them down a
17 different and difficult pathway. And it's that
18 critical point I think that needs attention as much or
19 more than anything else.

20 CHAIRMAN HRABOWSKI: We will be continuing
21 this discussion with the people who are over early
22 learning to see what -- you know, it will be
23 interesting to see their reaction to what each of you
24 says, to talk about what's going on right now, and to
25 see what we can add to their thinking as we talk about

1 the education of children starting in the early years.

2 One of these themes is preparing is this
3 notion of development and what it means all the way
4 through the path to different experiences in college.

5 This is going to be a part of what we'll keep talking
6 about, okay? All right.

7 Was that the last question? Can we move to
8 the next? Was there another question? I'm sorry.
9 Akosua? Oh, I'm sorry. Go ahead. Did you have
10 another question? Put your card down there for me,
11 would you. All right. Anyway. Oh, you have a
12 question, Ron. Okay. All right.

13 MR. WILLIAMS: And it may have been answered
14 by Dr. Bowman, but I was curious about the
15 relationship between affirmation and say testing, and
16 I don't necessarily mean that as standardized or
17 anything. I just mean the testing of what's said
18 about your ability.

19 The assertion was made that most African-
20 American students come to school with a great deal of
21 self-confidence and then the school destroys it, but
22 I'd like to drill down on the destruction, because is
23 it that they're suddenly confronted then with the
24 reality about their own skills in that environment so
25 that the testing of the statement from home leads to

1 something destructive?

2 I think we might be able to agree, and I'll
3 leave this to the experts at the end of the table,
4 that success leads to success. You start to believe
5 things when you actually succeed at them. So I wanted
6 to find out what caused this destructiveness in
7 school. Is it the testing of the statement about
8 their ability that the actual performance doesn't lead
9 to their confirmation of that statement?

10 MS. BOWMAN: I think for most children it's
11 the performance. Until recently we rarely tested
12 little children. It's just recently that we've been
13 talking about testing children as young as five and
14 six. Until then it was always eight, nine.

15 So it has not been the test per se, but it
16 is the child's absence of knowledge that the teacher
17 assumes is standard knowledge for any child. So, if
18 you don't know the alphabet and you're kindergarten
19 age, in the United States, you're considered not quite
20 so smart. And if the teacher thinks you're not quite
21 so smart, she puts you in the lower group with the
22 other kids who aren't quite so smart, and pretty soon
23 you're not so smart.

24 CHAIRMAN HRABOWSKI: Because even the other
25 little kids look down on you.

1 MR. COMER: Or look down on themselves if
2 you're in tracking, and the first track looks down on
3 the second track and all the way. I agree with that
4 completely, but there's another part of it. You know,
5 we live in a society where there's an assumption that
6 African-Americans are not so smart, and there are
7 many, many teachers who reject that, but there's some
8 who through their unconscious believe that.

9 Let me just give you a couple examples. I
10 had a colleague, a white colleague who had a black
11 child. Called the school twice. Was told his child
12 was doing fine in math. He didn't think so, so
13 finally he went to the school. And when the teacher
14 realized he was white, she says, oh, now I understand.
15 He was doing fine for a black child, but he had a
16 white parent. He was expected to do better.

17 I won't go into more, but that's the kind of
18 message that's floating around in the society and in
19 the heads of too many people that gets transmitted to
20 the child.

21 CHAIRMAN HRABOWSKI: Most African-Americans
22 in biochemistry when they get a C will be told by most
23 people in many places, you did well, and the idea is
24 you did well for a black because they've not seen
25 others doing better. And it gets to the same point.

1 It does.

2 Okay. With that said, why don't we move on
3 to the next topic. This is not the end of this. We
4 are coming back. We will keep coming back to it
5 because it's so important.

6 Yes, Angela? Go ahead.

7 MS. BLACKWELL: I'm sorry. I wanted to ask
8 one more question before we go because we have such a
9 big political push now for early childhood learning
10 that I suspect that we're really going to see an
11 explosion of resources.

12 Are there things that we ought to be paying
13 attention to for African-American children within the
14 context so that we don't just allow an explosion of
15 new programs that are still missing our children? And
16 I heard what you've said about developmental.
17 Anything even more specific than that?

18 MS. BOWMAN: Head Start is probably the
19 largest purveyor of early childhood programs across
20 the nation, but I think the federal government is
21 expecting and hoping that it will move into the state
22 system and that as increasing numbers of states are
23 funding pre-K program that it will become part of the
24 K-12 system. Whether it's done in the schools or it's
25 done in social service agencies or in childcare

1 centers, that the emphasis will be on education and it
2 will come through the education system in the various
3 states.

4 So beginning to put a push on people's
5 understanding of how important early childhood
6 education is to the later achievement of children is
7 really an important thing because we have to convince
8 state legislatures, not just the national.

9 MS. BLACKWELL: I'm sorry, but I am pushing
10 on something perhaps more fundamental. We have a
11 universal system of public education.

12 MS. BOWMAN: Right.

13 MS. BLACKWELL: And it's not producing for
14 black children what it is that we want. If we get a
15 universal system of early education, are there things
16 that we should be really calling out to make sure that
17 we don't end up with the same situation?

18 MS. BOWMAN: You still have to have a better
19 kindergarten, a better first grade, a better second
20 grade. The system has to improve. Otherwise the
21 children are not going to be better educated. Just
22 because they went to pre-K doesn't mean they're going
23 to be better off.

24 CHAIRMAN HRABOWSKI: Well, and I think one
25 of the things -- I think Angela's point is well-taken,

1 and I want to take something that you said, Barbara.
2 You said we've got to do a much better job of looking
3 at the relationship between the pre-K work and
4 expectations and what happens when they get to
5 kindergarten. Similarly, on the other side,
6 developmental with the pre-K and when they get to
7 kindergarten.

8 It's a two-pronged approach to strengthen
9 substantially what happens before kindergarten -- you
10 can call it pre-K and it can not be education at all,
11 you know, it can just be the childcare piece, which is
12 good, but it's not dealing with the academic side.
13 Similarly, you can do that and not do the
14 developmental. Somehow we want to make this point
15 that what's missing is the combination of the focus on
16 the standards, the academic standards for pre-K and
17 the developmental and the integration of those two
18 beginning at that level.

19 That is not being done right now, Angela,
20 and that's one of the big problems. Yes?

21 MS. EVANS: I guess another question I have
22 is are there something from your work, are there
23 different pedagogies or some different methods that
24 have been particularly effective that you would
25 recommend, I mean as a Commission, that we --

1 MS. BOWMAN: Well, certainly there's a
2 difference in how you teach a two-year-old and how you
3 teach a six-year-old, just as there's a difference
4 between how you teach a six-year-old and how you teach
5 a 10-year-old. There are developmental differences.

6 I think that the principle of not wanting to
7 bore children and having them interested and wanting
8 to learn and all those, they're across the board,
9 whether they're two or six or 10. So, yes, there are
10 some differences, but the goals ought to be the same.
11 Children ought to love school and love their teacher
12 and love learning. That's what we want from --

13 CHAIRMAN HRABOWSKI: We will come back to
14 this. We will come back to this.

15 Go ahead, Jim. Use the microphone, Jim.

16 Jim seems to be so excited. We'll get to
17 you in just a minute, all right?

18 MR. COMER: Are you asking is there a
19 difference in how you teach a black child and how you
20 teach a white child?

21 MS. BLACKWELL: I am not asking that. What
22 I am asking is whether we have learned enough because
23 of our investments in early learning that we see there
24 are some strategies that we ought to really be pushing
25 to make sure that if we get a universal system of

1 early learning that it is as effective for African-
2 American children as it is for other children.

3 MR. JOHNS: So, if I could just add, and
4 we'll go deeper here as well, there are areas -- and
5 this is where Barbara Bowman started -- there are
6 things that we know work best for children when we
7 think about the earliest end of the spectrum. We pay
8 a lot of attention to the adult to child ratio. We
9 know that lower ratios mean that kids have more
10 likelihood of having better quality interactions,
11 right? We also know that if we expose them to certain
12 types of interactions at particular developmental
13 stages that they're more apt to acquire the skills
14 that they need.

15 So it's different. It's not pedagogies in
16 the way in which we talk about that in the K-12 space,
17 but there are specific strategies that we've known to
18 be helpful. Many of them were baked into the
19 reauthorization of Head Start, the Improving School
20 Readiness for Head Start Act of 2007. They've also
21 informed a lot of the activities that have been
22 referenced today at both the Department of Education
23 and at HHS.

24 There was a colleague of ours who joined us
25 from the office of HHS earlier. I was looking for him

1 now, but I think he's left us, but again, he will be
2 invited back. I see some head nods, so there are some
3 colleagues in the room still. But we will continue to
4 have that discussion. Right now I would just ask that
5 we would pause. We've been joined by Jim Shelton, the
6 Deputy Secretary for Education. He previously served
7 as the Assistant Secretary in the Office of
8 Innovation. Welcome.

9 CHAIRMAN HRABOWSKI: Let me say this. Jim
10 is someone who has had some interesting experiences,
11 including being a Morehouse man, isn't that correct?
12 But he also was at the Gates Foundation, has had a
13 chance to think about innovation broadly, was doing
14 something with it. And I have been pleased in working
15 with him and Arnie that he has shown great interest in
16 what we're doing here. So we're delighted that you're
17 here.

18 MR. SHELTON: Thank you. It's actually my
19 honor to be here with you. I came down, one, for two
20 reasons. The first is to thank you because this is
21 incredibly important work. It was historic that we
22 actually stood the initiative up. It took us a long
23 time to get to this particular place and moment in
24 time where we're all around the table together.

25 But you all were the ones who were most

1 steadfast and who, frankly, made it clear to all of us
2 how important this work was going to be and with your
3 willingness to stick with us, and so I just want to
4 thank you for not only the work that you're doing
5 today, but being through the process with us is just
6 as important.

7 The second thing is that, I mean, I haven't
8 been in the conversation, but I've been getting a lot
9 of reports about the conversation, and the level of
10 conversation and the energy of the conversation is
11 what we hope for but sometimes don't get, and so I
12 just want to thank you for what you're bringing to the
13 table and for the possibilities that I think will come
14 from the conversation, because this initiative is
15 actually not about what you guys are going to talk
16 about, it's about what happens after that.

17 And so what I want to end by saying before I
18 just open it up to any questions you might have for me
19 is use us. You know, you all are, you know, forming
20 your perspectives now as a committee -- Commission,
21 excuse me -- and you bring great expertise to the
22 table.

23 As you know, the President has launched the
24 My Brother's Keeper initiative, which is building on
25 the work that the initiative overall has been doing,

1 and so the window of opportunity for us to take your
2 best thinking and use the both focus but also the
3 broad aperture of the Administration to get it done
4 has never been better. So I want to make sure that
5 you know that we are vessels for the good work that
6 you want to put forward.

7 And with that, I'll finish, stop talking.

8 CHAIRMAN HRABOWSKI: Thank you, Jim. Let me
9 ask the first question and then others can join in.

10 We've said to some of your colleagues that
11 we're going to be asking for just more data to get the
12 full picture about African-Americans in the early
13 years all the way to who's in what kinds of
14 institutions, how they're doing right now, and then
15 most important, what the department feels most
16 confident about in terms of any progress, true
17 progress that's been made in the educational
18 attainment for these different groups.

19 Could you talk for a moment about the
20 department's commitment to equity broadly? It might
21 be interesting to hear your comments.

22 MR. SHELTON: I mean, it is amazing -- you
23 would first I think be amazed at how often the
24 conversation of exactly that question comes out,
25 mostly because if you talk to most of the people in

1 the department, they think that everything we do, that
2 their basic job is to ensure equity, whether it's for
3 low-income students or students with disabilities or,
4 in traditional senses, people of color. Like that is
5 what people here think that they do day to day.

6 So, at one level, people would say like it
7 is built into the fiber of the place. But the thing
8 that has become much more poignant for us is having
9 conversations about, so what does it mean as a
10 strategy to say that you are about equity, and what
11 are the levers that we have to pull in order to do
12 that, and where is it that we need to lean in if in
13 fact there's a sense that there is not equity? And
14 that work is driving us in a few places.

15 The first is things that are highly aligned
16 with our core agenda around effective teaching and
17 learning. And one of the things is where we know that
18 there are actually disparities in access to effective
19 teachers across the system, and so you'll see a lot of
20 work for us leaning into that.

21 You've seen work from the prior commission
22 on equity which led to issues around funding,
23 something that we don't have a lot of leverage to
24 drive but where we've been able to actually drive a
25 different set of conversations at the state level.

1 And so there's a whole series of things like
2 that that are along strategic levers that we think
3 that, some of which we can lean into heavily and some
4 of which we don't have great opportunities to lean
5 into, and then there are the things that are what I'll
6 call broader and harder to get your arms around.

7 So the question of the role of diversity and
8 integration in equity conversations today and how do
9 we as a department, given all the constraints that we
10 know we operate in legally now, continue to drive that
11 conversation? You know, we have a diversity priority
12 that we can use across some of our programs. It is a
13 very difficult priority to figure out how to fit into
14 many of our programs. The leverage that we have to
15 pull to drive integration, whether it be economic or
16 ethnic, very difficult to figure out given the program
17 mix that we have how you drive that.

18 And so would love to hear from this I'll
19 guess group ideas that you have for us about how we
20 begin to elevate those what I would call more
21 traditional definitions of driving equity and in
22 particular recognize that the equity lineage for us is
23 always connected to excellence, that it is we are
24 concerned about the gap, but only because it is on the
25 way to excellence, and so the gap is between

1 excellence and where we are, not between us and any
2 other particular group.

3 CHAIRMAN HRABOWSKI: One of the comments in
4 relationship to that raised I think by Sharon that was
5 really an astute remark had to do with the fact that
6 with the best of intentions, this department and
7 others have come up with programs to help low-income
8 students, to help African-Americans, Hispanics, and
9 others, and sometimes, because of a variety of
10 circumstances, the programs are implemented, but those
11 in greatest need of the help from those programs don't
12 get that help for one reason or another, whether it's
13 about students not knowing deadlines for applying for
14 Pell grants or whatever.

15 And I throw this out to you. We have
16 mentioned it to your colleagues that we're interested
17 in knowing how the department can encourage
18 universities, school systems, and itself to be most
19 creative in ensuring that African-Americans,
20 particularly low-income African-Americans, actually do
21 get a chance to take advantage of programs that were
22 actually started for them somehow when the traditional
23 approaches are not getting to them and helping them to
24 succeed. Something to think about for sure.

25 And the other that I'd like to bring up that

1 we haven't talked about that is very sensitive and yet
2 I think needs to be talked about in a deliberate way
3 is that within the black community we have different
4 sectors, different subgroups. I can tell you that
5 with a campus with students from 100 countries, when I
6 look at my African-American population -- and it's
7 maybe 2,000 students -- that my students whose parents
8 are from other countries, black students, tend to do
9 much better than my students whose parents have been
10 here for generations.

11 Now that is not opinion. When we go to the
12 Ivys, when we go to -- you will see it, and it's
13 inspirational. I say to my Jamaican parents,
14 Barbados, whatever, I am inspired. I mean, there's
15 that hunger, whatever. For a number of reasons, this
16 is not putting any group down, but if we don't say the
17 truth, we don't address the issues.

18 And I bring it up for the Commission to
19 start thinking about how we make comments to applaud
20 whatever is working well for certain groups but to say
21 but if you disaggregate the data and not just say
22 black but you look at people from different kinds of
23 backgrounds, you see a big difference when the boys
24 and the girls -- and how do we learn from each other
25 from these different groups? What recommendations

1 might we make that will allow educational institutions
2 to begin to think about these issues, discuss these
3 issues in a way that's not disparaging to anybody but
4 that says we simply need to understand what's
5 happening with different groups.

6 And so my question is does the department
7 look at that at all, whether talking about graduation
8 rates or in college, or is it right now just black?

9 MR. SHELTON: Right now it's just black.

10 CHAIRMAN HRABOWSKI: Yeah.

11 MR. SHELTON: You know, there are clearly
12 distinctions, but black and-low income. Or not low-
13 income. Black and student with a disability and not,
14 black and English language learner or not. But that,
15 what I would call a much more discrete segmentation
16 along the other ethnic background features of the
17 black population? No.

18 CHAIRMAN HRABOWSKI: And I would argue that
19 -- I mean, even when I have families that are low
20 income, black families I'm talking about, but who are
21 here now and for a lot of reasons have been beaten
22 down by this particular American society and its way
23 and said -- as somebody who believes in my country,
24 quite frankly, I see them moving up even more so than
25 middle-class blacks many times.

1 And if you're in the schools, you see it,
2 you know it. If you get down to the ground level, it
3 is there. And I think there are issues we need to
4 talk about federal level, this kind of group, and in
5 states and locals, and nobody seems comfortable to do
6 it, so it's something I'd like us to think about as
7 time goes on, okay?

8 MR. SHELTON: Good deal.

9 CHAIRMAN HRABOWSKI: Yes? Ron? Yes?

10 MR. WILLIAMS: I'm not sure I wanted to say
11 anything, but I will about your last comment. This
12 issue of the sort of indigenous black person versus
13 the external or immigrant to me gets really
14 complicated, and I was talking to Dr. Bowman about
15 this this morning, because we get placed -- and you
16 know who the we, right -- we get placed in the black
17 category and then we're compared.

18 And I wonder if that's really the way that
19 we ought to be placed, because if you look at us as
20 immigrants rather than simply possessors of black
21 skin, we function and perform the way immigrants do,
22 right, and immigrants are often more highly motivated
23 than anybody else in their own group.

24 So I've always felt that the appropriate
25 comparison is not the immigrant black person to the

1 indigenious black person but the broad category from
2 wherever you came from, Barbados in my case, to the
3 broad group here, and you'll find that the
4 performances aren't that different across the group.

5 But I think when you pick out the immigrant,
6 the most highly motivated person, and compare that to
7 the whole group, then you create a problem for
8 everybody. And, you know, I've had fights with Skip
9 over this for years.

10 CHAIRMAN HRABOWSKI: And the question is,
11 though, just how we have a conversation without people
12 trying to point fingers at anybody, just trying to
13 learn things. For example, there's no doubt that Gwen
14 Boyd and I migrated from the deep south and there was
15 something about that that was an immigrant situation.

16 When you got somewhere else, you had to be -- quite
17 frankly, we had our own kind of immigration right
18 there and it did make a difference. It's amazing
19 going to a place and having the hunger.

20 And I'm simply saying it goes back to
21 development, and the resilience and the hunger and the
22 perseverance and all of that must be a part of our
23 conversation. But to simply say black and to look at
24 the data and just black, you know, doesn't get to the
25 point because you're going to see clearly this

1 achievement gap issue within the race and the need to
2 have strategies, intervention strategies, to deal with
3 people from different populations or ways on having
4 people help each other and support. Just, it is
5 important to get to some level of specificity. That's
6 the point.

7 Other questions, please, from anyone to Jim?
8 Anybody? Oh, I'm sorry. Angela?

9 MS. BLACKWELL: I wanted to compliment the
10 department on having lifted up the goal of educational
11 equity and using the language of equity. I think it
12 is challenging language, which is why I like to use
13 it, because what it really puts us in the position of
14 is thinking about what is it that we want to achieve
15 for everyone and then backing into what the inputs
16 have to be to get there based on where an individual
17 or group happens to be. And there's no place where
18 that comes out more than in the educational arena.

19 And as the struggle is going on within the
20 department, I'm hoping that we will be in very close
21 touch, because if this work goes as well as I'm sure
22 it will go, we're going to be coming up with that
23 challenge every time any topic comes up. And to have
24 interaction with the department as we're defining the
25 equity agenda, as you're defining the equity agenda, I

1 think is going to be very useful for all of us. So I
2 just wanted to compliment you. I think that's so
3 exciting for the federal government.

4 CHAIRMAN HRABOWSKI: Let me suggest a
5 comment to you and to Arnie, to you and the Secretary,
6 from the group as I've heard the group. We are
7 honored to be working. We are certainly honored to be
8 here. We believe we have something to offer.

9 We would say the problems, the challenges
10 are so great that we can scratch the surface in a year
11 and we can begin to address some issues. We would
12 hope that this will be a long-term effort. You hear
13 what I'm saying, you know? We will approach it as if
14 we are planning on what needs to be done without
15 thinking about the fact that in 12 to 15 months you
16 don't know what's going to happen. We've got to just
17 think about the life of our children and our careers.

18 I mean our career on this Commission.

19 Most important, though, you'll hear us
20 addressing some of the issues raised in the policy and
21 the Executive Order and looking at some kind of focus
22 and theme, but there are pieces involving everything
23 from the early learning -- and you'll appreciate this
24 notion that we came through last night which involves
25 this theme of development but starting at pre-K, from

1 birth as we would say -- and as that being a piece of
2 the college readiness given the statistics and what
3 they mean.

4 So that means just as we're getting ready to
5 have conversations about everything from discipline to
6 thinking about the issue of equity itself that we'll
7 have these conversations, we will have the small
8 groups talking about them, and we'll see what we can
9 add to the conversation, and then we'll come up with a
10 report that says this is what we ought to be doing,
11 this is the advice we have for different groups, okay?

12 Did I say that fairly well, folks? Good.
13 All right. Anybody else? Okay.

14 Anything you'd like to throw out to us as a
15 challenge or -- we're delighted that you are as
16 involved as you are, and we appreciate all the support
17 you give us, Jim.

18 MR. SHELTON: One --

19 CHAIRMAN HRABOWSKI: I'm sorry. One more.

20 MR. SHELTON: Dr. Comer?

21 MR. COMER: No. Go ahead.

22 MR. SHELTON: I was going to say it's not so
23 much a challenge, it is a recognition of alignment.
24 The framework that drives the My Brother's Keeper
25 initiative is exactly this framework of, I have

1 literally borrowed this phrase from Angela, which is
2 universal goals, targeted strategies. And so the
3 question of us getting comfortable with that when we
4 have universal goals for children all across the
5 spectrum, that it will require targeted strategies,
6 which means that equity means something a little bit
7 different depending on who you're talking about, as
8 something we're really comfortable with.

9 CHAIRMAN HRABOWSKI: Yes.

10 MR. SHELTON: The second part of the My
11 Brother's Keeper work, though, is the recognition that
12 it starts with early childhood and basically looks at
13 every transition point along the way with the notion
14 that obviously, though, you also have to look at the
15 intersection of violent crime and criminal justice
16 when you're talking about our boys in particular.

17 And so that notion that it is about the
18 continuum is also baked into the philosophy of the
19 Administration, and so I think there will be a lot of
20 consistency there as well.

21 CHAIRMAN HRABOWSKI: Yes. That's great.
22 That's great. And let me say in front of you that we
23 are very impressed with the White House initiative,
24 with David and his colleagues, and that they're being
25 very supportive of us. We appreciate it.

1 MR. SHELTON: Fantastic.

2 CHAIRMAN HRABOWSKI: All right. Jim? One
3 final.

4 MR. COMER: One point. You put on the table
5 what you called a sensitive issue, which was the
6 difference between immigrants and native-born African-
7 Americans. You know, at the medical school, 80
8 percent of the black students are immigrants from the
9 Caribbean or Africa.

10 And the response is that government has not
11 looked at that difference in groups, but nobody has.
12 And nobody has because it creates guilt, and we're
13 always afraid of pointing the finger of blame and we
14 don't want to look too closely. But I think it's time
15 that we do, and the question is how do we do it? How
16 do we do it? We have to very carefully, because it is
17 sensitive. How do we do it in a way that does not
18 cause the pointing the finger and promoting the guilt?

19 CHAIRMAN HRABOWSKI: Yes. Right. That's
20 right. That's right. I agree. You know, I will tell
21 you that on my own campus we celebrate the brain power
22 that comes from anywhere because it helps the country
23 out and it can be very inspiring, right, when you see
24 that. And at the same time, it can help us to help
25 people who may not know how hard people work.

1 This is regardless of race. This is
2 regardless of race that I do see immigrants from
3 Russia to Nigeria to Barbados who are just hungry for
4 it. There's something to be said about that. So that
5 race -- you've got black, white, Asian folks in from
6 other places who come here and they work so hard, and
7 there are reasons for that.

8 And there are challenges for people who are
9 not working hard. I understand that. We're not
10 blaming anybody. We want to find ways to give support
11 to people about whatever the developmental strengths
12 are that can help them to do well, to persevere.

13 MR. COMER: And understanding the nature of
14 the intergenerational transmission of problematic
15 behaviors.

16 CHAIRMAN HRABOWSKI: Yes. Yes. Yes. And
17 seeing what we can do to be supportive. It's
18 absolutely right.

19 Final point. Any comments to us about STEM
20 and technology? It's always an issue that every group
21 needs to bring into it.

22 MR. SHELTON: So, I mean, as you know, the
23 Administration has been, the President, frankly, has
24 been very focused on STEM as a pathway for the country
25 overall. When you take a look at the data, we all

1 know what the data says about our participation.
2 There are three things that I would say to this group
3 that might not normally hit your radar.

4 One is that in using the data, what we're
5 finding is that, having this conversation with the
6 college board in particular, that one of the biggest
7 problems that we have right now is that even the
8 students who are actually demonstrating the academic
9 propensity to be able to do well in the rigorous
10 courses are, seven out of 10, not taking them.

11 And so the question of even with the
12 students who we are actually getting prepared enough
13 to jump in, why are we not finding a way to connect
14 them to the rigorous course work that would allow them
15 to propel them into the fields and to be successful
16 later on?

17 The second thing is that the attrition rate
18 of folks who show up on campus with every intention of
19 becoming, of being a STEM major is enormous. In some
20 campuses, up to 70 to 80 percent. Marketing does
21 really well because of the attrition and STEM. And so
22 really starting to dig in on what is it that is
23 causing that to happen both from the environmental
24 context about people feeling like they don't belong on
25 certain campuses and certain majors, two, course

1 design and the things that go along in that.

2 And I know that, Freeman, you've done a ton
3 of that work on your campus, but it is not broad
4 practice, and -- I see George here -- it has not
5 penetrated our HBCU community, and I think there's an
6 opportunity to go there and so we ought to do that
7 because they are such a rich source, but making those
8 connections is important.

9 And the third thing is that when we talk
10 about STEM in particular we tend to think about the BA
11 track STEM, but there is a track of STEM that are
12 extremely well-paying, non-BA track jobs where we are
13 completely missing the opportunity, where people are
14 getting \$85,000, \$100,000 plus biotech technician
15 jobs, and yet we are like nowhere. Our people don't
16 even know about the opportunity.

17 And so I just want to put those things on
18 the table as you have the conversation about STEM. As
19 an Administration, we're pushing it broadly, but I'd
20 like to see it very much tied to the work that this
21 Administration is doing.

22 CHAIRMAN HRABOWSKI: Appreciate your saying
23 that, especially because we've got representatives of
24 all kinds of institutions, including the two-year
25 institutions, four-year, minority, and others. And

1 the reason it's important is that, as you said, most
2 people don't know about the opportunities.

3 I spoke to 1,000 directors of biotech
4 programs funded by NSF and it wasn't 5 percent of
5 color and I saw one black in the room, I mean, so
6 people don't even know you can get these great jobs
7 with two years of work as a biotech for -- and that
8 doesn't mean you can't eventually go on and get your
9 Bachelor's, but you can have a great job right now.
10 Think about all the returning adults who could learn
11 these things.

12 The other area I would bring up to you, that
13 we're actually working with the National Security
14 Agency on cyber security. There's such a need for
15 minorities. We are actually working with, helping out
16 and have a partnership with Winston-Salem to do some
17 work with the base there from my campus. So, I mean,
18 there are great opportunities in biotech, cyber
19 security that we need to look at.

20 And if people don't know it -- if you look
21 at the report that I chaired for the National Academy
22 on Underrepresentation, 20 percent of blacks who start
23 in science will make it to the Bachelor's, but only 30
24 percent of whites make it and only 40 percent of
25 Asians. Most Americans, two-thirds of Americans who

1 begin with a major in pre-med, science, engineering,
2 do not make it through the Bachelor's program. And it
3 has more to do with the culture on our campuses than
4 it does with the skills of the students, that it is
5 the mindset that most people won't make it.

6 It's that idea look to your left and look to
7 your right, right? You know? Two of the three of you
8 all won't make that. That's the mindset, and we've
9 got to change that. You're absolutely right. And
10 it's worse for black people. That's it. Bad for
11 everybody. Worse for blacks and Hispanics.

12 Thank you, though, Jim, very much. Thank
13 you very much. We look forward to working with you.

14 MR. SHELTON: Thanks, everybody.

15 CHAIRMAN HRABOWSKI: Yes. And by the way,
16 for the public, don't forget, you can only speak if
17 you sign up. Now Kalala is somewhere around here, but
18 she was writing -- somebody else has the sheet? All
19 right. If anybody needs to sign up, please sign up,
20 because when we get to the public part you can only
21 speak if you've signed up for that three-minute
22 period.

23 Now we're delighted to move on to discipline
24 and equity, and we've got Jim Freeman, Doris Smith-
25 Ribner, and Sharon Lettman-Hicks. Yeah, yeah. I want

1 to definitely -- Chris. If you've not met Chris,
2 Chris is a member of the staff who handles this part,
3 so he's ready to be an expert on this. I mean, he is
4 the expert, and he can also add to the conversation,
5 okay? All right. Go right ahead.

6 MR. FREEMAN: I guess what I'd like to put
7 on the table was sort of following up on something
8 that Dr. Comer said earlier and how students, when
9 they enter the K-12 system, frequently encounter
10 biases of one sort or another, and I guess what I
11 would like to talk about is how those individualized
12 biases sort of fold up into systemic policies or
13 practices that combine to create what we often call
14 the opportunity gap in the K-12 system.

15 And I think we do an okay job sometimes of
16 talking about individual policies or practices that
17 affect black children and other youth of color. We
18 almost never talk about the totality of those
19 inequalities and inequities, and so I think that's an
20 opportunity for this Commission, quite frankly.

21 And, you know, that being said, you know,
22 talk about one of them in particular because the issue
23 of discipline was raised. The reality is that there
24 are such profound differences across schools where the
25 same behavior that in one school results in a call

1 home or a stern talking to in another school, very
2 same behavior, sometimes a school just down the
3 street, results in an out of school suspension, an
4 expulsion, getting taken out of school in handcuffs
5 and going to Juvenile Court.

6 And so we do have schools, a lot of schools
7 in which virtually every student is suspended out of
8 school over the course of a year. Many students
9 suspended many, many times. We have schools in which
10 one out of five or one out of six students is expelled
11 in a given year. We have schools in which one out of
12 10 students is arrested or sent to Juvenile Court in a
13 given year.

14 And so we often talk about dropout rates
15 when it is in many schools far more descriptively
16 accurate to refer to pushout and what we are doing
17 within the K-12 system to push young people out. And,
18 of course, this affects black children in particular.

19 And so, you know, one question that I think
20 we need to ask is, you know, what kind of schools are
21 we creating for young people? Because I would suggest
22 that many of them bear no resemblance to what most of
23 us experienced when we were coming up in school. So,
24 as an example, there are a lot of school districts
25 around the country that spend more on police and

1 security than they do on guidance counselors, after
2 school programs, other student support services.

3 So all that being said, you know, there
4 are -- you don't want to be, you know, only the
5 pessimistic one. So there are lots of examples that
6 we can look to as part of this Commission that we can
7 lift up, that we can build off of. We think about
8 disciplinary reform, we can look at places like
9 Baltimore, we can look at places like Denver, we can
10 look at places like Broward County, Florida.

11 And in terms of creating K-12 systems in
12 which we are providing wraparound services in
13 community-based and community-informed schools, we can
14 look at places like Cincinnati and Tulsa and Oakland,
15 all places where they're doing excellent work in
16 making sure that students, the full array of students'
17 developmental needs are being met over the course of
18 their K-12 education.

19 MS. RIBNER: A couple of years ago I was a
20 part of a work group, the Pennsylvania Justice
21 Reinvestment Work Group. I was appointed to represent
22 the judiciary. And we worked with the governor and
23 legislative leaders and all the criminal justice
24 agencies in Pennsylvania to look at how we incarcerate
25 folk in our state and to come up with strategies for

1 reducing the number of people that we populate in our
2 prisons and to take those savings and to reinvest them
3 in crime-reducing strategies around the state.

4 But I sat at a conference much like this
5 table, the governor and legislative leaders, House and
6 Senate, and heads of all these state agencies, and
7 they were talking about, you know, reentry and all the
8 other issues related to incarcerating. And I said,
9 you know, 100 years from now there may be another
10 roundtable talking about these same issues if you're
11 not willing to look at what goes on in the front end
12 of this whole process and how folk actually get into
13 the prison system.

14 Most of the folk in our state prisons and
15 around the country are dropouts. And, you know, I
16 said that we've got to start focusing on the beginning
17 of the process. I was in the midst at that time of
18 working on a research project looking at Philadelphia
19 and looking at the truancy and the dropout rate
20 because I've always contended that truancy and dropout
21 leads to expulsion, suspension, leads to juvenile
22 delinquent behavior, leads to adjudication, juvenile
23 placement, leads to adult crime.

24 I spent about a year and a half of data
25 collection, got data from the school system. And at

1 that time, we had probably 150,000 students. Got data
2 on all the schools in the system, got data from the
3 Juvenile Court system on juvenile adjudications and
4 placements, got data from various state agencies and
5 other agencies in our commonwealth, and I did all my
6 data collection by zip code.

7 And I wanted to show through this research
8 that certain zip codes in Philadelphia were generating
9 the highest percentages of kids who were not attending
10 school and who were dropping out in that city and to
11 be able to at some point go to policymakers and say,
12 look, the legislature, policymakers have got to become
13 involved in dealing with these issues in our city, and
14 now it's all over our state.

15 But I took the data that I collected and I
16 went to two of our state agencies that I've been
17 working with, Corrections and Crime and Delinquency,
18 and their staff persons developed the geographic maps
19 for me because I didn't have the time nor the
20 expertise to develop the mapping, but those maps
21 depict what's going on in zip codes within
22 Philadelphia, and I brought the maps to show you at
23 some point.

24 And of course all the risk factors are in
25 our black and Latino neighborhoods in Philadelphia.

1 And we have maps that depict where the truancy occurs,
2 where the dropout occurs, where the suspension,
3 expulsion occurs, where the juvenile placements occur
4 by race, and we have various other maps that were
5 created by these state agencies.

6 In certain zip codes -- I'll give you an
7 example. 19140. It's a largely black and Latino
8 area. High everything. High poverty, high numbers of
9 single-family homes, high number of homes without high
10 school diplomas, high number of prisoner probationers,
11 parolees reside, high numbers of inmates from that zip
12 code going into our state prisons. So we looked at
13 all that.

14 And I took it to the head of our judiciary
15 committee in the Senate in Pennsylvania and I said,
16 look, you know, the legislature has got to get
17 involved. And once he reviewed the research he was
18 convinced that, yeah, it needs statewide legislative
19 response and action, because I've contended that if we
20 don't keep our children in school, I mean, what do we
21 have? Where are we as a people?

22 And so, as a result of my meeting last July
23 with Senator Greenleaf, we now have a bipartisan
24 Senate/House caucus in Pennsylvania. The first
25 session was in October of last year. We brought in

1 myself and the head of our DPW, Department of Public
2 Welfare, to talk about the millions of dollars in
3 resources within her agency, and each month we bring
4 in state officials to talk about the resources that
5 are available.

6 But what we're doing right now is looking at
7 prevention programs and strategies that we can
8 implement in certain targeted zip codes in
9 Philadelphia and try and tackle these problems.

10 And just the other, well, last night I got
11 resources from Dr. Hrabowski --

12 CHAIRMAN HRABOWSKI: Just Freeman. Uh-huh.

13 MS. RIBNER: -- Freeman, that we're going to
14 explore. We hope to go to New York and meet with the
15 Harlem Children's Zone. So we're exploring some of
16 the best practices around the country right now. But
17 hopefully very soon we will settle on one or more
18 strategies that we're going to target in certain black
19 and Latino neighborhoods in Philadelphia and monitor
20 the resources that are placed into these areas,
21 because as I said, if we don't tackle this issue --
22 and we have a serious problem in Pennsylvania and
23 parts all over our state, Harrisburg, York,
24 Wilkinsburg.

25 I just read an article the other day that

1 some 80 percent of the youngsters in Wilkinsburg, PA
2 are chronically, chronically truant, not going to
3 school. There are schools in Philadelphia where
4 students on any given day, 60, 70 percent might be
5 absent from school. It is a major, major -- and it's
6 almost epidemic in some parts in our state. So that's
7 what I've been working on.

8 And what I would love to see happen is for
9 other states around this country to follow this kind
10 of model because, quite frankly, I was surprised at
11 the response that we were getting in Pennsylvania.
12 These are Republican, Democrat, black and white Senate
13 and House members, and the enthusiasm is
14 extraordinary. We were just in Harrisburg last week
15 for the session and legislators are coming from all
16 kinds of counties: We've got these problems in our
17 areas as well. So it's something that we've got to
18 tackle.

19 But I think that that's an issue that
20 certainly I'll be pushing, and I would love to see
21 states all over this country that are dealing with
22 these issues adopt some kind of model whereby they
23 explore, examine, research where their children are
24 not attending school and figure out prevention
25 strategies that need to be employed to deal with these

1 issues. So that's --

2 CHAIRMAN HRABOWSKI: Do we know what the
3 department does when looking at truancy issues? Do we
4 have some things, Chris?

5 MR. SCOTT: So I'm Chris Scott, Senior
6 Policy Advisor with the White House Initiative on
7 Educational Excellence for African-Americans.

8 There are a number of things that we've done
9 here at the department and that the initiative has
10 been highly involved in.

11 The first has been the joint release of
12 school discipline guidance between the U.S. Department
13 of Education and the U.S. Department of Justice. That
14 guidance had five core areas, three of which should be
15 of particular interest to the Commissioners, one being
16 school discipline as it relates to school climate and
17 violence, the second one focusing on school resource
18 officers and school safety officers, which are
19 basically law enforcement officials within schools,
20 and the third piece that's the most important in all
21 of this is sort of looking at reform efforts to
22 improve school climate and school culture across all
23 school campuses and recommendations that will help
24 reduce suspensions, expulsions, school-based arrests,
25 and ticketing.

1 The second thing that the department is
2 currently engaged in that we've also been a part of is
3 looking at ways in which we can help those students
4 who have been impacted and made contact with the
5 criminal justice system have high-quality educations.

6 So what that looks like is efforts to have guidance
7 around correctional education and ensuring that all
8 students who are under the age of 18 in a correctional
9 facility have access to high-quality education.

10 The flip side of that as well is also the
11 reentry piece, so ensuring that students who are
12 reentering into their communities have access to not
13 only high-quality education but also services and
14 supports that can get them career-ready if need be.

15 There are still significant gaps, but these
16 two pieces of important initiatives that the
17 department is engaged in will help ensure that, you
18 know, more individuals who are African-American,
19 particularly boys and men of color, and other
20 vulnerable populations are improving their life
21 outcomes.

22 The third piece that I want to address and I
23 won't get too in the weeds on is really a
24 recommendation to the Commission and to all of the
25 Commissioners to really take a look at the role that

1 law enforcement plays in schools. We've seen an
2 influx and an uptick in funding both for school
3 resource officers and school safety officers as a
4 result of tragedies and shootings such as Newtown and
5 those that happened 10 years ago with Columbine.

6 I think the biggest issue we face now is
7 that with increased funding, there's been an expansion
8 in the role, responsibilities, and duties for law
9 enforcement officials, and so now there are
10 conversations that would not only allow more school
11 resource officers to be placed in schools but to also
12 identify them and authorize them to be deemed as
13 school officials.

14 That is an issue in and of itself for two
15 reasons. First is the collateral consequences that
16 that poses to students, particularly students of color
17 and more generally black males. There are inherent
18 biases that law enforcement officials have on school
19 campuses where they use their authority and their
20 power in such a way to try to control students,
21 especially those students that they deem to be at
22 risk.

23 I think the second piece is that once you're
24 deemed a school official, you have access to
25 individual records and addresses, and so a lot of what

1 we're hearing and seeing as a result of the uptick in
2 funding and more school resource officers being put in
3 campuses is that there may be a push for those
4 resource officers to serve as mentors and to do home
5 visits if a student is truant or if a student doesn't
6 show up to school.

7 Well, in urban communities and in
8 communities where, you know, most of our -- where some
9 of our students who attend urban schools come from,
10 having a police officer or law enforcement official
11 come to your home is sort of stigmatizing and can
12 create a whole host of collateral consequences. That
13 in and of itself can contribute to the disconnection
14 from school and a host of other issues that contribute
15 to some of the biases and negative perceptions we see
16 among our African-American students, particularly
17 black males.

18 And so I'll end with that, and I'll just
19 push and challenge the Commission to really think
20 wholeheartedly about ways to infiltrate and be an
21 advocate for our boys and men of color and for
22 African-American students in that they shouldn't be
23 punished as a result of where they come from or they
24 shouldn't be regulated to having a school-based arrest
25 or their parents being ticketed for \$250 or upwards,

1 to \$500, for missing a day of class.

2 So I'll end there and can take any
3 questions.

4 CHAIRMAN HRABOWSKI: Let me just read what
5 Bob Ross says that he agrees with the Judge of that
6 passionate, in her passionate plea from Philadelphia.

7 That the earliest and most important warning signs of
8 academic failure in our boys would be third grade
9 reading, chronic absence, early truancy, and
10 suspensions, which is what Chris is saying also. That
11 we need a nationally framed, locally executed warning
12 and early intervention system to consider. But
13 thanks, Chris, for what you're saying.

14 Akosua?

15 MS. EVANS: Yeah. I just had a question for
16 you, Chris. Is there like a national association, for
17 example, of those black security officers that we
18 might collaborate with, or is it not? You're smiling.

19 MR. SCOTT: There is, NASRO, but they aren't
20 black.

21 MS. EVANS: No. I'm --

22 MR. SCOTT: National Association of School
23 Resource Officers. And I think in a lot of ways they
24 are somewhat part of the problem.

25 MS. EVANS: The problem. Okay. I was just

1 wondering if there was an African-American --

2 MR. JOHNS: There are opportunities for us
3 to engage in discussion.

4 MR. SCOTT: Right. Right.

5 CHAIRMAN HRABOWSKI: And I think what is
6 significant here is that I don't think many of us
7 understand just how much school children miss for a
8 number of reasons. The suspension issues are those we
9 need to deal with, but beyond the suspension issues,
10 if you know, and I know it from Baltimore city, you're
11 talking about large numbers. Exactly.

12 MR. SCOTT: We'll share them. Patty Chang
13 in Attendance works with a lot of that.

14 CHAIRMAN HRABOWSKI: So you clearly can't be
15 learning to read, or if you miss school, you'll go
16 back, you'll get behind more and more. So we do need
17 approaches.

18 I was sharing last night we've been
19 supervising 500, many black boys, 24 hours a day,
20 seven days a week for almost 30 years now and gotten
21 support from a lot of people. And the key -- and in
22 most cases, it is a matter of that close intervention
23 to make sure they get in class, that they go to
24 school, but it also means that some of the people do
25 home visits. From the right people, though. From

1 people who will not judge the folks and who can make
2 people feel comfortable in talking about why it's
3 important to go to school. It's got to be.

4 And, quite frankly, in the more enlightened
5 places -- and I've seen it now some in Baltimore and
6 Prince George's County -- having teachers themselves
7 learn how to get into that school and meet that parent
8 and to be supportive of the parent, not judgmental,
9 you know? And most important, to talk about why it's
10 important for that child to be in school every day.

11 And as a result of those home visits, seeing
12 kids in school more, and they're doing well. Because
13 the biggest problem is they're out of school several
14 days and they're behind, you know? And that causes
15 issues. So let's just hope that a part of the work
16 that we do, the discipline is a piece of it, the
17 suspension is a piece we want to talk about, that's
18 right, but as the Judge is saying, the truancy issue.

19 Yeah, yeah, yeah. Judge Doris. Yeah. I
20 keep looking and seeing that Judge getting scared.
21 Looking over there, calling her Doris. But the fact
22 is that --

23 MR. JOHNS: It's called socialization,
24 right?

25 CHAIRMAN HRABOWSKI: Yeah, yeah. It's

1 amazing. I'm glad she's looking like that, though.
2 That means she is a Judge.

3 But for Chris and for the staff, I do hope
4 we can have that as a part of the challenge we face
5 when talking about children succeeding in school and
6 how we support families in understanding what it means
7 when you make sure the kid is there.

8 MR. JOHNS: Which is especially true when we
9 think about what happens in the earliest ages, right?
10 When a parent wakes up and says I'm tired.

11 MS. BOWMAN: You're talking 10 percent of
12 the time. The chances of them failing in third grade
13 reading is exceptional.

14 MR. SCOTT: And just to follow up on the
15 opportunity for engagement with NASRO, National
16 Association of School Resource Officers. We are
17 engaging with them now as a part of our efforts and
18 work around the comprehensive school safety initiative
19 which emanated from the President's Now is the Time
20 proposal to help provide flexibility in terms of how
21 dollars were spent at schools to provide more
22 counselors, psychologists, and case workers within
23 schools. So we are engaging with them.

24 MR. COMER: A question about that approach
25 with counselors and case workers and the like. My own

1 experience in learning is that the one to one, the
2 individual, even the small group, is less effective
3 than changing the culture of the school in general.
4 How much emphasis is being placed on helping people
5 learn to change the culture of schools? It's less
6 expensive and it is more effective.

7 CHAIRMAN HRABOWSKI: Why don't you say what
8 you mean by changing the culture of the schools. Some
9 of us have a certain meaning. What do you mean by
10 that phrase?

11 MR. COMER: Yeah. Well, let me just give an
12 example in my own work. We went into two schools that
13 were the worst schools in New Haven. They were 32nd
14 and 33rd out of 33 schools. They had the worst --
15 that was an achievement. They had the worst
16 attendance, they had the worst behavior.

17 And we had to learn how to do it, but over a
18 seven-year period they went from the worst to second
19 and third out of 33 schools, third and fourth out of
20 32, 33 schools in the city. We did it by having
21 teachers, parents, and all the stakeholders form a
22 governance and management team in the school that
23 developed the comprehensive school plan and staff
24 development and assessment and modification on an
25 ongoing basis. Parents plugged into that.

1 And the support staff, the social workers,
2 psychologists, special ed, not there as individual,
3 working with individual groups of kids. We were just
4 talking about the fact that you can spend all your
5 social work time on individual kids and families and
6 not get anywhere, but when you can get them into that
7 setting and then the kids begin to have success, the
8 parents begin to have success, it affects everybody.

9 Now I'm just challenging the case-by-case
10 approach, and that's a clinical approach that came
11 right out of medicine and otherwise, but it's not the
12 holistic public health approach that I think is
13 needed.

14 CHAIRMAN HRABOWSKI: Let me ask people to
15 put up their name if they have questions or comments
16 on anything that we've been saying so far as we
17 continue to talk so I can make sure I call on
18 everybody.

19 Sharon, is it your turn now? We just
20 finished with Doris, right? Isn't that right?

21 MS. HICKS: I have to take a quick break for
22 personal privilege.

23 CHAIRMAN HRABOWSKI: Okay. Okay. All
24 right. Okay. We'll come back to that.

25 Comments? Zakiya? TyKiah. I'm sorry. Did

1 you have something to say? Did you have a question?

2 Oh, no.

3 MR. JOHNS: Can you offer some -- I'm just
4 going to put you on the spot. Could you offer some
5 thoughts just thinking about -- this is where we're
6 going to ask Sharon in fact when she comes back --
7 just your reflections on all of the conversations
8 we've had thus far and how important it is for us to
9 think about inclusion just generally speaking.

10 MS. WRIGHT: Sure. Well, when we look at
11 early college education and early learning, inclusion
12 is very, very important because when we think about
13 our young kids and looking at African-American kids
14 especially and when we think about the truancy rates
15 and delinquent children, there's a lot of learning
16 disabilities that are going on there, and there's a
17 lot of young people that experience different types of
18 disabilities, whether they become children that are at
19 risk, and we have to look at what the foundation of
20 the reason that they are at risk.

21 A lot of that foundation is because they're
22 dealing with different kinds of disabilities that are
23 not being addressed, so in our early childhood
24 education, we have to really think about are we not
25 diagnosing our children properly with different types

1 of disabilities. So that's one factor that we have to
2 really look at in the early childhood development
3 aspect of education, because I see a lot of young
4 people, especially our African-American boys, who are
5 just labeled as being bad, but yet still there are a
6 level of disability there that hasn't been addressed
7 because their family doesn't know how to address it
8 because they're not used to dealing with that as an
9 issue in the family. So that's something that we need
10 to keep in the forefront as we look at the early
11 childhood development.

12 When we think about the inclusion of equity
13 at higher education, you know, we really need to focus
14 on, I agree with the LGBT inclusion, also disability
15 inclusion at the college level. That's really where I
16 spend a lot of my time not only with the early
17 childhood development but also with making sure that
18 our students are being included in college.

19 There's only 11 percent of students with
20 disability that actually make it to a college
21 doorstep, and we need to figure out why that is. That
22 goes not across, not segregating on race but just in
23 general, but there are a lot of reasons. When we look
24 at STEM, STEM is rising and persons with disabilities
25 are very effective in STEM, but we have to give them

1 an opportunity to explore STEM. So we need to look at
2 those particular areas, whether it's STEM, making sure
3 that they're being introduced to the sciences early
4 on. So that's --

5 MR. JOHNS: So just a couple of clarifying
6 questions. You mentioned 11 percent of students with
7 disabilities make it to college. Do you happen to
8 know the number or percentage that make it through?

9 MS. WRIGHT: No.

10 MR. JOHNS: No. Okay.

11 MS. WRIGHT: I do know that upon graduation,
12 less than 50 percent of college graduates with
13 disabilities are unemployed.

14 MR. JOHNS: Less than 50 percent of
15 graduates with disabilities are unemployed. So just
16 still talking about the value.

17 MS. WRIGHT: College graduates.

18 MR. JOHNS: Okay. Can you also talk a
19 little bit about how it is that African-American
20 parents generally receive information about
21 disabilities and sometimes the tension between the
22 message that is propagated, which is that if your
23 child is labeled disabled, actual ability
24 notwithstanding, he or she benefits from being labeled
25 in that space?

1 MS. WRIGHT: The parents generally receive
2 the information through the teachers and the social
3 workers and IEPs in school. A lot of times they tend
4 to go along with what the IEP says, but they don't
5 advocate for that child through the IEP process.

6 So, for instance, we have a young lady who
7 was labeled has a disability, person with a
8 disability, and she's on an IEP, but her nor her
9 family advocated for that throughout the process, so
10 they don't receive the proper supports going through
11 elementary education. So that's generally how they
12 find out. A lot of times they're misdiagnosed.

13 MS. BOWMAN: My experience has been that
14 young black boys are more often referred for a
15 diagnostic in pre-K and kindergarten, primarily for
16 acting out, and generally speaking, the child is more
17 physical than most kids in the class and it's rarely
18 that they're being particularly naughty.

19 But the other problem, as we're seeing in
20 the early childhood program, is that children are
21 placed in inclusive classrooms without any support
22 from social workers or psychologists to help the
23 classroom teacher help the child get his behavior in
24 better order, and as a consequence, they are
25 increasingly naughty and increasingly in the

1 principal's office and increasingly referred.

2 CHAIRMAN HRABOWSKI: Yeah. I'm going to say
3 something that may upset some, but we saw this in our
4 research on raising small black boys. Unless that
5 elementary teacher or early childhood teacher --
6 usually was a woman -- has had real experience with
7 boys one way or the other, brothers, sons, or just has
8 thought about it a lot, they make the assumption that
9 the boy's off base because he's not acting like the
10 girl and treat that boy that way.

11 You hear mothers of sons of all races
12 saying, and especially of black boys, that they don't
13 understand my child, and they put them in that
14 category and it makes it worse, which goes to teacher
15 education, development issues.

16 MS. BOWMAN: But you put them in a classroom
17 and the teacher needs special skills to keep them and
18 we don't give them those special skills, so teacher
19 training becomes terribly important.

20 CHAIRMAN HRABOWSKI: And it's the kind of
21 thing we should be saying very loud.

22 MS. BOWMAN: Every half an hour get them on
23 their feet and march them.

24 CHAIRMAN HRABOWSKI: We need to really make
25 that point when you look at who's teaching our

1 children right now.

2 MR. JOHNS: I'll just say it again for the
3 record, but this I think especially sort of
4 illuminates the point that Dr. Comer continues to make
5 in that we don't spend enough time talking about
6 development, right? Most of us know, especially
7 spending time with elementary school students, that
8 girls tend to develop faster than boys generally,
9 right? And so, if you can anticipate that, you can be
10 thoughtful about structuring your assignments and
11 activities to account for that to allow them time to
12 have that, you know, kinesthetic release of energy.

13 But again, we just don't talk about that.
14 We don't talk about race, we don't talk about class,
15 we definitely don't talk about development as it
16 relates to gender identity. Probably an appropriate
17 point to pivot --

18 CHAIRMAN HRABOWSKI: But teacher ed, I just
19 want to say again. I mean, I do think that
20 universities have not pushed in departments and
21 accreditation agencies have not pushed these notions
22 in the preparation of teachers.

23 MR. JOHNS: So, Sharon, will you pick up on
24 that point and just offer some remarks? You've done
25 this a little bit over the course of the day. When we

1 think about the lack of attention, which we in this
2 community broadly define, have conversations about
3 acknowledging the diversity that exists within our
4 community, what are some of the opportunities for us
5 to impact, one, how institutions of higher education
6 and teacher preparation programs, alternative
7 certification and the like do a better job in this
8 space, and then any sort of reminders that you want to
9 offer for your colleagues as we continue to think
10 about this work, being mindful about bringing
11 everybody with us.

12 MS. HICKS: Well, since this has definitely
13 turned into a good data day, I'm going to start there
14 as we build this relationship, and I really appreciate
15 you injecting, Dr. Comer, on the immigrant issue, that
16 it's not that -- we just haven't started having a
17 conversation. I feel this is a similar place when we
18 start dealing with sexual orientation and gender
19 identity amongst the African-American community in
20 particular.

21 Let me give you some statistics. One
22 million, one million black folks in this country self-
23 identify as LGBT. One million. Williams Institute
24 UCLA just came out in February. That's who self-
25 identifies. We know many do not self-identify, okay?

1 Of the two million people in the country who
2 self-identify, there are two million people in the
3 country, predominantly people of color, who are LGBT
4 who are raising children. Two million. Okay.

5 Now just amongst black folks, LGBT black
6 individuals have a lower rate of college completion.
7 Specifically our charge. When we talk about black
8 people, it's 26 percent. People who self-identify as
9 LGBT and black, it's 23 percent.

10 However, conversely, when they're in a
11 committed relationship, black gay couples are higher
12 achievers in a committed relationship than black
13 hetero opposite sex couples. Twenty-five percent
14 versus 22 percent. And this is from Gallup, this is
15 from the census.

16 But even more interestingly, as we tend to
17 stereotype the LGBT community as it had to be born in
18 San Francisco, black gay people live where black
19 people live. Black gay people, we don't live in the
20 gayborhoods. They don't want us there. They threw
21 our whole community out. We live amongst our
22 community, our racial and cultural community.

23 The top 10 states -- some won't be a
24 surprise, some will knock your socks off -- where
25 black LGBT people live. Number one, my good old

1 District of Columbia. Number two, however, is
2 Louisiana. Number three is Georgia. Number four is
3 North Carolina. Number five is Mississippi. We see a
4 trend here? Number six, New Jersey. Number seven,
5 Maryland. Number eight, Alabama. Number nine,
6 Michigan. Number 10, New York.

7 Top 10 states where gay couples live,
8 watching the marriage equality fight -- and it's no
9 surprise as everybody love to assume that black people
10 became so understanding in Maryland. No, you just
11 forgot that there was a black gay population. The
12 number one state that's not a state, bless their
13 heart, is the District of Columbia where black gay
14 couples live. The number one actual state in the
15 country where black gay couples live is Maryland. The
16 number one city, Mr. Chair --

17 CHAIRMAN HRABOWSKI: But we're the most
18 enlightened state in the country, so it's --

19 MS. HICKS: Absolutely. And the number one
20 city, Mr. Chair, in the country is Baltimore city.

21 CHAIRMAN HRABOWSKI: We're enlightened,
22 folks. Get it. Get it.

23 MS. HICKS: Number three state is Georgia.
24 Number four is Louisiana. Number five is Mississippi.
25 Number six is Delaware. Number seven is South

1 Carolina. Number eight is North Carolina. Number
2 nine is Alabama. Number 10 is North Carolina.

3 So where you got racial justice going you
4 also actually lose the argument when you talk about
5 voting rights and everything else when you don't look
6 at the LGBT population or where you discount or we are
7 otherized. And hence, states where have the most
8 intolerance in the country, where we think that the
9 LGBT community is trying to co-op the civil rights
10 agenda, but we forget black gay folks are black people
11 too, and the civil rights agenda belongs to them as
12 well.

13 So, when you look at the most populated
14 cities in the country, we're also talking about
15 Baltimore city, PG County, two larger states in the
16 country, as well as two major states in the country
17 where the greatest black wealth is because number
18 three is Fulton County, Georgia, and number four is
19 the District of Columbia.

20 So, when we're also talking about class, we
21 don't realize that the black LGBT population is
22 actually amongst the more affluent classes. Certain
23 sectors are alike. But also, in couple relationship,
24 black gay men raising children have the highest
25 poverty rate in the country, but not before black

1 heterosexuals not married who has the highest poverty
2 rate raising children, specifically raising children.

3 So it's also some of the systemic
4 development issue, whereas I have a four-month-old
5 son -- so I'm going to marry myself, I'm going to have
6 Barbara and James adopt me as I raise this four-month-
7 old son, but what happens when he turns nine or 10 and
8 he starts developing his sexuality and then he's such,
9 he's a scholar, he's about to be the next president of
10 the United States, and then all of a sudden he starts
11 realizing he might be gay.

12 Where is that development then? Where is
13 that time for him to find himself? Where is that
14 societal when you just made reference to teachers
15 wanting to make the young man more effeminate, or in a
16 situation where suppose he is. We're also dealing
17 with the perceived gay before they've even developed
18 their human sexuality.

19 I spoke in Rock -- is it Rockville, New
20 York? One of those counties that got a bunch of
21 money. Rockland. Rockland County. I was their token
22 little black girl one year. Went up there and I was
23 their human relations speaker, one of them. And this
24 white lady pulled me aside and she just couldn't wait
25 for me to finish my talk. She was like, I need your

1 help. I'm the LGBT resource officer for Rockland
2 County and we have a huge problem. I was like, well,
3 HMI is down the street, New York, it's the best in the
4 country. No. It's not with the white gay kids, it's
5 with your kids. I said -- she's going to fix that.

6 It's with your kids. She repeated it
7 because she wanted to make sure I understood. This
8 officer, they have all kind of money for LGBT youth.
9 Code for white LGBT youth. She says there's the other
10 side of Rockland, or where the black gay kids live,
11 and nobody wants to work with them, is there something
12 you can do? I said, well, why isn't that your
13 responsibility? Oh, my funds come from the other side
14 of town. She had zero problem telling me this. And
15 I'm not the most nonemotional person.

16 CHAIRMAN HRABOWSKI: No.

17 MS. HICKS: No. It was just, it was so
18 challenging to just maintain decorum after she
19 otherized my race and then otherized my constituency.
20 She went on to say it was up to me, the guest speaker,
21 to figure out how to get the black people, the black
22 instructors, the black people with the resources to
23 recognize her students who look like me. And this is
24 not a unique situation for me in this work.

25 But this was just somebody who was just so

1 very clearly overt about the lack of us taking care of
2 us. So I take this lesson and I'm getting so educated
3 here around this developmental challenges, and then I
4 think about my kids when ASA, the American Sociology
5 Association, says the study found that black students
6 who had 3.5 GPAs, are hopeful scholars in ninth grade
7 and were bullied in tenth grade experienced a .3 grade
8 point drop.

9 However, for LGBT youth of color, it's
10 greater and we're usually a whole half a point behind,
11 and again, it's those kids in Rockland that nobody
12 cares to deal with or is too busy trying to pray the
13 gay away.

14 So, when I think about our responsibility
15 when we talk about the unmet communities amongst black
16 folks -- and I bring the conversation about higher ed
17 because it's touchy in K through 12, and
18 unfortunately, that's why she felt she could say that.

19 She was like, because there's not going to be a
20 parental outcry until your son is perceived gay and
21 goes home and hangs himself like he did in
22 Massachusetts at a public charter school run by black
23 folks. And the only people that came around them were
24 white folks while this mother is grieving her
25 perceived son, because her son wasn't even old enough

1 to know his sexuality or to have even explored it.

2 So, when I even think about what we do to
3 our babies and we talk about the developmental
4 responsibility and then you get to a point where they
5 can be academic achievers or be a change agent, but
6 yet we choose as a community who has historically been
7 oppressed to become the oppressor, I just want this
8 Commission to make sure we take care of my babies.

9 CHAIRMAN HRABOWSKI: Very nice. Very nice.
10 Akosua?

11 MS. EVANS: I really didn't have anything to
12 say except that it is an extremely important issue
13 that we need to address. And I was thinking about the
14 suicide, you know, those kind of, the bullying and how
15 that is a question of educating the teachers and the
16 community, because too often that is an issue that can
17 lead to more serious consequences.

18 MS. HICKS: And has. It's just
19 underreported.

20 MS. EVANS: Right. Right.

21 CHAIRMAN HRABOWSKI: You know, I'm not sure
22 how much even exposure teachers get to the issues of
23 sexuality and particularly when we talk about our
24 children and the particular kind of biases that they
25 face. I doubt if most teacher education programs have

1 a place in them that focuses on those issues.

2 MS. HICKS: It depends on what side of town
3 you're in and how much money is coming out of the
4 gayborhood.

5 MR. JOHNS: If somebody's sponsoring --

6 MS. HICKS: I mean, there are kabillions of
7 dollars invested in LGBT equality. The recognition --
8 including through Department of Ed and other
9 curriculums. It's whether or not from the leadership,
10 from the superintendent, school board level, governor
11 level, that they allow the level of education.

12 I mean, there's some just deliberate
13 bigotry. I mean, Mississippi just passed the law from
14 religious exemptions, but when you talk about a
15 responsibility, you know, it's kind of like -- you
16 know, I was with the medical community and they were
17 like, well, I don't even want to hear about that, you
18 know. That just starts on your license, you know. So
19 it's a difference when you layer culture and what
20 culture is allowed to get away with. So we do have
21 some issues, and it's not just of my community.

22 Because I appreciated when you talked about
23 the immigrant issue, because I had a huge opinion on
24 that, but I didn't want to derail the conversation, as
25 a first generation child of immigrants. And it's not

1 just within our community. Some people don't want to
2 be associated with a nigger. So I'm not going to
3 start. Okay.

4 MR. JOHNS: I was going to invite President
5 Boyd, Ron, or Walter to comment on maybe just your
6 reflections on this from a system perspective. When
7 you think about institutions, either individually or
8 collectively, what are some thoughts that have been
9 evoked by this discussion thus far?

10 MS. G. BOYD: Well, I appreciate the
11 conversation. I chaired the Diversity Leadership
12 Council for 14 years at Johns Hopkins, and so these
13 issues are not new. It really does matter where the
14 money is coming from but also where the support is
15 coming from from the top. When Bill Brody was
16 president, he put it in place to make sure that we
17 were having these conversations, and then Ron Daniels
18 continued.

19 And now it's interesting that you mentioned
20 that Alabama was one of those states because even on
21 our campus we have a student committee that represents
22 the LGBT community, and so it means that we can't
23 choose to ignore it even whether you agree with it or
24 not. It's not about you, it's about being supportive
25 and open as a campus to all ideologies because it is

1 an institution of higher learning, and so it means
2 that you have to hear all the conversations before you
3 draw whatever conclusions you're going to have.

4 And so I'm grateful that at least I know we
5 have on our campus that opportunity for students to
6 be, as they say, all that they can be and be supported
7 in that environment. But again, I was agreeing with
8 you in terms of the funding that's available to
9 support our young people as they're moving forward,
10 especially in K through 12, but I think as they reach
11 college we should be a lot more open in the
12 conversation as we're moving our young folks forward.

13 CHAIRMAN HRABOWSKI: If we're going to get
14 comments -- I'm going to ask both of them, if you
15 would also broadly, anything you think we should be
16 thinking about with regard to the 50 percent of
17 Americans and probably an even higher percentage of
18 African-Americans who are in two-year, who begin their
19 education in two-year institutions. I mean, I'm sure
20 everybody's getting the point. We're all being
21 educated in one way or the other by experts. You know
22 what I mean? We're learning as we go around. Please
23 go ahead. Uh-huh. Either one. Walter and Ron.

24 MR. BUMPHUS: I was just going to respond to
25 your comments and I couldn't help but reflect that,

1 you know, for the first 18 years of my professional
2 career I was in Maryland, dean of students, vice
3 president of student affairs, and then became
4 president of a college, but largely my presidencies
5 were in the south. And in the south, it's a little
6 different, I have to tell you, and certainly I had to
7 be very measured in the way in which we approached
8 some issues. Not that that was the right thing to do,
9 but that was in some ways the more practical thing to
10 do.

11 You can't help but be struck by some of the
12 folks you deal with, some of the students, but equally
13 important as it was dealing with students was dealing
14 with staff who would come and talk with you about
15 challenges and bias that they had experienced.

16 When I was at the University of Texas at
17 Austin for almost five years, that was even a
18 different experience because they were very open there
19 about some of these issues, and it was interesting to
20 deal with that. I was chairman of the department of
21 education administration there and really enjoyed that
22 role. And so your comments are very appropriate, and
23 I certainly have learned a lot just today being in
24 this room and having this discussion.

25 CHAIRMAN HRABOWSKI: I will tell you that I

1 had legislators who were somewhat bothered when my
2 battery of staff decided, and I supported them, to
3 have a website where people from the community, LGBT
4 community, faculty and staff would tell their stories.
5 Would tell their stories. And this is blacks,
6 Asians, whites, because they wanted students to feel
7 comfortable coming to them and knowing the struggles
8 they had had. And the question was raised to me, why
9 would people want to broadcast this? Because, they
10 said, it is the human experience.

11 MR. BUMPHUS: Truly.

12 CHAIRMAN HRABOWSKI: And students need to
13 know there are people they can go to and talk about
14 these things. But it does take leadership --

15 MR. BUMPHUS: It really does.

16 CHAIRMAN HRABOWSKI: -- to make it very
17 clear this is the human experience. It's very
18 important.

19 MS. HICKS: And I do appreciate you
20 mentioning leadership because PBIs in particular -- PG
21 Community College just got a major VAWA grant that
22 required them to have a domestic violence lens for
23 same sex couples as well as an education. In my day
24 job, we're their support agency, and we just finished
25 a series with the sheriff, the state attorney, we came

1 in as the subject matter expert, the House of Ruth,
2 and it was amazing from a criminal justice systems how
3 more lesbian couples are more apt -- and we have a
4 huge domestic violence issue within our lesbian
5 communities of color in particular, because there's no
6 support networks and you're treated differently.

7 And gay men in domestic violence
8 relationships totally underreport because it's just
9 two dudes having a fight versus people understanding
10 the complexities of same sex relationships in a
11 domestic situation.

12 And these are community colleges that are
13 stepping up and offering that community network. And
14 I wanted to salute PG Community College in particular
15 because it was 13 different agencies at the table.

16 CHAIRMAN HRABOWSKI: She's an outstanding
17 leader. She really is.

18 MR. BUMPHUS: I tell you what. For any
19 enlightened president, it is about leadership, but
20 you've got to start with your board. And if you can't
21 get that past your board and have them understand the
22 direction you're going typically with policies and
23 procedures, then you can't get anyplace else when it
24 comes to dialogue and the appropriate dialogue on your
25 respective campuses.

1 CHAIRMAN HRABOWSKI: You know, I want you to
2 think about the fact that when we talk about the
3 academic excellence or educational excellence, a part
4 of it is being responsive to students from a range of
5 backgrounds, that if we're going to talk about
6 students succeeding we have to understand where they
7 are, what their challenges are, where they are
8 developmentally, how the larger community looks at
9 them. All those are factors that we need to be
10 considering.

11 So let's hear from the former president of
12 Prince George's Community College -- I just thought
13 about that -- who looks like a very happy man that
14 he's no longer president. Right?

15 MR. WILLIAMS: You know, I was sitting here
16 thinking that this may be the first time, Sharon, that
17 I've been -- and I've been the president for a long
18 time or was president for a long time -- I think this
19 is the first time I actually sat down and listened to
20 somebody advocate for that constituency. I was trying
21 to think of any other time beside the occasional
22 comment about the right thing to do. The kind of
23 passion and the numbers, I think that's the first time
24 I've actually heard that, so thank you so much for
25 that.

1 I was also thinking about something else. I
2 live in many parts of the world and the thing that
3 strikes me about this conversation from last night to
4 today is just how amazingly open it is on so many
5 complex and difficult issues. And the reason I
6 mentioned being in other parts of the world is that it
7 cannot happen in many parts of the world where I live
8 and work. The kinds of openness of the kinds of
9 subjects that you tackle seem to me revolutionary.

10 And it's important as you're a first
11 generation immigrant, I am a real immigrant, right,
12 coming from two different countries before this one,
13 the kinds of things that America actually introduces
14 to the world that's represented in this kind of
15 conversation. It's so tremendously important.

16 And many of those conversations actually
17 take place within the context of not the issues but
18 the institutions that we're worried about, which is
19 higher education. To some extent K-12, but largely
20 higher education. And many of those ideas are
21 promoted around the world through professors and
22 presidents and so on.

23 So the thing that struck me most forcibly
24 about the last four or five hours was just how much
25 leadership not simply of the American universe but

1 this broader world universe that I inhabit, how much
2 of what you're saying belongs to that broader world as
3 well. So that was the first thing that struck me.

4 The second thing that strikes me is the
5 intentionality of making sure that people who are
6 disadvantaged gain access to the broader society.
7 Again, something largely revolutionary. It's very
8 difficult to have those -- in fact, no. Let me change
9 that. In many parts of the world, there's absolutely
10 no interest in that population.

11 So the kind of conversation that you're
12 having, even though it's an American conversation, to
13 me, it's really powerful as a global conversation
14 because so many -- and many of you consult and all
15 that stuff around the world and you know this to be
16 true, that privileged parts of the society retain
17 privilege. What you're actually describing is looking
18 at the world from your privileged position and trying
19 to figure out ways of distributing privilege, which to
20 me is a really powerful idea, right?

21 So quite apart from the notions of who gets
22 into which institution and how many people are in
23 those institutions, those big ideas I think are
24 terribly important, and they're still countercultural
25 in the rest of the world.

1 The third thing that interests me about the
2 conversation is how it drifts between sort of
3 intentionally African-American and almost
4 unintentionally global because so many of the issues
5 that you describe -- I remember when I was on campus
6 often we would say, you know, the things that you do
7 for the disadvantaged students actually empower the
8 advantaged students even more. And so this
9 unintentional notion of globalizing the conversation,
10 if I could use -- you're making words up, so I figure
11 I'd make some up too.

12 MR. JOHNS: She just made it an active verb.

13 MR. WILLIAMS: But I like hers. Otherize.
14 Yeah. But this idea of sort of the moving from the
15 discrete, which is the African-American, to the global
16 to me is really important.

17 I didn't ask the question when the officials
18 were here, but it seemed to me that in all three of
19 those conversations this morning there was a very soft
20 note of nondisaggregation. They didn't want to look
21 at those things. And I thought that was very
22 interesting given the intentionality of this
23 particular group, right, and how it's going to play
24 with what seems to be a soft philosophical position
25 that I heard expressed about not disaggregating.

1 So I think our conversation here will be
2 terribly important if it has that kind of
3 intentionality because if it were taken seriously,
4 then it's going to force some reexamination of their
5 soft philosophical position within the department as
6 well.

7 CHAIRMAN HRABOWSKI: Your point is well-
8 taken. If we want to go around now and see if there
9 are any other comments that board members want to
10 make. I never learn basic things. It was very clear
11 that we want to work with David and his staff in
12 having particular questions answered, starting from
13 pre-K up. We're going to have people here from early
14 learning at the next meeting, but there are questions
15 that people have that I'm going to ask you to think
16 about contacting David to give him specific questions
17 you'd like us to have as a list to go to the
18 department. There's an email. I mean, it can be sent
19 to, it's afameducation@ed.gov. And when he writes to
20 us, we'll see it also. afameducation@ed.gov.

21 And the point is that in the spirit of
22 execution we want to take all the big ideas, the big
23 questions we've come up with, the broad areas, the
24 levers as we've gone across from early all the way to
25 college. I mean, in thinking about college readiness,

1 all the way up from the developmental to the
2 developmental if you think Angela when she said she's
3 heard everything two different ways. The development
4 at the early learning level, then at a very different
5 way when you get up there, right?

6 But it does make a point there that we need
7 to be thinking about what can we learn from whatever
8 is being done with some specificity that can allow us
9 to say what we think is either not being done or needs
10 to be amplified to make a difference.

11 And most important, as we think through this
12 next stage, I've asked David just quietly to begin
13 summarizing and to be ready to suggest to us with
14 consultation with you -- you can speed in things to
15 him -- how we might organize the thinking.

16 There are three or four broad areas here
17 that we've talked about where people have an interest,
18 and we should be looking at the questions we want to
19 ask so that even though our work goes well beyond
20 description, but I continue to say unless you know
21 exactly what's being done, how the money's being
22 spent, what money there is, and what difference is
23 being made, you don't know what to recommend, whether
24 it's about mentoring and other things.

25 Let me stop for a minute. Barbara has a

1 question or a comment. Go ahead. I'm sorry, I didn't
2 see you. Barbara and Akosua.

3 MS. BOWMAN: My question is simply are we
4 going to then get the special ed people from the
5 department?

6 MR. JOHNS: Yes.

7 MS. BOWMAN: Because they have the largest
8 infant program going.

9 CHAIRMAN HRABOWSKI: Okay. Okay.

10 MS. BOWMAN: They have more children in
11 special education than they have in pre-K than in any
12 other --

13 CHAIRMAN HRABOWSKI: Is that right? So,
14 okay, we'll get that.

15 Then Akosua?

16 MS. EVANS: Okay. I kind of after the
17 conversation last night just kind of did some thinking
18 about how we might pull things together, because we
19 talked about how do we kind of synthesize it and make
20 it kind of appealing to a layperson, you know, what
21 we're talking about. And I thought what I heard last
22 night if we kind of brought it all together was what
23 we're really talking about is how do we enable every
24 African-American -- and to your point, what we're
25 saying is not just applicable to African-Americans.

1 It does have a global impact. But to me, what we're
2 really talking about is making sure that every
3 African-American is enabled to compete in a global
4 technologically infused economy and also having a high
5 quality of life.

6 And we're almost talking about guaranteeing
7 for every African-American a certain educational bill
8 of rights, like certain things that everyone should be
9 entitled to think about having in this country. And I
10 just, I thought of it in three areas, but with this
11 conversation I think it could be expanded.

12 The first was that every African-American
13 child would have access to a preschool educational
14 experience, building a foundation for success in
15 communication skills, critical thinking, and
16 technological competency.

17 The second was that every African-American
18 adult would have access to educational programs
19 ensuring substantive employment in the global
20 technological-infused economy, and every African-
21 American college student would have access to an
22 education guaranteeing optimal development and
23 ensuring graduation and entry into a meaningful
24 career.

25 So I was just trying to kind of pull things

1 together a little bit and think about as we're kind of
2 communicating and articulating what we're doing and
3 that part of what we should be doing as well is to
4 kind of articulate the national importance and the
5 mandate for educational excellence for African-
6 Americans. I think that ties into engaging
7 corporations, the military, and philanthropists and
8 collaborations to ensure this excellence.

9 CHAIRMAN HRABOWSKI: So thoughts to consider
10 the -- we know that we are tying into the national
11 emphasis on college and career readiness, which fits
12 with that. We know that we have all agreed we do want
13 to know what's going on with the early learning, the
14 early childhood education development piece, and to be
15 prepared to say what we know is not going on, whether
16 it's about the need for better prepared teachers or
17 the need to understand the distinction between good
18 childcare and early childhood education.

19 And then this role of development as we try
20 to explain it -- I keep going back to that word -- in
21 a way that people will really understand what we're
22 talking about and what it means with some specificity
23 as we make some recommendation, because, I mean, our
24 strength comes in taking whatever is being done by the
25 Department of Education or others and saying something

1 about reinforcing what we see as most important or
2 what we think is not, is missing there. Got to be
3 tied to some of the things going on, you see? That's
4 where the possible money is in terms of shifting or
5 reemphasizing the importance of them.

6 MS. EVANS: And I just want to make sure we
7 don't forget like that broader group of nontraditional
8 students who are reentering --

9 CHAIRMAN HRABOWSKI: Yes. So you've got
10 that. You're on it. I mean, we have the early, we
11 have the traditional students. Then we've got all the
12 adults for so many reasons, and then in that pocket,
13 we've got some major issues which involve the truancy
14 and the discipline problems, I mean the issues in the
15 K through 12 right now that make a big difference that
16 should be a part of it.

17 The idea of mentoring, looking at what that
18 means, how we do it right now, what we might be able
19 to recommend. You know, there are some agencies that
20 David has been working with right now, the big
21 mentoring group, but what else we might be willing to
22 do or need to do, what we might be recommending to
23 African-American organizations.

24 You know, if we can think about -- there are
25 a number of organizations doing different things,

1 doing their own thing. I think we have the
2 opportunity to suggest some things that might give
3 some themes across women's and men's groups and
4 bringing them in. I mean, it would have much more of
5 a bang if people were working together across
6 sororities and fraternities and other groups. I mean,
7 it's something to think about.

8 MS. EVANS: And the veterans.

9 CHAIRMAN HRABOWSKI: And then there's, no
10 doubt, that veterans group and then the LGBT group. I
11 mean, whether high school or that, what are we doing
12 to acknowledge and to be supportive because they don't
13 do well in school if it turns out that they're not
14 getting that support and it gets into all kinds of
15 real issues beyond that. So we've come up with
16 certain groups and we're acknowledging that they need
17 to be recognized and understood.

18 And we need to look at best practices,
19 whether it's what's going on in Philadelphia as an
20 example. Some of the reports I've been a part of
21 before have had short case studies even just to give a
22 sense of something to be studied, I mean, as an
23 example, at a state level of what's going on that
24 might be considered by others. We need to know what
25 else would relate to that and to what foundations are

1 doing, because there are foundations that -- I mean, I
2 chair the Marguerite Casey Foundation in Seattle and
3 we do a lot with felons from Chicago, looking at
4 reentry, looking at public policies that encourage
5 employers to hire felons, I mean, those kinds of
6 things. We need to understand what's going on now and
7 what we might recommend that could be added to it.

8 Questions from anybody on something? Go
9 ahead, Doris. The mic, please.

10 MS. RIBNER: The head of the City of
11 Philadelphia faith-based office said that he and
12 clergy all over the commonwealth want to be a part of
13 this effort, that they were waiting for something to
14 happen from out of the White House. They're eager to
15 participate.

16 CHAIRMAN HRABOWSKI: Yes. That's a very
17 good point, Doris. You know, there's so many -- we
18 got hundreds and hundreds of letters from people
19 wanting to be involved in one way or the other, and, I
20 mean, it would take about 10 times the staff to deal
21 with all the people coming.

22 But what comes through is people see it,
23 they see the need for it, and they want to be
24 involved. We need to be thinking about how can we get
25 people involved, what can we be recommending, whether

1 it's about mentoring programs that work with high
2 school students to get them to fill out the Pell
3 grant. You know, there should be some specific kinds
4 of things that can be done and then other kinds of
5 things that would involve training. So let's think
6 along those lines.

7 And let me just say obviously there's a
8 limit to what you can do in three or four meetings in
9 a year, so we're mapping out something for the long
10 view, you know, over this next five-year period. And
11 I can tell Angela wants to say something.

12 Go ahead, Angela. Please.

13 MS. BLACKWELL: I don't want to interrupt.

14 CHAIRMAN HRABOWSKI: Oh, no, no, no, no.
15 I'm just -- please.

16 MS. BLACKWELL: I just wanted to lift up
17 some very interesting things that I was left with
18 after our conversation.

19 CHAIRMAN HRABOWSKI: Is yours on? Let me
20 turn mine off.

21 MS. BLACKWELL: That I was left with after
22 the conversation today. One, just looking at this
23 last conversation, it was really making the point that
24 black people in this country are not a monolith. And
25 to think that because you've looked at black, if you

1 haven't disaggregated within our community, you have
2 missed so many things, whether it's people with
3 disabilities or veterans or gay and lesbian, whatever
4 it might be. All of that diversity exists within the
5 black community, and we need to have strategies and
6 awareness to make sure that we achieve the goal that
7 we want for black people.

8 We can't achieve the goal that we want for
9 black people if we haven't looked at what we're made
10 up of and how are we making sure that all of our parts
11 can get there. That was one thing.

12 The other thing that came from the first
13 presentation is that there are still areas in which we
14 need innovation. We spend a lot of time talking about
15 best practices and we know what works and
16 clearinghouses of what works, but there's still areas
17 that need innovation. One that I heard this morning
18 was this whole issue of student debt, that we need
19 innovation. And if we innovate from those who are
20 most vulnerable, which very often are the black people
21 that we've been talking about, we innovate for the
22 entire area. And so we should be thinking about that.

23 And the third was the exchange that I was
24 having with Barbara, which I'm hoping it will
25 continue, is the notion of in areas where we know a

1 lot and we're looking for how to apply what we know at
2 a universal level, there is still nuance that we need
3 to pay attention to to make sure that our children get
4 it. So, as we're thinking about how we want to
5 formulate the buckets of what we might talk about
6 coming out of it, I just thought it was worth lifting
7 that up.

8 CHAIRMAN HRABOWSKI: Gwen?

9 MS. G. BOYD: I just wanted to follow that.
10 Much of what I was thinking through the conversation
11 is about capacity building and whether -- yes, it's
12 small staff and we're a small Commission, but if we
13 garner the strength, as Freeman has already said, of
14 all the people who are already out there organized in
15 various groups and organizations whose public service
16 mission is to touch our communities, we don't have to
17 sell them on the fact that they need to do it. We
18 just need to give them the message and the structure
19 and the template on what can be done and how they can
20 help make this initiative go forward.

21 So I think also with the capacity building
22 within our HBCU community, as we talked earlier about
23 us working together, it's wonderful that, you know, we
24 collaborate on research and all those other things
25 with other institutions, but the more we work

1 together, it eliminates the stereotype that HBCUs
2 can't do research or that HBCUs can't do this other,
3 and it builds a stronger base.

4 And since we know that the majority of those
5 in the black community still come to HBCUs for their
6 first degree, we need to strengthen the capacity in
7 our institutions so that they're ready to do that.

8 It also helps us, capacity building, in
9 strengthening our messaging, again, when we're working
10 with our organizations because we were talking about
11 asking the question on financial literacy. Why is it
12 that parents of high school students don't know where
13 to go get the information about filling out a FAFSA or
14 whatever it is they need? Because they're not getting
15 the information.

16 And, you know, all of us, you know, our
17 lives are driven by this, you know, young, old, and in
18 between. And so it means that we need to find a way
19 to increase capacity of getting the information to the
20 people who need it most where they are. We can't make
21 them come to a meeting. We have to meet them where
22 they are even though it's something for their child,
23 because even in our community we have sessions at the
24 high school and sessions on campus about filling out a
25 FAFSA, and we had five parents there.

1 CHAIRMAN HRABOWSKI: Yes. We've got to be
2 creative in getting out there to them.

3 MS. G. BOYD: So we've got to meet them
4 where they are, you know, and help them understand how
5 important it is for them to be engaged in the success
6 of their children filling out these forms.

7 CHAIRMAN HRABOWSKI: Yes.

8 MS. G. BOYD: And then just grab all of
9 those opportunities again in our community to
10 collaborate, to get the message out, and to work
11 together to strengthen and get to that point of
12 excellence so that we then do collectively celebrate
13 excellence. I wanted to get to that point as well.

14 At some point in all of the things that
15 we're talking about and doing, yes, with diversity,
16 all of the things that are going on, but we have to
17 celebrate excellence in order for our young people to
18 know that's what success looks like and that's where
19 they want to be.

20 CHAIRMAN HRABOWSKI: Let me ask that David
21 make sure that we're asking the Education folks to
22 tell us the data analysis on the pipeline of students
23 in terms of going through high school, two-year and
24 four-year institutions, types of institutions, percent
25 in different kinds of places, where we need to focus

1 attention for all kinds of institutions.

2 I mean how are students in community
3 colleges doing, HBCUs, predominantly white places,
4 because there are challenges in all of our
5 institutions, and most of the people who go to college
6 don't make it half at least, but for African-Americans
7 it's much bigger than that for two-year and four-year
8 degrees.

9 But this group needs to know what the data
10 would say so we can figure out how to make it better.

11 That's all we're trying to do, you know? But we also
12 need -- and I think you've been doing some of this.
13 Everybody has been wanting -- people who have good
14 programs and whatever have been trying to get to us
15 and sending things in. We need a way of, the
16 Commission, knowing what you've been doing and of
17 sharing best practices, good case studies, whatever
18 they are, so that others can use that information as
19 they try to start programs. It's very important.

20 Al, let me ask you if you want to say
21 anything about mentoring, and then after let's take a
22 10-minute break, we'll come back and have public
23 comments, okay?

24 MR. DOTSON: So you give me the mic right
25 before the break.

1 CHAIRMAN HRABOWSKI: Right before the break.
2 Right. You represent old people, so you know we got
3 to get out of here. Just kidding.

4 MR. DOTSON: That works. That works. Just
5 real quick, it's interesting, mentoring is more of a
6 tool, and as we talk about the levers that we're going
7 to be identifying and I was sitting here thinking
8 about where mentoring might be best employed and who
9 we might bring to the table to have those discussions,
10 there are a lot of organizations that talk about
11 mentoring, and for them, it's more about teaching our
12 young people skills versus mentoring, and there's a
13 difference between the two.

14 There's also a difference between mentoring
15 and role modeling and having people really understand
16 those differences and the impact that they can have.
17 So I think as we go through this and using mentoring
18 as a tool and where we're going to employ it, I can
19 definitely be and look forward to being part of that
20 discussion and offering some input in that regard.

21 CHAIRMAN HRABOWSKI: Very good.

22 Chris, did you have something to say?

23 MR. SCOTT: So just real quick on the
24 mentoring piece. The initiative is working with a
25 number of mentoring organizations around looking at

1 ways to infuse both best practices, innovative
2 practices, and emerging practices around mentoring and
3 what that looks like.

4 And one of the big things that keeps coming
5 up to your point, Commissioner Dotson, is sort of
6 those mentoring organizations who teach students, who
7 teach youth tools and skills versus actually doing
8 mentoring. And then there's the other piece of it,
9 which is the youth development piece and sort of how
10 does that fit into mentoring.

11 So one of the things that we're really
12 trying to focus on at the initiative and that we'll
13 look to your guidance on is really figuring out what's
14 a sort of federal, not a federal, but a common,
15 universal definition of mentoring and what that looks
16 like and how do we best define youth development in
17 the context of mentoring so that it's not missed out.

18 Your point about mentoring being a tool is
19 one that shouldn't fall on deaf ears and one that, you
20 know, we've been out talking with folks about because
21 it shouldn't be that mentoring is a one size fits all
22 model to reduce pregnancy, violence, or any or all of
23 those issues that plague vulnerable populations. We
24 care about in particular African-Americans, but it
25 should be embedded in all the services and supports

1 that we provide as a tool to help overcome some of the
2 significant barriers that African-Americans face. So
3 that's it.

4 CHAIRMAN HRABOWSKI: Thank you. Why don't
5 we have a break, 10-minute break, all right? And
6 we'll come back and have public comments.

7 MR. JOHNS: A quick reminder. There are
8 five individuals representing organizations that have
9 signed up. Only individuals that have signed up will
10 be allowed to speak for no more than three minutes
11 during this period. If you have not signed up, please
12 see Kalala, who is sitting right here.

13 CHAIRMAN HRABOWSKI: Thank you all. Good,
14 good, good.

15 (Whereupon, a short recess was taken.)

16 MR. JOHNS: So before we start this public
17 comment period I want to make sure that we allow
18 Commissioner Bumphus to offer a few remarks if you so
19 desire. We put you on the spot and then we took it
20 away.

21 MR. BUMPHUS: Next time.

22 MR. JOHNS: Okay. Just note that all of you
23 will always be on the hot seat.

24 CHAIRMAN HRABOWSKI: Very good. David, do
25 you have the list of our speakers, of our public

1 speakers?

2 MR. JOHNS: I don't. Kalala has it.

3 CHAIRMAN HRABOWSKI: Do we have a copy of
4 the list of public speakers? Okay.

5 MR. JOHNS: So here are the rules. When we
6 call your name, we're going to invite you to take a
7 seat at this table. A warning that you only have
8 three minutes, and you are asked to make comments.

9 Again, you only have three minutes. I'm
10 going to apologize now because once you reach your
11 three minutes -- I'm timing you -- I will cut you off.
12 I'm going to say sorry now.

13 CHAIRMAN HRABOWSKI: He will be polite when
14 he cuts you off, all right?

15 MR. JOHNS: First, Dr. Theresa Saunders with
16 the Michigan Department of Education.

17 CHAIRMAN HRABOWSKI: Welcome.

18 MR. JOHNS: I'll start as soon as you offer
19 your first word. Why are you laughing? I'm serious.

20 MS. SAUNDERS: Thank you. Just wanted to
21 make you aware that Michigan is piloting a program for
22 African-American males. You have in front of you or
23 will be receiving the document that we use to do that.

24 We did our own research and discovered that
25 in the State of Michigan over 833 schools have

1 African-American males at the bottom of the
2 performance gap, and so we launched an 18-month study
3 to review what had been done nationally and chose the
4 best practices out of that work.

5 We are focusing our work on climate and
6 culture, academic strategies, and just recently
7 neurology, brain science, because it's too late in the
8 game for students who are behind to play remediation,
9 and so we're looking at how we can help kids rewire
10 their brains and teachers rewire their brains to get
11 rapid turnaround. So we'd like you to consider us as
12 one of your information sources as you continue your
13 work. Thank you.

14 CHAIRMAN HRABOWSKI: Very good. Excellent.
15 Thank you.

16 MR. JOHNS: Awesome, and under time.

17 Commissioners, are there any quick questions
18 for this presenter?

19 CHAIRMAN HRABOWSKI: When did you start
20 this? I see the program guide says August 2013.

21 MS. SAUNDERS: Right. We started August of
22 2013, but we've done 18 months of study prior to that.
23 So this is the first year we have the American
24 Institutes for Research actually pulling the data. We
25 can go into a whole lot of stuff about what we know.

1 CHAIRMAN HRABOWSKI: What will be helpful
2 will be to see as time goes on the results, the
3 outcomes of these changes for sure. Thank you very
4 much.

5 MS. SAUNDERS: You're welcome.

6 CHAIRMAN HRABOWSKI: Akosua, am I correct,
7 you're from that region, so we're going to ask you to
8 really be careful, I mean really work with us. You
9 might use her as your liaison in some ways, quite
10 frankly. Would be very helpful. She's from Detroit.

11 MS. HARRIS: Next we have Adegboyega
12 Akinsiku, a graduate student at UMBC and member of the
13 National Society of Black Engineers.

14 MR. JOHNS: Three minutes, affiliation
15 notwithstanding.

16 CHAIRMAN HRABOWSKI: You can take five if
17 you want. I understand.

18 MR. JOHNS: Make it three. Make it three.
19 Yeah.

20 MR. AKINSIKU: All right. Good afternoon,
21 everyone. So actually, so I'm happy that -- I'd like
22 to cover three things --

23 MR. JOHNS: Three minutes, brother.

24 MR. AKINSIKU: -- yeah -- collaboration,
25 environment, and confidence. Collaboration is key.

1 So I guess these are some action items I would really
2 like to push, and I mean further than the superficial.

3 So, at NSBE, we have a program, national
4 program called Walk For Education where we go door to
5 door to educate students and parents about going to
6 college.

7 This leads me to my next point, the
8 importance of environment, that you can have endless
9 pre-college initiative programs that will work, but
10 the problem is, going back, the students aren't in an
11 environment that is conducive for learning or
12 nourishing or development as well.

13 So you have your peers and then you have
14 their parents. The parents, one, do not care, who put
15 their kids in ADHD programs just for government
16 funding, or then you have who feel it is not their
17 obligation to help them with math, and yeah. So these
18 are just theories and solutions that I have that --
19 and I can bring it back.

20 And the last thing is building confidence.
21 Outside of celebrating students, making sure that
22 they're confident, they're excellent within their
23 field to do more. I have a couple notes. We can talk
24 afterwards. Thank you.

25 MR. JOHNS: No. You should do it now. You

1 have a minute and a half.

2 MR. AKINSIKU: Okay. All right then. So
3 let's go back to environment. But yeah, we definitely
4 have to be creative. And then on the collaborative
5 level, that if you have seven targets, how about we
6 use -- and NSBE is a student-run organization. We
7 can't do it all.

8 CHAIRMAN HRABOWSKI: Tell them what NSBE
9 stands for.

10 MR. AKINSIKU: National Society of Black
11 Engineers. So I'm a computer engineer for my
12 undergraduate degree from Howard University. So you
13 have all of these --

14 CHAIRMAN HRABOWSKI: And what are you
15 working on now?

16 MR. AKINSIKU: Human-centered computing.
17 I'm working in the prototyping and design lab with Dr.
18 Sean Cain and Amy Hurst on wearable computers within
19 education as well. So that's my current research
20 project. I'm a bridge to Doctorate fellow.

21 CHAIRMAN HRABOWSKI: At what university?

22 MR. AKINSIKU: At the University of
23 Maryland, Baltimore County.

24 CHAIRMAN HRABOWSKI: Okay. Thank you very
25 much.

1 MR. JOHNS: Thank you, sir. Have a good
2 day.

3 CHAIRMAN HRABOWSKI: Thank you very much.
4 There's your time.

5 MR. JOHNS: Have a good day.

6 CHAIRMAN HRABOWSKI: Give him a hand. Give
7 him a hand.

8 MR. WILLIAMS: No, no. Before you go,
9 before you go, the last one you mentioned was
10 confidence.

11 MR. AKINSIKU: Yes, sir.

12 MR. WILLIAMS: Talk a little bit about what
13 you mean by that.

14 MR. AKINSIKU: Okay. And it's perfect. So
15 a couple weeks ago I was working with Habitat for
16 Humanity. And I've been working with my dad on cars,
17 homes, everything. We've had our first contractor in
18 my house maybe my junior year of college.

19 So I was at this program where I knew what
20 they were doing were wrong, and these were African-
21 American people. We were building a house. And they
22 were there from Johns Hopkins, they were white,
23 they're Asian, they were Caucasian, but they were
24 confident that they were doing this correctly.

25 But for whatever reason, in my mind, I was

1 like, okay, maybe they're more confident than me or
2 maybe I don't know what I'm talking about. And I was
3 like, Adeg -- so that was number one for Adeg. That's
4 something that you need to change.

5 MR. JOHNS: Breathe, brother. Breathe.

6 MR. AKINSIKU: And then I was talking with
7 my brother-in-law, who's a petroleum engineer at Exxon
8 or at ConocoPhillips right now, and he's a Nigerian-
9 American. He talks to his -- okay. Either way, he
10 was in a situation where he knew he was right, his
11 bosses were wrong. But he was confident in, you know,
12 what he was doing, but his boss said no, no, no. So
13 because my brother-in-law could be hard-headed or
14 confident within a statement, he's not everyone.
15 Others will be discouraged from that. And a lot of
16 students are discouraged in those situations. So how
17 do we build this confidence?

18 And one, I think -- and it's something that
19 Dr. Hrabowski always talks on -- that you have to be
20 excellent within your field. So the problem with why
21 students aren't confident is because they're not sure
22 that two times two is actually equal to four. So you
23 have to -- and that's --

24 MR. JOHNS: It's time to cut you off. We
25 need to move on. Thank you, sir.

1 MR. AKINSIKU: Yeah, yeah. Okay. But
2 that's what I meant by it.

3 CHAIRMAN HRABOWSKI: Give him a hand.

4 MR. AKINSIKU: Thank you.

5 CHAIRMAN HRABOWSKI: It's great that he's
6 here.

7 MS. HARRIS: All righty. We have Janis
8 McManus from Educational Angels.

9 MS. MCMANUS: This afternoon I'd just like
10 to make some comments or recommendations based on my
11 experience as a professional educator.

12 One, I think there should be opportunities
13 and options for displaced, retired, and/or unemployed
14 black educators who are growing in a number to become
15 supporters and facilitators of your academic and your
16 excellence initiative. There are thousands of people
17 all over the country who would like to be involved in
18 your initiative.

19 Create atmospheres for the understanding of
20 black history and her stories and culture and to find
21 out how that affects and effects the education of
22 black Americans, their education in the midst of
23 education in the United States.

24 There was a program in the 1960s called the
25 Follow Through Program and that was a federally funded

1 initiative to help low-income women get a degree in
2 school. And while doing that, they also provided
3 childcare, early childhood education for children. I
4 think that would be a wonderful initiative to bring
5 back because they say when you educate the mother, you
6 also educate the child.

7 Having worked at the Commonwealth of
8 Massachusetts Department of Education and Post-
9 Secondary Education, I worked in the Office of Private
10 Occupational Schools. We had two categories for for-
11 profit schools, business and trade.

12 Some regulations you might want to continue
13 is the review and regulation of advertising,
14 promotional materials helps eliminate some of the
15 misinformation that students receive.

16 Create a federal refund policy that is more
17 beneficial and generous to the individual and not to
18 the school. Federal money should be given to schools
19 who provide students with some type of licensure and/
20 or certification at the end of their training.

21 And also, create sort of a signoff where
22 before students go to a for-profit school they have to
23 talk to three nonprofit schools prior to making their
24 decision.

25 Lastly, there are people who would love to

1 be mentors to our students. They just need the
2 opportunity to provide students with academic school
3 choices, help them to negotiate the financial aid
4 process and the literacy process.

5 Are my three minutes up?

6 MR. JOHNS: You have half a minute.

7 MS. MCMANUS: Half a minute. Okay. Thank
8 you for the opportunity to share. And my colleague,
9 Regina McClay, is responsible for being here and I
10 hope to come back in the future. Thank you very much.

11 CHAIRMAN HRABOWSKI: Thank you very much.

12 FEMALE VOICE: Thank you. What was the name
13 of that program? I didn't catch it.

14 MS. MCMANUS: Follow Through.

15 FEMALE VOICE: Okay. Thank you.

16 FEMALE VOICE: Do you have a flier or
17 anything about your program? Do you have a handout?

18 MS. MCMANUS: No. I just did this like 10,
19 15 minutes ago. I can write it up.

20 FEMALE VOICE: Do you have the email?

21 MR. JOHNS: We have the contact information
22 for everybody presenting. We'll make it available to
23 the Commissioners.

24 MS. HARRIS: Okay. Regina McClay, your
25 colleague, is next.

1 MS. MCCLAY: Good afternoon.

2 CHAIRMAN HRABOWSKI: Hello.

3 MS. MCCLAY: Hi. This has been a very
4 educational experience for me. I must start off by
5 saying I entered the teacher profession through the
6 back door. Nontraditional. I came from the legal
7 profession with a very deep background in legislative
8 and regulatory matters. Couldn't find a job when I
9 moved to Boston, so I started substituting.

10 First time in my life I ever saw a student
11 who could not read and write was at the Jeremiah Burke
12 School, so I started by teaching. And these are some
13 things that I'm very concerned about in the profession
14 or, for a better term, the lack of a profession.

15 One is that leadership matters. As you said
16 earlier, sir, quoting from Jim Collins' book, Jim
17 Collins also said it's the who that's important. So
18 leadership is extremely important. The leader of a
19 school or a school system must develop a culture and
20 sustain it so that the teachers in the classroom where
21 all of this information is going to take place must
22 know four things.

23 One, she must know her students, she must
24 know her content, and she must know how to deliver
25 that content to make that classroom intellectually

1 challenging for those students so they can become very
2 excellent at whatever they do.

3 The third thing I want to talk about is the
4 surge of black boys in special ed. Years ago when
5 Senator Moynihan introduced some legislation on
6 special ed, I was one person responsible for doing the
7 implementation of that. And I never dreamed in my
8 life that I would start teaching school, although I
9 kept up with a nation at risk because it affected me
10 as a lawyer and the things that we needed to do to
11 make this country a better place and to promote
12 democracy. So, as the African-American Commission,
13 your job as far as I'm concerned --

14 MS. HARRIS: You have one minute.

15 MS. MCCLAY: -- is to make sure that we get
16 the right people teaching our students and that we get
17 the right leaders in place and that we deal with these
18 black boys being placed in special ed.

19 As a matter of fact, let me just briefly
20 tell you I had four kids, not being a teacher, and I
21 have never taken a course in psychology. I refused to
22 teach a student once because he was in special ed.
23 This is a bright kid who was very, very good. He was
24 in special ed. I had knocked on the door, talked to
25 his mother and said you take him out of this program

1 or I will not teach him.

2 Five years later the young man approached me
3 at church and said, Ms. McClay, thank you very much.
4 And I says thank you for what? He said you got me out
5 of that program. I'm at Bowdoin, I've been on the
6 dean list for four years, but had it not been for you,
7 I would have never been able to go to Bowdoin. So
8 education matters.

9 MS. HARRIS: Thank you so much.

10 CHAIRMAN HRABOWSKI: Thank you. Very nice.

11 MS. HARRIS: Next we're going to have Susan
12 Shaffer from Mid-Atlantic Equity Center.

13 MS. SHAFFER: Good afternoon. It's a
14 privilege to be here, and I want to say that on top of
15 talking about the equity assistance center, I am a
16 proud Comer-trained educator, so I'm very excited to
17 see you in person.

18 CHAIRMAN HRABOWSKI: A groupie.

19 MS. SHAFFER: Yes. Also, you welcomed us to
20 UMBC when we had the perk with 400 strong parents and
21 we're very excited about that experience as well.

22 CHAIRMAN HRABOWSKI: Sure.

23 MS. SHAFFER: I'm here to offer the equity
24 assistance centers as a resource. I don't know if you
25 know about them. If you don't, you should. I

1 represent only one of 10 equity assistance centers.
2 We are the oldest, don't look at me, but the centers
3 themselves are the oldest technical assistance
4 providers in the country. We work in the areas of
5 race, gender, national origin, and English language
6 learners. We are on the ground. We work directly
7 with schools, we work in partnership with districts,
8 in partnerships with state departments of education on
9 all of the issues that you have mentioned here today.

10 We build the capacity and the sustainability
11 of the work that I'm hoping you will do and I think
12 that you will do so that our children will get the
13 best education that they can.

14 Equity for us is not a lever. Equity is the
15 heart of the work that we do. And what we see now,
16 and I'm very happy that you talked about that, is the
17 need for discrete desegregated data. It is still not
18 mandated, so that when we go into schools, when we go
19 into districts, we are still dealing with more general
20 kinds of data, and we can't serve our children in the
21 best way that we can when we don't have that
22 information. So part of the work that we do, the work
23 has to do with development, has to do with leadership
24 --

25 MS. HARRIS: You have one minute.

1 MS. SHAFFER: -- and has to do with culture.
2 And we work with children and families and schools,
3 and we work from the platform that they bring a fund
4 of knowledge that is absolutely essential to educating
5 our children and making life-long learners. Thank
6 you.

7 CHAIRMAN HRABOWSKI: Thank you very much.

8 MS. HARRIS: Thank you. Any questions? No.
9 Okay. All right. Donald Curtis, student at American
10 University.

11 MR. CURTIS: So, first of all, I want to
12 thank you all for this opportunity. This is a great,
13 amazing committee. I actually sent you an email
14 months ago. You responded in less than an hour. Yes,
15 Dr. Hrabowski.

16 So what I'm going to talk about is really,
17 one is sports-based youth development. I think that's
18 a entry point for us to start really think about. We
19 have a lot of kids that come from vulnerable
20 communities who go to their coaches for advice. Those
21 coaches serve as parents, in some cases, they serve as
22 teachers.

23 We have to make sure that our coaches are
24 trained, professionally understand more about their
25 role in youth development, understanding how they can

1 play a part in education. That's really important.
2 And that's from state to state, city to city. I was
3 in Chicago talking to people at the Urban Network
4 about the same thing.

5 Another thing is mental health. I work at
6 American University and I've been the student-
7 appointed dean of all black things. So what I do is I
8 work with the Black Student Alliance, I work with the
9 Caribbean Circle. I also advise the Dominican Student
10 Association. I work with faculty and staff. I get
11 those people organized to understand more about how
12 they can collaborate more across the board.

13 In places where they have limited support at
14 the university level, it's important that we think
15 also how do we as professionals, as leaders get our
16 faculty and staff working harder and closer together
17 to actually produce great products.

18 Another thing is we talked earlier about
19 school behavior, and I do a lot of work in vulnerable
20 communities in D.C. from Barry Farms, I grew up in
21 Palmer Park, Maryland, in Prince George County,
22 another vulnerable community. And you often wonder
23 how do these kids from isolated communities get
24 involved in gang violence or violent incidents with
25 other communities. It starts at the school.

1 We've got to figure out ways to better
2 produce an environment where our kids are safe, where
3 our kids are actually on task, where -- because I'm
4 wondering often like how does this happen? We've got
5 to figure out how do we actually resolve that issue.

6 We can go into like social cognitive
7 theories and all that kind of stuff and thrift plan
8 behavior, but at the same we've got to think about --

9 MS. HARRIS: One minute.

10 MR. CURTIS: One minute? We want to think
11 about how do we as a community, as a group think about
12 all the things that are constantly creating issues for
13 our students in the community, at home, in the
14 schools. Think about every access point that we can
15 work through to make this happen. You talked about a
16 lot of it today. I just want to make sure that we
17 continue to do so.

18 MR. JOHNS: Thank you.

19 CHAIRMAN HRABOWSKI: Just a question I've
20 got. I sent one of my mentees there who's your
21 provost, Dr. Scott Bass, who was a white guy who gets
22 it. He really is supported at American. My question
23 to you is what advice do you have for us as we think
24 about suggestions for colleges to make sure students
25 are involved in helping other students, that African-

1 American students. Former student might say something
2 about that. I want to hear what you would have to
3 say.

4 MR. CURTIS: Sure. Well, one is for our
5 students to understand their role as students. I
6 definitely believe that any student that goes to a
7 university in D.C. needs to be involved in the issues
8 that affect D.C., the black communities, whether it be
9 education, whether it be pipeline to prison, prison to
10 pipeline incidents, whether it be even stuff around
11 homelessness and hunger.

12 I think one thing we have to do for our
13 students off campus and on campus is have them
14 understand the importance of social justice. What
15 does that mean? How do we articulate that? How do
16 students in the public schools articulate the social
17 injustices that they see, that they experience, that
18 they know, but don't know how to communicate that to a
19 greater audience.

20 CHAIRMAN HRABOWSKI: Okay. Thank you.
21 Thank you, sir.

22 MS. HARRIS: Thank you. All righty. We
23 have Ms. Gloria Acey-Davis.

24 MS. DAVIS: Wow. This is a courageous
25 conversation because -- my name is Gloria Acey-Davis

1 and I'm with American Reading Company. Before I say
2 anything about what we do, I just want you to know
3 that I'm a proud mother of a 24-year-old who graduated
4 with a degree in physics and is getting his Master's
5 in engineering, and I'm from Philadelphia. Raised,
6 born in Philadelphia. I just wanted you to know that.

7 Anyway, and so if you want to know how I did it, I'll
8 tell you. And he gets profiled all the time, you
9 know, because we live in Philadelphia.

10 So anyway, I'm with American Reading Company
11 and we are a for-profit company. We're a literacy
12 company. Our mission, though, is to get every child
13 in America to read on grade level above. And we
14 believe that access and equity is a standard operating
15 procedure in every classroom in every school. And we
16 help teachers, principals, administrators see what
17 good looks like and help them with this around
18 literacy from pre-K to 12.

19 And to give you an idea of what I'm talking
20 about is that we produce this ad in *Ed Week* that says
21 he's ready, are we? And that's really what it's
22 about, and that's what you're talking about today, so
23 I'm excited to be here.

24 And in fact, May 23 we're having a summit
25 for superintendents about standard operating

1 procedures around equity and access, and it's about 65
2 superintendents that so far have responded, and all of
3 you are invited. I will send you the invite if you'd
4 like to hear their voices and what they're worried
5 about, because as a result of that they will produce a
6 white paper, which they did two years ago, and it was
7 about educating African-American males.

8 And we've done some work around African-
9 American males and their success around literacy and
10 getting on grade level in South Carolina and in other
11 areas of the country. Recently, I've been working --
12 my job, my role --

13 MS. HARRIS: You have one more minute.

14 MS. DAVIS: -- is to work with external
15 partnerships. So I've been sitting on a committee in
16 Philadelphia. It's a collaboration of community-based
17 organizations, the district, Philadelphia school
18 district, and many other organizations around reading
19 by third grade.

20 And the difference that Philadelphia is
21 including the district in their conversations as
22 opposed to what's happening in grade level reading in
23 other cities, because we know that in order for it to
24 be effective, we have to include them in the
25 conversation. And I just want you to -- when you were

1 talking about pre-K, I want you to think about also,
2 and you talk about mentoring, include that single
3 mother in there, because I heard the statistics of 50
4 percent of the students --

5 MS. HARRIS: I have to stop you. I'm sorry.

6 MS. DAVIS: Darn. I've got a lot to say.

7 MR. JOHNS: Just finish this thought. Do
8 you want to --

9 MS. HARRIS: Finish your thought.

10 MS. DAVIS: Okay. It's just that I think
11 that when we talk about the single mother, the young
12 mother, the young teenage mother who has their
13 children in pre-K, K, and one, we need to think of a
14 holistic approach in helping them understand how to
15 raise successful children in school and how they can
16 support them. So, if you look at it holistically,
17 what does the mom need, and part of it is help in the
18 childcare expense.

19 MS. HARRIS: Thank you.

20 CHAIRMAN HRABOWSKI: Thank you.

21 MS. HARRIS: All right. Last but not least,
22 we have --

23 MR. JOHNS: Let me do this one.

24 MS. HARRIS: Okay.

25 MR. JOHNS: So this is a personal point of

1 privilege. I am able to do this work and have been
2 blessed over the last year to have been supported
3 primarily by black women.

4 In addition to Freeman Hrabowski's, Tasia is
5 one of our interns. Today is her last day. She is
6 one of the most talented and most thoughtful young
7 women who I've had the pleasure of working with in
8 this capacity, so I just want to say publicly how very
9 proud of you that we as an office are. We wish you
10 continued success as you continue to think about how
11 you leverage your time and your talent to contribute
12 to this great endeavor, but I just want to again say
13 thank you.

14 CHAIRMAN HRABOWSKI: Very nice.

15 MS. HARRIS: Okay. Thank you.

16 MALE VOICE: You've got two minutes.

17 MS. HARRIS: I just want to start off by
18 saying thank you to all of you for being here today.
19 Helping to prepare for this event has made it very
20 rewarding to see you all in person and to be
21 surrounded by such expertise and knowledge on this
22 topic that is very near and dear to me. And, yes,
23 just thank you in general.

24 There are two things I wanted to bring up
25 that are both related to the discussions that I've

1 heard today but also tie in to my personal
2 experiences, and I just wanted to frame it in terms of
3 I guess something I'd like the Commission to consider
4 as they move forward.

5 The first is thinking about the diversity
6 within the black community, whether that's ethnicity,
7 sexual orientation, class, what have you. As I've
8 gone through college specifically, I've realized that
9 there is a tendency to sort of segregate amongst
10 ourselves. Coming from a family of West Indian
11 immigrants, that has been really prevalent to me
12 because I've seen that, okay, well, my parents are
13 from the Caribbean, I have friends from America, I
14 have friends from West Africa, and we're sort of
15 separating.

16 And I think that what's important is for us
17 to realize that we are stronger when we celebrate our
18 differences but also realize how people see us and how
19 we can unify around the fact that we are all black.

20 And I think that that's going to be really
21 powerful in terms of creating communities that can not
22 only rely on legislation or policies, which are
23 important for creating opportunities but also can be
24 very important in closing those opportunities, but if
25 we come from it from a community standpoint or a

1 cultural standpoint, that is also very powerful.

2 So I would really appreciate it if the
3 Commission could consider ways to build strong
4 communities outside of policies and legislation and
5 just see how that could impact educational excellence
6 for African-Americans.

7 The second point is about I guess the fields
8 that we encourage black students to pursue. There's
9 been a lot of talk about STEM fields, which are very
10 important. I've seen it in college. Like there are
11 not very many of us who are, you know, there in the
12 bio lab or the chem lab, but in the same vein, I think
13 that not very many of us think about teaching.

14 And when I think about my experiences and
15 the opportunities that I've had, a lot of it has been
16 made possible by professionals, African-American
17 professionals who have been brilliant and diligent but
18 use their intelligence to come back and create those
19 opportunities for people like me to be able to pursue
20 my interests or my dreams. And so, you know -- and
21 you can do STEM and teaching. You can be a STEM major
22 and be a wonderful biology teacher that then creates
23 the next great doctor of the world.

24 So just thinking about how to, in general,
25 for both those points think about the many levels that

1 come with everything that we're trying to do. And
2 those are my two points. I don't have an organization
3 to refer you to, but yeah, thank you.

4 MR. JOHNS: So I just want to again
5 acknowledge how brilliant this young lady is and say
6 thank you to the staff that has made all of this
7 possible. I get to do the easy work of sitting up
8 here and leveraging all of your brilliance, but Kim,
9 Angel, Kalala, Tasia, Chris, and the rest of our team
10 are really who deserve the credit.

11 CHAIRMAN HRABOWSKI: Let's give David and
12 the staff a hand, would you, please.

13 MR. JOHNS: Again, Tasia said this, but it's
14 an awesome thing to see a series of conversations turn
15 into something meaningful, so I'll say thank you again
16 for your patience and thank you again for the
17 commitment that you've made to work with us going
18 forward.

19 CHAIRMAN HRABOWSKI: You know, it's great
20 that it is now 4:00 -- and let me just say, and I know
21 everyone in this room feels this, it is an honor to
22 serve with all of us if you get my point, because what
23 is so deeply touching about this is that we see people
24 who are thought leaders, America's thought leaders,
25 focused on one of the most challenging and yet most

1 important questions in our society: how do we help
2 children who need a voice, who need to be supported,
3 quite frankly, because what we learn in helping our
4 children will help Latino children, poor white
5 children, and kids in general. And people are already
6 talking about ways in which they can use their
7 expertise to get to David and make suggestions. We
8 will be getting back to you with the possible dates,
9 but it really is an honor for all of us to be doing
10 this work. Have a good weekend. Thank you.

11 (Whereupon, at 4:02 p.m., the meeting in the
12 above-entitled matter was concluded.)

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REPORTER'S CERTIFICATE

DOCKET NO.: N/A
TITLE: President's Advisory Commission on
Educational Excellence on African-
Americans
HEARING DATE: April 18, 2014
LOCATION: Washington, D.C.

I hereby certify that the proceedings and evidence are contained fully and accurately on the tapes and notes reported by me at the hearing in the above case before the U.S. Department of Education.

Date: April 18, 2014

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