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White House Initiative on Educational Excellence for
African Americans Committee, 10/10/2016

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MEETING

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OF

4

WHITE HOUSE INITIATIVE ON EDUCATIONAL EXCELLENCE FOR

5

AFRICAN AMERICANS COMMITTEE

6

Conducted by David Johns

7

Monday, October 10, 2016

8

9:03 a.m.

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11

Department of Education

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1430 Rhode Island Avenue, NW

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Washington, D.C. 20005

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1 A P P E A R A N C E S

2

3 Dr. Freeman Hrabowski

4 Lauren Mims

5 Barbara Bowman

6 Dr. Gwendolyn Boyd

7 Peggy Brookins

8 Dr. James Comer

9 Dallas Dance

10 Al Dotson, Jr.

11 Dr. Akosua Barthwell-Evans

12 James Freeman

13 Dr. Evelyn Hammonds

14 Sharon Lettman-Hicks

15 Dr. Bryant Marks

16 Michael Nettles

17 Spencer Overton

18 Dr. Rebecca Pringle

19 Robert Ross

20 Judge Doris Smith-Ribner

21 TyKiah Wright

22 David Johns

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Monique Toussaint

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Alexandria Myers

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Darnisha Johnson

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Tiffany Loftin

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Kent McGuire

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

2 DR. HRABOWSKI: Good morning. I'm Freeman
3 Hrabowski, and I'm delighted to call the meeting to
4 order. We will be going through the roll call in just
5 a minute. We're asking staff member, Lauren Mims, to
6 do that.

7 But let me remind you that everything that
8 we say is on the record. And we encourage you to
9 speak slowly. I'll have to remind myself of that, to
10 speak slowly for the stenographer.

11 Our goal today is to review the progress
12 we've made to date, to discuss strategies for
13 sustaining the work through the upcoming transition,
14 and to just have general reflections from everyone.

15 Let me ask Lauren Mims to call the roll. We
16 were waiting to make sure we had a quorum. We do now.

17 So Lauren, if you would go ahead.

18 MS. MIMS: Good morning. I'm going to call
19 the roll.

20 Dr. Freeman Hrabowski.

21 DR. HRABOWSKI: Here.

22 MS. MIMS: Angela Glover Blackwell.

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1 Barbara Bowman.

2 MS. BOWMAN: Yes.

3 MS. MIMS: Gwen Boyd.

4 DR. BOYD: Here.

5 MS. MIMS: Peggy Brookins.

6 MS. BROOKINS: Here.

7 MS. MIMS: Dr. Walter Bumphus.

8 Dr. James Comer.

9 DR. COMER: Here.

10 MS. MIMS: Dallas Dance.

11 MR. DANCE: Here.

12 MS. MIMS: Al Dotson, Jr.

13 MR. DOTSON: Here.

14 MS. MIMS: Dr. Akosua Barthwell-Evans.

15 DR. BARTHWELL-EVANS: Here.

16 MS. MIMS: James Freeman.

17 MR. FREEMAN: Here.

18 MS. MIMS: Evelyn Hammonds.

19 DR. HAMMONDS: Here.

20 MS. MIMS: Sharon Lettman-Hicks.

21 MS. LETTMAN-HICKS: Here.

22 MS. MIMS: Tiffany Loftin.

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1 Dr. Michael Lomax.

2 Dr. Bryant Marks.

3 DR. MARKS: Here.

4 MS. MIMS: Kent McGuire.

5 Michael Nettles.

6 MR. NETTLES: Here.

7 MS. MIMS: Spencer Overton.

8 MR. OVERTON: Here.

9 MS. MIMS: Rebecca Pringle.

10 DR. PRINGLE: Here.

11 MS. MIMS: John Rice.

12 Robert Ross.

13 MR. ROSS: Here.

14 MS. MIMS: Judge Doris Smith-Ribner.

15 JUDGE SMITH-RIBNER: Here.

16 MS. MIMS: Dr. Ronald Thomas -- or Williams.

17 TyKiah Wright.

18 MS. WRIGHT: Here.

19 DR. HRABOWSKI: Is that it?

20 MS. MIMS: The roll has been called. Yes.

21 DR. HRABOWSKI: Very good. So we do have a

22 quorum.

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1 Let me know that I heard Bob Ross on the
2 phone. I know it's 6:00 o'clock there in the morning,
3 so we appreciate his commitment to being with us early
4 this morning.

5 The primary objectives that we've been
6 focused on over the past couple of years have focused
7 on three major areas. One involves early learning and
8 meaning, literally, from birth through the first
9 years, early care, and early learning.

10 And we know that both Bowman and Comer have
11 been leading the effort, and quite frankly, educating
12 us all even as they develop a paper and as we've had a
13 chance to have a site visit.

14 Secondly, increasing access to and support
15 of students in STEM areas.

16 And third, accelerating post-secondary
17 success by reducing the amount of time, first of all,
18 that we have in development of work. And one of the
19 most important things to say -- and I know that our
20 only superintendent on the board will appreciate this
21 -- is that the work that we talk about at the first
22 year of college, in that first year, really relates to

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1 academics in middle school. And so to talk about
2 strengthening what we do in the first year of college,
3 necessarily, we have to talk about K through 12.

4 And we're saying that focus in those areas
5 are building a background at the middle school level
6 to help students to move and be able to, not just
7 graduate from college -- from high school and simply
8 go to college, but to graduate from high school
9 prepared to start with ready -- with college work, not
10 with developmental work, which is one of the major
11 issues that we face.

12 The approach that we have taken has been in
13 several prongs -- several approaches. Number one, I
14 think that -- I want to highlight just how important
15 David Johns has been as the head of the initiative in
16 working with commissioners across different areas to
17 have summits, to use the expertise and activities of
18 other people.

19 So would you join me in giving him a round
20 of applause for what he does?

21 (Applause.)

22 DR. HRABOWSKI: We -- and we will get a

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1 chance to hear about some of the summits that have
2 been held around the country and in a variety of areas
3 from the faith-based communities to LGBTQ, to working
4 with males of color, and with women -- young women.

5 And you'll hear about all of that today.

6 I've asked him if he would do several things
7 -- one, introduce the new staff; and number two, talk
8 about the approach for the day; and then number three,
9 get us into the papers that have been developed.

10 David.

11 MR. JOHNS: Perfect. So again, if you all
12 hear me saying nothing else, can we say thank you for
13 your service and support of our work here at FullStop
14 (ph)?

15 I want to first acknowledge and introduce
16 Monique Toussaint. I'll ask each of you, actually, to
17 introduce yourselves. Monique is our career staffer.
18 She has the responsibility and weight of ensuring that
19 the foundation that we have all established continues
20 through the transition, a career employee at the
21 Department of Education that's been there for almost a
22 decade, although she doesn't look like she can

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1 possibly be that old. She celebrated her birthday
2 yesterday as well.

3 So please give Monique a round of applause.
4 (Applause.)

5 DR. HRABOWSKI: Happy birthday.

6 MR. JOHNS: Monique, maybe say two things
7 about why you decided to accept this invitation.
8 Remind everybody that this is our second tour of duty.
9 She served with us as a detailee in the Office of
10 Innovation. Just maybe anything you want to offer as
11 well.

12 MS. TOUSSAINT: Good morning, everyone.
13 Thank you for the warm welcome.

14 I am very passionate about this work. I was
15 fortunate to work with David when he first created the
16 office, and I'm excited about making sure what we
17 built those first six months lives on beyond him,
18 regardless of who wins.

19 MR. JOHNS: Many of you know and have
20 interacted with Lauren Mims, who serves as our
21 assistant director. Lauren -- also, this is her
22 second tour of duty. She was previously a fellow in

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1 our office, brilliant and bright, a PhD student at the
2 University of Virginia.

3 Want to say anything?

4 MS. MIMS: Thanks to everyone who I have
5 worked with over the past year and a half. It has
6 been an absolute pleasure. Thank you.

7 UNIDENTIFIED FEMALE SPEAKER: Where did you
8 get your doctorate degree?

9 MS. MIMS: I have two years left.

10 MR. JOHNS: Her -- the one condition of her
11 accepting this offer was that she had to go back and
12 finish.

13 UNIDENTIFIED FEMALE SPEAKER: Is it on the
14 record?

15 MR. JOHNS: It is on the record. Do what
16 Freeman Hrabowski does to me.

17 (Laughter.)

18 MR. JOHNS: And then a lot of our work is
19 supported by fabulous fellows and interns. Do -- we
20 have two of which a personal connection. As many of
21 you know, I started in Washington, D.C., as a
22 Congressional Black Caucus Fellow as well. So I

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1 invite each of them to introduce themselves.

2 MS. MYERS: Hello. Hello. I'm Alexandria
3 Myers. I'm a junior at the George Washington
4 University. And I'm with the initiative through the
5 Congressional Black Caucus Foundation where I'm an
6 intern.

7 MS. JOHNSON: Good morning. My name's
8 Darnisha Johnson. I'm a senior at Bowie State
9 University studying communications. And I am also
10 with the initiative through the Congressional Black
11 Caucus Foundations Intern Program.

12 DR. HRABOWSKI: How great to have students
13 here with us. It's great.

14 MR. JOHNS: And they do phenomenal work.
15 Many of you know that. I think they started when we
16 had a week of events during the Congressional Black
17 Caucus Foundation. I'm going to throw up some of
18 those images now.

19 For those who are on the phone, we are going
20 to start to talk through the packet of materials that
21 the commissioners have in front of them. All of these
22 documents have been emailed to you as well. So I

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1 invite you to follow along in that regard.

2 DR. HRABOWSKI: And we have how many on the
3 phone? I know that we -- I think it's commissioners -
4 - the three commissioners are on the phone.

5 MR. JOHNS: There are four commissioners --

6 DR. HRABOWSKI: Four commissioners.

7 MR. JOHNS: -- on the phone, if my records
8 serve me correctly. And we will be sure to
9 acknowledge you. Should you have a question, just say
10 hello.

11 And for those of you in the room, we usually
12 have table tents. We do not. If you just raise your
13 hand, I will keep a running record and provide it to
14 the chairman so that we can move through in the way
15 that we usually do.

16 And so what we're going to do is spend the
17 first part of our meeting -- our time together today
18 talking about these papers. Again, with the exception
19 of two papers, you've seen previous drafts of them.
20 They are consistent with the policy areas of priority
21 that have been identified and have either been drafted
22 by and/or significantly contributed to by those of you

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1 around the table.

2 So I will just review the document, and then
3 we'll go through each document -- each piece of it
4 specifically. So aside from the Table of Contents,
5 you all have an agenda. Again, we're committed to
6 getting everyone out of here no later than 4:30 today.

7 You'll recall at our recent meeting we
8 talked about -- actually, at our last meeting, we
9 talked about the importance of communication, spent
10 time with a couple of experts in this regard. A
11 commitment that our office made to you all was to
12 share talking points. Those are included in this
13 binder.

14 So our hope is that these will be helpful to
15 you as you engage in conversations with media, our
16 organizations, in your communities or networks.
17 Please let us know if you have edits or if you find
18 these particularly helpful or other ways that we can
19 enhance and improve them.

20 DR. HRABOWSKI: Just a question. I would
21 think that if there are ever times when you're working
22 with the media on things involving the Commission,

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1 that you would also let David know just because I
2 think it's important to coordinate that. These are
3 excellent points to use, but it's important to have
4 some coordination.

5 MR. JOHNS: Yes, most definitely --

6 DR. HRABOWSKI: Okay.

7 MR. JOHNS: -- especially if we're going to
8 get a call from the White House about it.

9 DR. HRABOWSKI: Yeah. So the first tool --
10 and I'll start referring to them as papers because
11 there are also two tool kits in here. There's one on
12 campus climate and student engagement. I'm going to
13 hold this for the point in which Tiffany Loftin joins
14 us, as this is something that she has helped to
15 contribute to.

16 The second document is the paper that talks
17 about opportunities to accelerate post-secondary
18 success for African American students, specifically by
19 reducing the time spent in and, ultimately, the need
20 for non-credit-bearing coursework, or developmental
21 education. Walter Bumphus is not on the phone. He's
22 traveling. He's in California as well. But he and

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1 the association of community colleges have contributed
2 to this paper.

3 The next paper you will find has been
4 developed by our two commissioners, Barbara Bowman and
5 James Comer. And it highlights opportunities to
6 increase access to high quality, early care, and
7 education programs.

8 The next paper has been contributed to by
9 this commission sub-committee on science technology
10 engineering, the arts, and mathematics. I added that
11 in although it is not in this paper. It's because I'm
12 used to signing it in that regard. But it talks about
13 opportunities to increase access to and support
14 success in STEM.

15 The next paper in the document synthesizes
16 trends and the achievements of African Americans over
17 time. And so this is a paper I just want to stop and
18 acknowledge. Early on in our process, Spencer Overton
19 and Michael Nettles took a day of their time to meet
20 with me and the White House.

21 We hosted some five meetings with a
22 combination of more than 30 policy experts,

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1 researchers, and individuals to really try to coerce
2 and talk about what it is that we could do, leveraging
3 data to establish a baseline and really understand how
4 -- what's the policies have been implemented over time
5 and what those implications have been in the lives of
6 African American students.

7 And so this paper is our best effort at
8 charting the course of African American achievement
9 over time, making connections to, again, policies that
10 have been helpful or harmful and then draw our
11 connections to other promising improvement strategies
12 to support African American success.

13 So thank you to both of you for that as
14 well.

15 The last paper in this packet was developed,
16 in part, thanks to the leadership of Peggy Brookins
17 and the National Board of Professional Teaching
18 Standards. It attempts to do two things.

19 One is to talk about the importance of
20 diversity within the workforce, both as it relates to
21 public school teachers and leaders as well as
22 strengthen the connection between what are often

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1 described as two separate but related concepts. And
2 that's critically and culturally responsive pedagogy
3 and good pedagogy, generally.

4 And so at some point today, we'll play a
5 video where Commissioner Becky Pringle actually talks
6 about the fact that one cannot be a good teacher if he
7 or she is not culturally competent. And so this paper
8 attempts to do that.

9 DR. HRABOWSKI: Could you mention --

10 MR. JOHNS: Yes, of course.

11 Are there any questions about any of the
12 documents?

13 Yes, sir.

14 MR. DOTSON: David, I was thinking about
15 this yesterday. I just wanted to confirm how you
16 would like for us to provide you with any comments
17 that we have on these documents.

18 MR. JOHNS: We would love for you to track
19 changes in the Word document so that we can capture
20 exactly what it is that you intend to communicate and
21 ask that you send that to Monique Toussaint. We will
22 share her email address again.

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1 But again, all those papers you should have.
2 And if you can commit to getting her comments within
3 five business days, we can incorporate them into the
4 drafts before they're finalized and we send them to a
5 copy editor.

6 MR. DOTSON: Just one other question. I
7 believe you sent us PDFs.

8 MR. JOHNS: We will send the Word documents.
9 Monique will send each of the Word documents.

10 MR. DOTSON: Thank you.

11 MR. JOHNS: So you'll have her. You can
12 respond directly to that.

13 DR. HRABOWSKI: And the logistics about
14 endorsing all the --

15 MR. JOHNS: Yep. And so what we will do
16 after one acknowledgement is to go through each paper.
17 For the commissioners that have contributed to it,
18 we'd for you talk about the importance of it, any key
19 takeaways, specifically, the things that you would
20 like your fellow commissioners to talk about as they
21 champion it.

22 Each of these papers will be published as an

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1 initiative product. But we will ask for a vote on
2 each individual paper of the commissions and
3 endorsement.

4 This is essentially the collective voice
5 saying that this is something that we support and that
6 we would also champion as well. That will then allow
7 us to work in both regards.

8 DR. HRABOWSKI: And I think it's reasonable
9 to say that people can still make the minor
10 suggestions that they have.

11 MR. JOHNS: Yes, most definitely.

12 DR. HRABOWSKI: We're endorsing the papers
13 with the understanding that people will send in the
14 suggestions that they have.

15 MR. JOHNS: As well -- and again at the risk
16 of being persnickety, to a point that Barbara Bowman
17 has appropriately identified, all of the papers will
18 also be sent to a copy editor so that all the
19 formatting is consistent and we make sure that we put
20 forth the best product that we possibly can, b

21 Being the initiative focused on educational
22 excellence for African Americans, we expect continued

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1 scrutiny. And so we want to make sure that we do all
2 we can to make sure that the products are as tight as
3 they can be.

4 Yes, ma'am?

5 MS. BOWMAN: Thank you.

6 Can we also approve the possibility of using
7 the papers in a variety of different ways so that how
8 we frame the recommendations, how we organize the
9 paper, might be somewhat different than what we're
10 approving it like today?

11 DR. HRABOWSKI: Yes, yes.

12 MS. BOWMAN: Because different audiences
13 need to have --

14 DR. HRABOWSKI: Yes.

15 MS. BOWMAN: -- this presented in different
16 ways. And I would hope that we would worry more about
17 communication and how we can get our points across
18 than keeping to the formats that are already approved.

19 MR. JOHNS: Yes, ma'am.

20 DR. HRABOWSKI: Excellent.

21 MR. JOHNS: That was Barbara Bowman. I'm
22 going to likely repeat your name since our transcriber

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1 cannot see you and we do not have table tents. And so
2 know that it's not because I don't know who you are,
3 but so that the record actually reflect -- accurately
4 reflects our conversation.

5 DR. HRABOWSKI: But an excellent point.

6 MR. JOHNS: Freeman Hrabowski.

7 Before we get into each of the papers, I
8 want to let everyone on the phone know that we will
9 mail to you the packets that everyone has, which also
10 includes a gold sealed copy of the executive order
11 establishing our initiative, a photo that has two
12 other documents that we hope are helpful.

13 One is a tool kit that was recently released
14 at the National Black Child Development Institute. It
15 is a tool kit to strengthen, or improve rather,
16 opportunities for faith- and community-based leaders
17 to increase access to high quality, early care, and
18 education programs. That is available on our website.
19 We will send you those links as well.

20 The second document is our commitment to
21 support President Obama's post-secondary completion
22 goals. And it's a tool kit to support first-

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1 generation and other non-traditional college students
2 in preparing for post-secondary success.

3 So again, consistent with our policy
4 priorities in the way in which we approach this work,
5 these are two tools that we have produced based on
6 partnerships that we have, including with some of you
7 around the table, and hope that you find those
8 helpful.

9 In that packet, we will also include a pin
10 that has been provided by Commissioner Peggy Brookins,
11 who has provided very beautiful pins that have the
12 initiative, seal, and logo on it. And so if we could
13 all give her a round of applause just to say thank
14 you.

15 (Applause.)

16 DR. HRABOWSKI: And it is a test to figure
17 out if you could open this up so you can get it out.
18 I'm still, as a mathematician, having a real challenge
19 getting it open.

20 (Laughter.)

21 DR. HRABOWSKI: Common sense.

22 MR. JOHNS: Awesome.

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1 DR. HRABOWSKI: But if you would put them --
2 are we going to be taking a photo later?

3 MR. JOHNS: We will.

4 DR. HRABOWSKI: And so if you could put
5 those pins on before that, it'd be very nice for us
6 all to have them on. It's such a nice pin. It really
7 is.

8 MR. JOHNS: And so why don't we start. We
9 won't start in order, but if we could all turn our
10 tabs to the Early Learning tab. Let's start with our
11 Commissioners Barbara Bowman and James Comer offering
12 a few reflections about that piece and the importance
13 of that component of our work.

14 Barbara Bowman.

15 MS. BOWMAN: Well, I think -- what Jim and I
16 were trying to do was to emphasize the importance of
17 early childhood care and education, both emotional, as
18 well -- emotional-social as well as intellectual
19 development as the precursor for any other academic
20 achievement.

21 And this has to do as much with the years
22 between --

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1 (Microphone noise.)

2 MS. BOWMAN: -- the formal schooling at K as
3 well as what -- as well as -- am I still connected?

4 (Music playing.)

5 MR. JOHNS: Sound check.

6 (Laughter.)

7 MS. BOWMAN: Scared me to death.

8 MR. DOTSON: For the stenographer, that was
9 David Johns.

10 MS. BOWMAN: I thought you were giving me a
11 message.

12 (Laughter.)

13 UNIDENTIFIED FEMALE SPEAKER: Supporting
14 social and emotional.

15 (Laughter.)

16 MS. BOWMAN: Yes. Supporting social and
17 emotional as well as cognitive development.

18 DR. HRABOWSKI: Yes.

19 MS. BOWMAN: And so this traces the issues
20 all the way from before birth to school age, which is
21 at kindergarten, and includes up to third grade
22 because it is clear that that's a developmental

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1 sequence that is important. And we have a difficult
2 time just dividing it up.

3 We also wanted to make sure that the
4 commission recognize the components of good education
5 and that we go on record as endorsing the idea that
6 access to good-quality early childhood education is a
7 condition for academic achievement for children. And
8 it is no longer a voluntary activity that should be
9 dependent on parents' ability to pay, but that it is a
10 public good that ought to be endorsed.

11 We would also like to use the rationale for
12 early childhood education to defend the
13 recommendations we're making rather than just
14 promoting a document that traces the emotional,
15 social, and intellectual development of children.

16 So we, I think, developed the background
17 paper so that when we went out on a school visit you
18 would have an idea of the -- what we consider the
19 important components of a good early childhood
20 program. But that -- that's the background
21 information. The real information needs to come front
22 and center in a way that probably isn't currently in

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1 that paper.

2 If there are any questions about what's in
3 the paper, we'd be delighted to answer.

4 And Jim, do you have any comments about the
5 recommendation?

6 DR. COMER: No. I'd only say that the paper
7 suggests or implies that --

8 MR. JOHNS: Dr. Comer, push your microphone.
9 That's James Comer.

10 UNIDENTIFIED FEMALE SPEAKER: Push the
11 button by --

12 MR. JOHNS: Yes, push that.

13 DR. COMER: Okay. The paper suggests or
14 implies the kind of preparation that's going to be
15 needed for all the people who are working with
16 children and that it is -- to emphasize the point
17 Barbara made, that it is preparation for all of the
18 developmental learning that young people are going to
19 have and that it's the beginning of the -- of cutting
20 off the child-to-prison pipeline. And it is the
21 beginning of the preparation for people to be
22 successful in all aspects of life.

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1 DR. HRABOWSKI: Just a question before we
2 have -- questions from anyone? Questions on the paper
3 from anyone?

4 Go ahead, Michael.

5 MR. NETTLES: Just really quickly, I'm
6 looking at Page 14. This is Michael Nettles. And I
7 have a question for Dr. Comer and Bowman.

8 If you look at the top -- actually, at the
9 bottom of 13 where you talk about the investment
10 that's been made and more to be done, now that this --
11 we are where we are -- we're in October, and this has
12 been -- your work has unfolded over time -- if you
13 were to take that forward, could you give an example?
14 Is it fair to ask you, at this point, to give an
15 example of what the kind of actions that you would
16 envision that the government might do next?

17 MS. BOWMAN: Certainly we would want to see
18 the government continue the emphasis on early
19 education. That's been a part of the Department of
20 Education's initiative since Arne Duncan introduced it
21 when he came -- when the Obama administration began.
22 So we certainly want to see a continuation of that.

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1 But it clearly is not enough. There are --
2 been an enormous amount of research that suggests, for
3 instance, that although Head Start does a great deal
4 of good for children who are low-income, it still is
5 not sufficient to prepare them to be competitive in
6 the K-3 world.

7 So it is an extension and a deepening of the
8 services that are currently being provided, making
9 sure that all low-income kids have an opportunity and
10 making sure that the kind of program we are providing
11 for them gets the good return that we are looking for,
12 that it really provides the kind of resources that
13 children need both to their parents and to the school
14 in order to make the difference in the achievement
15 gap.

16 MR. NETTLES: Right. And you're referring
17 to accelerated learning. In the day that David Johns
18 spoke about earlier that he and Spencer and -- Overton
19 and I spent at the White House with people coming in
20 to talk to us experts, we had people on early learning
21 who came.

22 And one of the things that they mentioned to

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1 us was that the policy where the teachers are required
2 to have a bachelor's degree, for example, in the
3 country in order to qualify for certain federal money
4 should be refined to include having credentials in
5 early childhood education.

6 Now, that was kind of a specific
7 recommendation that they were making that they thought
8 would contribute to increasing or accelerating early
9 learning. Are there other things -- do you agree with
10 that, and are there other things that you would
11 recommend?

12 MS. BOWMAN: Well, I certainly agree that
13 for those teachers who are preparing children for
14 school, there is a -- it's a complex business and
15 requires a good -- a significant amount of knowledge.
16 So I would certainly agree that most teachers who are
17 working in the preschool years need to have a BA
18 degree in teaching and learning, not just in any other
19 field of psychology or philosophy, that there is a
20 knowledge base that teachers need to have. And it
21 needs to be required.

22 On the other hand, many children are in

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1 programs that are full-day programs. And whether or
2 not they need to have a certified teacher for the
3 entire day or just for some part of the day I think is
4 still up for consideration.

5 So I would not want to say that we need to
6 be advocating a BA-level teacher who is certified in
7 early childhood education that is with the children
8 from 8:00 in the morning until 6:00 in the afternoon,
9 but that children, at critical points in their day, do
10 have access to a teacher who is well-trained and well-
11 experienced in providing education for children who
12 come from a variety of different cultural backgrounds.

13 So I would not like to be dogmatic about all
14 day long and every teacher, but I do think that we
15 need to be clear that there is a supervisory
16 responsibility for classrooms that teachers need to
17 have extra training in order to implement.

18 MR. NETTLES: You have --

19 MR. JOHNS: If I may make two points for the
20 record, one, one of the groups that was mentioned in
21 that context was the National Black Child Development
22 Institute. They have a policy agenda that is very

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1 much connected to this paper that continues this
2 thread, right, the idea of what's happened in this
3 administration that we need to continue.

4 Three things that I just want to name that
5 are consistent in this regard --one is that this
6 administration has invested a considerable amount of
7 money focusing on supporting states and improving the
8 quality of their early care and education systems.
9 It's often referred to as a QRIS, or Quality Rating
10 and Improvement Systems. And so that's one area that
11 we should continue to think about.

12 The second is with regard to access. The
13 program that Barbara Bowman mentioned, Head Start,
14 serves fewer than 50 percent of those who are
15 eligible. The rates for Early Head Start are probably
16 around a third of that.

17 And so while we have increased the number,
18 specifically, African American and Latino children and
19 families that have access to these critical programs
20 and services, there is still a significant number who
21 do not have access and/or are not taking advantage of
22 them.

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1 And then the third thing to mention in this
2 regard is that the Improving Head Start for School
3 Readiness Act of 2007, the most reauthorization of
4 Head Start, included in it a requirement that all Head
5 Start centers have to increase the number of teachers
6 or leaders who have BAs, as those who have CDAs as
7 well -- lots of implications for that, including the
8 rate of which teachers, once they receive those
9 degrees, leave early care and education settings and
10 then move into traditional K through 12 or Pre-K
11 through 12 settings, but again, still a conversation
12 about the quality and the expectations that we have of
13 those who do the workups supporting our youngest
14 learners.

15 I know that Dr. Comer wanted to continue,
16 but I also want to acknowledge that we've joined by
17 Commissioner Tiffany Loftin. Good morning.

18 MS. LOFTIN: Good morning.

19 MS. BOWMAN: Let me just add on that there
20 is -- although, as I said, we want to hesitate to
21 demand that there be a certified teacher in teaching
22 and learning for the full day, we do think that there

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1 needs to be a teacher in every classroom or
2 supervising every classroom that does have that kind
3 of background experience and training. And just a BA
4 in anything is not the same as having one who is
5 certified in teaching and learning.

6 MR. JOHNS: Mm-hmm. Commissioner Comer.

7 DR. COMER: The question was raised about
8 what else would we want to see. And I think the
9 emphasis on parents and parent preparation to rear
10 children prior to the time that they go to any kind of
11 a school is what I think would be very important for
12 the government to focus on.

13 DR. HRABOWSKI: So just a quick question
14 related to that. This is Freeman Hrabowski.

15 When thinking about the role of parents --
16 and you have mentioned it here -- can you speak about
17 the kinds of programs that might give incentives to
18 communities to support parents in two ways?

19 One, you are very clear that children need
20 to have an adult reading to them at a very early age -
21 - the question about how we support parents in
22 developing their skills and doing that in their

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1 reading skills and ability to work.

2 The other area you mentioned that's so
3 important involves managing trauma and toxic stress.
4 Could you talk a moment about what we might do to
5 support families as children go through such
6 challenging situations in their communities and what
7 else we might do in the training process because right
8 now, as you know, rarely will teachers have been
9 prepared to understand the impact of trauma and stress
10 on learning and on the child's sense of self when that
11 child comes from a community where he or she may have
12 seen somebody being killed.

13 MS. BOWMAN: Well, it is absolutely
14 essential, and that's part of what we're -- I think
15 we're talking about when we talk about certified in
16 teaching and learning --

17 DR. HRABOWSKI: Yes.

18 MS. BOWMAN: -- that the -- for very young
19 children, there's no clear separation. And properly
20 trained early childhood teachers have, indeed,
21 considerable training and experience working with
22 children who have come from stressful environments.

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1 On the other hand, the kind of outreach
2 workers both in schools and in Head Start programs and
3 childcare programs that are needed for children who --
4 and families who come from extremely stressful
5 environments are generally not there. We are using
6 people who are good-hearted and mean well and are
7 serving with a majority of families well but are not
8 trained to serve families who are suffering from toxic
9 stress.

10 And how we do that within the public
11 programs, in particular, I think, is one -- is
12 something that we have not fully resolved. Children
13 with special needs is another of the areas in which we
14 do not have one appropriate training program for
15 teachers that is sufficiently specific to various
16 kinds of child disabilities that are being cared for
17 in a non-restrictive environment. So the teachers
18 really need a great deal of more training than we're
19 currently providing for them.

20 DR. COMER: There are models of having
21 school's education work directly with public schools
22 and with places where our program, for example, works

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1 with infusing into that collaborative of the public
2 school and the university knowledge of child and
3 adolescent development and knowledge of dealing with
4 issues of stress.

5 And doing that where preservice teachers,
6 existing higher education teachers, and teachers in
7 the public schools, working together so that they see
8 from the very beginning what the issues are and how to
9 deal with them -- I think that's a model that's
10 important because too many of the young people get to
11 the job without having that kind of experience.

12 DR. HRABOWSKI: But you would agree that
13 most of the textbooks really don't address that
14 challenge of children coming from that toxic
15 environment? This is what my priest -- teachers tell
16 me all the time --

17 MS. BOWMAN: That's right.

18 DR. HRABOWSKI: -- that they've not had, you
19 know --

20 DR. COMER: That's right.

21 DR. HRABOWSKI: -- enough experience in
22 working with children who come in with real challenges

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1 --

2 DR. COMER: Yeah.

3 DR. HRABOWSKI: -- at four, at three, you
4 know.

5 MR. JOHNS: Let's go down the line. We've
6 got commissioners who want to speak.

7 Say who you are, everybody.

8 JUDGE SMITH-RIBNER: Doris Smith-Ribner.

9 Yeah, I agree with you about trauma training
10 that's required. In Philadelphia, we've been working
11 with certain of the elementary schools there. One of
12 the principals that I met with said that her greatest
13 need is for trauma training for her teachers --

14 DR. HRABOWSKI: Yes.

15 JUDGE SMITH-RIBNER: -- and for the
16 families.

17 DR. HRABOWSKI: Yes.

18 JUDGE SMITH-RIBNER: And she asked through
19 this faith-based effort that I've been working with in
20 Philadelphia whether we could help in that regard.

21 DR. HRABOWSKI: Yes.

22 JUDGE SMITH-RIBNER: And I ...

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1 DR. HRABOWSKI: Would you say more about the
2 Philadelphia problem in general? Talk a minute about
3 what you've been doing in Philadelphia anyway.

4 JUDGE SMITH-RIBNER: Well, for the last
5 three years or so, I've been working and collaborating
6 with various clergy groups in Philadelphia who want to
7 be involved in education and uplifting our youngsters.

8 DR. HRABOWSKI: Yes.

9 JUDGE SMITH-RIBNER: And in the process, Dr.
10 Haight, the school's superintendent, asked if I would
11 ask the clergy if they would help with the 37 lowest-
12 performing elementary schools in the state -- big
13 challenge, much, much bigger than I had anticipated.

14 But in the process, I developed a survey
15 that was sent to all 37 schools. Those -- for those
16 principals who responded, I then had meetings and
17 talked about what they wanted from the faith community
18 and, in particular, this one school. The principal
19 said, look, I need help with trauma.

20 DR. HRABOWSKI: Trauma.

21 JUDGE SMITH-RIBNER: I've got so many
22 youngsters who are coming from violent backgrounds,

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1 poverty, all kinds of other adverse circumstances.

2 And I then reached out to certain trauma experts that
3 I knew about in Philadelphia, pulled together a team,
4 and we provided trauma training just about three weeks
5 ago to the entire teaching staff at this school.

6 And then two weeks ago, we had a session for
7 the parents and the youngsters. And the training was
8 provided through the United Way.

9 And -- but it's an emerging issue. School
10 districts around the country are beginning to
11 understand that they need to provide this kind of
12 training for their teaching staff. And there are
13 about three states so far that have actually entered
14 legislation -- passed legislation that's requiring
15 teachers and other public employees to be trained in
16 trauma, informed care.

17 And so it's an emerging area. And it's also
18 an area where we're focusing on within the faith
19 community. We're developing a program right now for
20 the faith community, particularly those clergy who are
21 involved in our schools in Philadelphia.

22 DR. HRABOWSKI: Would you give -- just give

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1 David a -- in the next few days just a paragraph
2 summarizing what you said?

3 And I'm going to ask, Commissioners Bowman
4 and Comer, if there's anything else in terms of a few
5 sentences. You talk about trauma and toxic here, but
6 I'm just worried about universities and even the
7 Department of Education that on -- they will see that.
8 But we need to somehow be pushing the idea there's a
9 need for so much more training. Don't you think?

10 MS. BOWMAN: Well, and I think we need to be
11 clear about the limits that we can ask the classroom
12 teachers to take on some of these responsibilities,
13 that some of them are very serious and professional.
14 They need professional care.

15 DR. HRABOWSKI: Yes, yes.

16 MS. BOWMAN: So we really need to have a
17 collaboration --

18 DR. HRABOWSKI: Yes.

19 MS. BOWMAN: -- between the mental health
20 community --

21 DR. HRABOWSKI: Yes.

22 MS. BOWMAN: -- and the education community

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1 in how we can both have a healthy environment for
2 young children who are of -- come from a variety of
3 different backgrounds, but also how we can provide
4 them with the specific care that they need -- they and
5 their families need because of the exceptional toxic-
6 ness of their environment.

7 MR. JOHNS: If I may, many of you know that
8 Lauren's research as a PhD student centered on this
9 topic. She's also led a lot of this work for the
10 initiative. So I want her to talk a little bit about
11 that, but then also about the paper that we've
12 commissioned in this area. And then we'll go to Jim
13 Freeman.

14 MS. MIMS: Yes. Really happy that we are
15 bringing this into the discussion and talking about
16 mental health, specifically for African American
17 youth.

18 We have seen an increased number of mental
19 health incidents and increased rates of suicide among
20 African American children. So I think it's incredibly
21 important to think about the mental health and how it
22 affects academic, but also -- academic wellbeing as

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1 well as your social and emotional wellbeing.

2 So I have been working with SAMSA and HHS to
3 have chats around this as well as work to support
4 cultural competency among mental health programming
5 that they deliver. One thing that we are -- we just
6 secured was a contract for someone to write a paper on
7 trauma and trauma-informed schools and trauma-informed
8 care for African American children.

9 So it will begin with doing a background of
10 what the landscape is in terms of how many African
11 Americans are experiencing trauma in schools and then
12 highlighting best and promising practices in schools
13 to support African American youth. That includes some
14 things like making sure that it is -- it takes a
15 village and making sure that it's not all on the
16 teacher and that there is a continuum of care.

17 MR. JOHNS: I also will just highlight
18 Lauren presented before the D.C. School Counselor
19 Association to talk exactly about leveraging
20 professionals who have expertise to supplement the
21 work of educators, both teachers and school leaders.

22 James Freeman?

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1 MR. FREEMAN: Do you mind?

2 DR. HRABOWSKI: Go ahead.

3 MR. FREEMAN: My question was just about
4 timing for finalizing the paper and using it. The
5 reason I ask is because I see one key element in here
6 is the elimination of suspensions and expulsions in
7 early-learning settings. And unfortunately, at least
8 in some communities, that continues to be a very
9 common practice.

10 But there are currently some legislative
11 initiatives underway to address that and also improve
12 the social and emotional supports for students. And I
13 personally would love to be able to use this paper to
14 help inform some of those processes. So I was just
15 wondering how this moves forward and when.

16 MR. JOHNS: Yeah. Our goal is to have all
17 of these finalized by today. However, we are at the
18 mercy of -- I don't want to cut my mic off for this --
19 at the mercy of our colleagues.

20 UNIDENTIFIED MALE SPEAKER: We don't know
21 your name.

22 MR. JOHNS: And so our goal continues to be

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1 to have them done as expeditiously as possible. For
2 me, I would like to have them finalized within the
3 next 30 days.

4 You can feel free, however, to use that
5 concept as already stated. You already know around
6 suspensions and expulsions. So to the extent that the
7 information's relevant, please use that, but don't
8 push the paper out in ways that could allow people to
9 publish them and/or reproduce the content that, you
10 know, is not yet finalized.

11 MS. BOWMAN: Well, at Yale -- this is
12 Barbara Bowman again.

13 At Yale, they have, indeed, published a
14 paper recently by Walter Gilliam about the expulsion
15 of preschoolers and starting the chain of expulsion
16 before the children even enter school. So it's an
17 important issue to be raised.

18 MR. JOHNS: Just so -- hands -- I see Smith-
19 Ribner, Hammonds, and Nettles.

20 JUDGE SMITH-RIBNER: I just want to ask Ms.
21 Mims a question. Are you aware of the ACE study for
22 Philadelphia? It came out in 2012.

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1 MS. MIMS: Yes. This month, I participated
2 in the White House chat -- or the White House
3 convening, a full-day convening, on trauma-informed
4 care. And they were talking about the ACE scores.
5 And he was there, Roy Wade --

6 JUDGE SMITH-RIBNER: Yeah.

7 MS. MIMS: -- as well as Nadine Burke Harris
8 --

9 JUDGE SMITH-RIBNER: Great.

10 MS. MIMS: -- to come and brief. And we
11 talked about kind of continuing the conversation
12 through the Council of Women and Girls and
13 collaboration with them.

14 MR. JOHNS: And for those who have no idea
15 what you're referring to, the core point of that study
16 is what?

17 DR. HRABOWSKI: To ...

18 MS. MIMS: The adverse childhood experiences
19 are a large number of -- studies have been compiled to
20 figure out what causes African American, or students
21 in general, to be at risk or to suffer from mental
22 health or other adverse physical or emotional

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1 wellbeing issues. And so they have come up with a
2 list of adverse childhood experiences, and that ACEs
3 can turn into a score.

4 When you have a high ACE score, then you
5 have a risk later on in life for mental, physical, and
6 emotional issues. And so students and teachers can
7 use their score to figure out how to best support
8 students.

9 DR. HRABOWSKI: We have Commissioner Nettles
10 then Hammond.

11 MR. JOHNS: No, the other way.

12 DR. HRABOWSKI: Hammonds then Nettles?
13 Hammonds then Nettles.

14 DR. HAMMONDS: Okay. I just want to --

15 MS. BOWMAN: I just want to insert here that
16 risk does not necessarily mean that the child is at
17 risk. Risks are external, environmental things. Many
18 families, many communities are able to buffer risks
19 sufficiently so that children are not, indeed,
20 suffering from the kinds of adverse circumstances that
21 seem to bother other children.

22 So I think it's really important not to

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1 assume --

2 DR. HRABOWSKI: Right.

3 MS. BOWMAN: -- that just because they're
4 African American and they are at risky environments,
5 there's something wrong with them. Many of them are
6 doing just fine, except that they don't have the
7 resources that they need to be successful.

8 MR. JOHNS: Our point, which I believe was
9 made earlier and on a paper as well, that we should
10 not have this conversation (inaudible).

11 Let's go Hammonds and then Nettles.

12 And then Dr. Comer, do you want to get in as
13 well?

14 DR. COMER: Yeah, yeah.

15 DR. HAMMONDS: So I think this is one of
16 those points that I would suggest being marked as an
17 urgent issue out of the list of things --
18 recommendations in the report. In addition, it's the
19 unevenness of the population of mental health
20 professionals of color is a real problem. In the
21 state of Massachusetts, there are very few.

22 And so when we have -- in my university and

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1 in the area that I live in, in the Boston area, the
2 few people of color, mental health professionals are
3 completely overwhelmed. And at the college age,
4 students want those folks to talk to and work with.
5 They do not want other folks.

6 So we find ourselves in a real bind and real
7 limitations to provide them with help from
8 professionals of color. And I think that we may have
9 that kind of issue in Massachusetts. I don't know
10 what it is state by state, but it seems to me that
11 it's a critical need at this point.

12 DR. HRABOWSKI: Absolutely. The notion of
13 urgency to come through, and it's not just in that one
14 state. You're absolutely right, Commissioner
15 Hammonds.

16 Commissioner Nettles?

17 MR. NETTLES: Mr. Chairman, I want -- I just
18 want to say that, first of all, I want to make about
19 three points. First one is that it -- it's really a
20 credit to this commission for taking up this issue and
21 spending as much time as we have on it. I mean, I can
22 remember the day we spent in Chicago, for example --

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1 DR. HRABOWSKI: Yes.

2 MR. NETTLES: -- you know, getting immersed
3 into this issue. And Commissioners Comer and Bowman
4 have led us in thinking through this issue.

5 I think the -- and I'm happy that David
6 brought in the other organizations like the Institute
7 for Black Child Development, for example. And it made
8 me think of the Children's Defense Fund and other
9 organizations that are working on this.

10 When I think about going forward beyond
11 today and the recommendation that we have and thinking
12 about what the government might do next, it -- I'm
13 reminded that, you know, a decade ago we wouldn't have
14 been having this conversation about how much the
15 government was doing through the Department of
16 Education on early childhood education.

17 We -- you know, Head Start has been with us
18 for a very long time, but it's great that the
19 Department of Education is devoting as much attention
20 to this issue.

21 When we think about parent involvement, for
22 example, this is one area where we're going to have to

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1 really think about what makes a difference and what is
2 really needed by African Americans in the country.

3 The number and the proportion of children
4 being born into single-parent households in the
5 country is up for everybody, but it's especially up
6 for African Americans. Seventy-five percent of the
7 children who were born this year will be born to a
8 single parent.

9 And that -- when we talk about toxic stress,
10 you know, the words are one thing. But when you think
11 about the fact that 75 percent of the children being
12 born into single-parent homes, the question then
13 becomes, well, what is it that we can do to make a
14 life that is normal in education for those children.
15 It's not easy. It takes resources.

16 The question is what kind of resources and
17 how should they be devoted. Part of them could be
18 devoted to mental health. But what is it that these
19 families need to have a good healthy start for these
20 children is a real serious question and, I think, one
21 that deserves some attention not just by this
22 commission, but by the government generally as we go

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1 forward.

2 DR. HRABOWSKI: Yes. Commissioner?

3 DR. BARTHWELL-EVANS: Is it my turn?

4 DR. HRABOWSKI: Akosua, yes.

5 DR. BARTHWELL-EVANS: Okay.

6 DR. HRABOWSKI: Akosua.

7 DR. BARTHWELL-EVANS: Yeah, Akosua

8 Barthwell-Evans.

9 MR. JOHNS: Microphone.

10 DR. BARTHWELL-EVANS: And I'm --

11 MR. JOHNS: Microphone.

12 DR. HRABOWSKI: It should turn red. Yes.

13 DR. BARTHWELL-EVANS: Okay. Akosua

14 Barthwell-Evans.

15 I was going to bring this up later but kind

16 of in line with what you're talking about,

17 Commissioner Nettles, and a question to Drs. Bowman

18 and Comer. I read a very interesting and troubling

19 article about a situation in Michigan where something

20 called the Temporary Assistance to Needy Families

21 (sic), which is funding that's supposed to help

22 impoverished families, is being redirected, in great

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1 extent in the state of Michigan, to provide
2 scholarships to students, particularly, at private
3 colleges that are very expensive using criteria that
4 was developed under the Clinton Administration to kind
5 of become more innovative with the use of this funding
6 to help persons alleviate some of the causes of
7 necessitating them to be on welfare.

8 One of the four criteria is to help prevent
9 pregnancies out of wedlock. It's a -- we can talk
10 about this later, but it's something. But I'm just
11 wondering if this funding that is supposed to be used
12 to help needy families might be in some way examined.
13 This is something that's going to take further
14 analysis to see if there might be funding under this
15 label that could possibly be used to assist needy
16 families in this way.

17 I don't -- I am -- I have -- I wasn't a
18 single mother when I had my son but raised my son as a
19 single mother. But in Detroit, we also had a problem
20 of teenage pregnancies, many out of wedlock.

21 So I don't know if there's some way we could
22 link one of these criteria of what the funding's

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1 supposed to be used for and if it could be redirected
2 in early education needs. But also, I was thinking of
3 it more originally about students in public
4 universities that often need the funding more.

5 DR. HRABOWSKI: Any comments, David, about
6 what's being done right now at the Department of
7 Education?

8 MR. JOHNS: I am not familiar with any
9 grants in that area, but we will go back to Libby
10 Doggett and Steven Hicks and the Office of Early
11 Learning and ask that question.

12 DR. HRABOWSKI: Thank you.

13 Go right ahead.

14 MS. BROOKINS: I'd like to ask --

15 DR. HRABOWSKI: State your name first.

16 MS. BROOKINS: Peggy Brookins.

17 I'd like to ask Commissioners Comer and
18 Bowman about their recommendations for teacher prep
19 and the preparation of teachers and their professional
20 development. I think we need to get incredibly
21 specific about what we mean there.

22 I currently sit on a commission for SRAB on

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1 teacher prep, and these are recommendations that I can
2 take back with me. And those recommendations are how
3 do we change teacher prep for the next generation of
4 teachers that are coming along.

5 If we leave this up to the current system,
6 we're going to get what we currently have. And I
7 think the more specific we are, the better chance we
8 have of getting what teachers need to be educated
9 properly.

10 DR. HRABOWSKI: Response?

11 MS. BOWMAN: Well, one of the issues in
12 teacher prep, it seems to me, is how much you can
13 accomplish within the traditional training period. By
14 and large, even with newer programs, there are three
15 years in which to train teachers to work with children
16 between -- in Illinois -- birth and second grade. And
17 they're supposed to be able to work with children who
18 come from all kinds of cultural backgrounds as well as
19 children who have disabilities and who come from
20 families with problems.

21 So it is a huge training job. And I think
22 that one of the things we need to do is to understand

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1 that when teachers finish teaching college, no matter
2 what the teaching college is -- we can be better than
3 it is -- but no matter what it is, it requires
4 continuous support and training, that the notion that
5 once you've been through a two-year training program
6 you're ready to work the rest of your life without any
7 real significant professional development is really --
8 it is insane because it's not true.

9 And as a consequence, one of the things that
10 happens is our teachers leave after three, five years
11 because they're so frustrated, or they teach very
12 badly for the rest of their professional career.

13 So changing the support system once teachers
14 graduate is, to my mind, as important as changing
15 teacher education. I do think, however, that
16 requiring more emphasis on cultural differences has
17 permeated most of the teacher training institutions.
18 And although the quality may be less than we would
19 prefer, there is this movement toward including
20 cultural difference as a legitimate content area for
21 teacher education.

22 DR. HRABOWSKI: Thank you.

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1 Going down the line.

2 DR. COMER: I think -- I want to comment on
3 two things. One is on the trauma and the other on the
4 training of the teachers because I think they're
5 related.

6 I think in thinking about trauma, there's
7 re-thinking about the use of the word trauma in that
8 it may suggest too much and that it may suggest that
9 it's too difficult and that many of these problems are
10 problems that a lot of kids have, but they have
11 intervention and protective factors that are at play.

12 And the question is whether the protective
13 factors can be bought and created in schools. And how
14 do you create protective factors in schools? That, in
15 part, has to do with the training and preparation of
16 the teachers and administrators and the district
17 itself.

18 And putting the emphasis there may reduce
19 this tendency to pathologize behaviors that may not be
20 as extreme as we think they are in the beginning
21 because we're handling them as if they're bad
22 behaviors or indications of mental health problems

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1 when they're really kids who haven't had the kinds of
2 supports they need at home and prior to school.

3 And so then if you can create school
4 cultures in which people are functioning well and they
5 understand that they have to create a warm, supportive
6 environment for kids and they're able to do that, you
7 can minimize some of the things that look like they're
8 going to be much more serious. And so that kind of
9 emphasis, I think, is important.

10 And it's important for schools of education
11 to begin to prepare their students so that they
12 understand that it is the environment that children
13 are in that can influence their behavior negatively or
14 positively. And so it is that kind of training that I
15 think is very important and a training that gets the
16 preservice education teacher into the classroom and
17 working with people who are solving problems in the
18 real world as well as their own teachers in the school
19 of education working together so that they think
20 together about what they're going to have to address
21 at the building level and also thinking
22 developmentally, because development, in my opinion,

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1 is prevention. When you support the development of
2 kids well and early, you prevent many of the problems
3 that they could have later on.

4 And I think we ought to emphasize the
5 importance of very early support for development and
6 socialization. You know, it's -- it -- we look to
7 kids and expect kids to have more than they have when
8 they come to school, and that's what we have to try to
9 do something about.

10 DR. HRABOWSKI: I want to thank -- we didn't
11 do it -- Commissioner Bowman for inviting us or
12 hosting our visit to Chicago in that fact-finding
13 mission. I think it was eye opening for all of us and
14 reaffirming for the other experts on the team because
15 the point I would make as a college president is that
16 I'd like to see faculty in universities out in the
17 schools more so they can see what new teachers and
18 others are having to do to try to support children who
19 are from different kinds of a background because
20 unless you're in that environment and you're seeing
21 the children and listening to them, you really don't
22 know. You can't do it from just writing a book, if

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1 you get my point, and it's just important to make
2 that.

3 Let's go on down the line. Mm-hmm?

4 MR. DOTSON: Mr. Chairman, first, Al Dotson

5 This conversation about this paper and the
6 recommendations lead me to ask the following question.
7 How will we determine whether these recommendations
8 are accepted, and what will be our follow up after we
9 submit these papers?

10 DR. HRABOWSKI: Very good. David?

11 MR. JOHNS: So they will be transmitted. I
12 guess, by virtue of being transmitted, they'll be
13 accepted. The question about implementation will be
14 one to be answered by advocates, right?

15 So in this context specifically, we would
16 engage in additional conversations with NBCDI around
17 the strategies they'll use to hold the next
18 administration accountable.

19 But by virtue of the fact that this
20 commission is constituted, in part, to make
21 recommendations, once this paper is finalized and
22 endorsed, hopefully we'll take a vote to move in that

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1 direction shortly. When it's finished, we will send
2 it to the current secretary of education, the deputy
3 secretary of education, the president via the Domestic
4 Policy Council, and so they will see those.

5 We will also work internally through the
6 existing transition process as well as externally
7 through the transition process that's Spencer Overton
8 at the Joint Center are engaged in to share them as
9 well with the incoming campaigns and candidates.

10 DR. HRABOWSKI: And we would do it with the
11 notion of something that Commissioner Hammonds said
12 about the sense of urgency that these are matters that
13 we really need to be working on. It say -- it lays a
14 foundation.

15 I think we would all agree, given that this
16 commission, the charter goes through 2017, that we're
17 hoping that we'll be working with David Johns and
18 helping to push that as soon as possible, let the
19 record show, as we talk about what's very important,
20 okay?

21 On down the line, anybody else that needs to
22 say anything?

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1 Yes, sir. Commissioner Nettles.

2 MR. NETTLES: Just one quick point. When
3 you think about these challenges of teachers -- the
4 microphones aren't lighting up here.

5 So can you hear me? Is this okay?

6 DR. HRABOWSKI: Yes.

7 MR. NETTLES: Maybe somebody has to turn one
8 off for this one to come on. That's a possibility.

9 (Crosstalk.)

10 MR. NETTLES: There we go. All right.

11 So when we think about these issues of
12 intensive involvement by teachers with students and
13 their training, another issue that we need to raise is
14 the compensation of the people who are working in the
15 centers.

16 In order to continue to attract or to, you
17 know, advance the quality that we're looking for,
18 there's a real issue about allocation of resources for
19 recruiting people who -- you know, of the caliber that
20 we're talking about.

21 So I want to make sure that we think about
22 that as we go forward as well.

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1 DR. HRABOWSKI: So yeah, somebody -- go
2 ahead.

3 MR. COMER: We keep talking about teachers,
4 and I'm thinking about Dallas administrators. And
5 we've under-emphasized the validity of -- they talk
6 much about that. But the administrators are the ones
7 who can cut off and limit the behavior and performance
8 of teachers and parents and others in the support of
9 children and in the support of creating the kinds of
10 environment. So we've got to pay especial attention -
11 -

12 DR. HRABOWSKI: Leadership.

13 MR. COMER: --to leadership and how they are
14 trained.

15 DR. HRABOWSKI: Yes, yes.

16 MR. COMER: I mean --

17 DR. HRABOWSKI: Let me just suggest a couple
18 of sentences to David about that point. There -- and
19 I should say remember that these papers are not
20 exhaustive but foundational. But any comments that
21 people want to send in the next few days, they can.

22 Let me ask at this point, if there can be a

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1 motion that we approve or endorse the paper with what
2 we've said.

3 MR. DOTSON: Mr. Chairman, I move that we
4 approve and endorse the paper that has been presented
5 to us.

6 DR. HRABOWSKI: Excellent.

7 UNIDENTIFIED MALE SPEAKER: I second.

8 DR. HRABOWSKI: Second. It has been moved
9 and properly seconded. All those in favor?

10 (In Unison): Aye.

11 DR. HRABOWSKI: Anybody opposed? Any
12 abstentions?

13 Great. And I want to thank Commissioner
14 Ross. He sent in a comment supporting the notion
15 about the emphasis on addressing issues involving
16 toxicity and trauma and said he'd be sending a few
17 comments to David.

18 With that, thank you very much. I'm
19 delighted. Give a round of applause to the people who
20 ...

21 (Applause.)

22 DR. HRABOWSKI: I'm going to now ask that we

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1 move on. And just in terms of how we'll do things, I
2 do think that the fact that we've spent so much time
3 on this paper really speaks to how well two
4 commissioners have educated us about the importance of
5 that foundation because you can't do anything without
6 that birth today.

7 So we are pretty good learners. We got the
8 point. We'll be working to push that notion. We
9 really will.

10 And with that, I'm going to ask that we move
11 to Commissioner Loftin in talking about campus crime.

12 MS. LOFTIN: Good morning, everyone.

13 (In Unison): Good morning.

14 DR. HRABOWSKI: Good morning.

15 MS. LOFTIN: I want to first start off by
16 saying thank you to a couple of folks because it's
17 just respectful and it's also really important deeply
18 to me because we talk about how long it's taken to do
19 a lot of these reports in these tool kits and I know
20 that we have been working on this one for a little
21 over a year.

22 So I do want to deeply thank Lauren and

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1 David for not only your leadership and your support,
2 but for your patience, especially through the death of
3 my uncle, which was recently, and being supportive
4 through that.

5 Also, we have Dr. Gwendolyn Boyd and also
6 Dr. Pringle. I really want to thank you all for
7 feedback and your input in the tool kit and reading it
8 through and making sure that there are pieces that are
9 not void because this holistic document is for the
10 entire country. And we took some of the expertise and
11 a lot of the evidence-based practices that we knew of
12 as commissioners, but you all helped to make it a
13 little bit more fruitful.

14 So to all of you, thank you so much. And
15 for folks who have been supportive and asked questions
16 and emailed me with reminders, thank you so much. I'm
17 glad that in your actual booklet we don't have the
18 full thing, but I actually have the full document here
19 in my hands. So I'm happy to show that to folks who
20 are interested.

21 This is as comprehensive as I think it needs
22 to get because any more comprehensive than this is

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1 going to be a little bit too big and a little bit less
2 direct and less specific.

3 So I want to go over a couple of the pieces.
4 You all have seen this document about five or six
5 times now. We definitely talked about it on
6 conference calls, and it has definitely evolved over
7 time to be better, to make sure that the improvements
8 of campus climate and student involvement are the two
9 premises of the report in the paper and the tool kit.

10 There are a couple of comments that were
11 said earlier in the last discussion that are actually
12 very prevalent to this, things like, we talk about --
13 talking about mental health institutions and expanding
14 and broadening that for our students on campus.

15 Our commission, of course -- and I know that
16 you all deeply care not only just about K through 12,
17 but about post-secondary education, which is where I
18 have been focusing, considering my expertise and my
19 background -- we talk a lot about making sure that
20 it's just teachers who are reading books and writing
21 reports. But like you said, Mr. Chairman, they're
22 actually out working with students on the ground,

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1 talking to students.

2 We all know and can agree that the learning
3 and the process of your experience in a four-year or
4 two-year institution don't just lie in the classroom.
5 They have been mostly outside of the classroom while
6 they're on campus or whether they're commuting back
7 and forth.

8 This tool kit focuses on a couple of
9 recommendations that are in there. Some of them may
10 or may not be new to you all because, frankly, I'm
11 preaching to the choir directors of a higher education
12 and post-secondary education.

13 But for a lot of our teachers -- as you all
14 know, I worked at AFT, American Federation of
15 Teachers. And currently right now, I work in the
16 civil right department at the American Federation of
17 Labor. Our folks don't have all the materials, nor do
18 they have anything written down.

19 And so it's just about best practices that
20 they learn through the trainings. It's about best
21 practices that they think they know from experience,
22 right, or from best practices that they know from

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1 their colleagues.

2 We actually are supporting them by helping
3 write down a document that has these recommendations
4 in it that's very brief, that has very simple points,
5 and that really talks about how we make sure we center
6 the experience of students and making sure that we
7 center that experience and prove to them and tell them
8 and then them believe that it matters, right, that
9 their student experience matters on campus, that them
10 being on a conveyor belt in the classroom is not
11 what's going to help us in 2032 when it's projected by
12 the Economic Policy Institute that -- which it's
13 projected, but it's true. The Economic Policy
14 Institute told us that in 2032, a majority of the
15 workforce will be people of color.

16 And so when we talk about our actual
17 commission and what we're preparing for, we are not
18 only educating folks so that they get a degree, but
19 that they become better citizens in this country and
20 that they know actually how to participate in a
21 democracy.

22 And those experiences don't happen, frankly,

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1 in the classroom. They happen outside of that when
2 they're participating in student organizations, when
3 they're a part of sports clubs, a part of cultural or
4 religious groups, when they're connecting with their
5 folks on the ground who look like them.

6 I went to a predominately White institution,
7 like I say every time I'm here, and a historically
8 White institution. Out of the 16,000 students, you
9 know, 320 of us were African American.

10 And so it was really important to my
11 experience, being from Compton, Los Angeles, to make
12 sure that I knew other black students on campus and
13 that I can share the experience in my life, right?

14 As so this report helps our educators and
15 our staff and faculty pull out those experiences and
16 create spaces, town halls, forums, discussions,
17 facilitating that space, creating diversity of
18 inclusion guidelines for the university and for the
19 campus, or the college campus, and making sure that
20 all of those things are just as important as what
21 we're learning in the classroom about everything else,
22 right?

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1 Another thing is student leadership roles in
2 transforming an institution. It is definitely the
3 profession, the expertise, and the investment of our
4 staff and our faculties who run out universities. But
5 just as much as them, our students not only pay in
6 tuition and fees for a majority of the operating costs
7 of the university, but they also contribute highly to
8 shifting the culture of the campus and making sure
9 that the campus institution functions better.

10 We talk about the longevity of mentorship,
11 leadership, development, running new student
12 organizations and making sure that they sustain
13 themselves. Our students, frankly, do that work.

14 And so in this report, we want to highlight
15 and make sure our leadership and their roles in
16 transforming the institutions are respected, but also
17 are supported by our administration and our faculty.

18 And then the last thing I'll say and then we
19 can move to questions, I think, is we want to make
20 sure that we talk about defining the different
21 shortcomings of the institution university not by
22 fault and we're not victim blaming or pointing the

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1 finger or anything of that nature, but make sure that
2 we highlight the voids that are there and allow our
3 students to create the answers for that because our
4 students have the solutions. They have the answers.

5 And our college campuses and our
6 institutions are the vehicle for students to be able
7 to make those mistakes, for them to learn, for them to
8 be able to create, for them to be courageous, for them
9 to be able to take chances. And we support them,
10 right, on that campus experience and opportunity, so
11 that when they do graduate, because they will -- David
12 taught me how to fix my language. When they graduate
13 -- when they graduate -- we want to make sure that
14 also that they had that experience and they can be
15 able say, actually, I know how to do this at work or I
16 know how to do this in an organization.

17 I know how to be an executive director of a
18 non-profit organization that has 2.4 million students
19 across the country at the age of 23 because I was able
20 to do it in college, because I was able to get those
21 experiences in managing a budget, how to create voting
22 procedures, how to write a government constitution,

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1 how to, you know, make sure that I am mentoring
2 students and developing new leaders, how do I make
3 sure I can throw an event, fill out a form,
4 communicate, present.

5 All the simple things that we can do outside
6 of the classroom, this document gives the guidelines
7 for not only current educators who think that they're
8 the experts, but also for folks who are new because
9 we know that our teachers rotate heavily at a lot of
10 our urban and not-so-urban communities. But this is a
11 simple tool kit for them.

12 And I would also add that if there are
13 students who are upper upperclassmen who are the leads
14 of their organizations, these are the non -- their
15 student organizations. They are able to also
16 reference this guide in terms of making sure that
17 their students are coming after them, which is the
18 work that I do currently now at my alma mater, make
19 sure that those students afterwards are able to have a
20 guideline set that they could look at very quickly
21 because we know that student -- I know that students
22 don't have time to read a big, you know, 98-page

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1 report. But they can look at this and read this and
2 find out the pieces that are helpful, pull it out, and
3 use them as guidelines as they conduct business on
4 campus.

5 So again, shout out and thank you to Lauren
6 and David for your support through this over last
7 year. It has definitely been a learning experience.
8 I'm not going to lie.

9 But I think that the work that has come out
10 of this is definitely important and will be deeply and
11 widely felt across the country for folks who don't
12 have anything written down in paper because this is
13 the first time we've ever -- anybody has written it
14 down. And I know that because I've done the research,
15 which is why we wanted to do this.

16 So thank you again.

17 MR. JOHNS: So if I could do a point of
18 personal privilege, one, let's give Tiffany Loftin a
19 round of applause for her leadership in this regard.

20 (Applause.)

21 MR. JOHNS: Two, I want to highlight that
22 this work is consistent with and supplements not only

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1 the work of the White House Domestic Policy Council,
2 which within the two weeks should be releasing a
3 similar set of tools that support institutions in
4 having these types of conversations, but also work
5 that has been directed by the Office of the Under
6 Secretary, Ted Mitchell.

7 There's been a series of conversations.
8 You'll all recall that Ted Mitchell joined us at our
9 last meeting. There was a follow-up conversation with
10 both Commissioners Loftin and Nettles about their
11 priorities. And this is something that Ted Mitchell
12 expressed interest in and has contributed a letter,
13 too.

14 So I just want to be clear that this is
15 supplementing priorities in the way in which we
16 attempt to be consistent.

17 And then the last thing, with regard to the
18 question that, Al, you posed most recently -- do we
19 have on the same tie? It looks like it from here.

20 MR. DOTSON: Mine looks better.

21 MR. JOHNS: Let the record reflect -- is the
22 dissemination. And so once this document is

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1 copyedited and finally approved, we will be
2 disseminating this on two college campuses.

3 We'll do one event in the University of
4 California system where Tiffany has graduated. And
5 then Gwen Boyd, Commissioner Gwen Boyd, has also
6 offered to host us as we disseminate this on her
7 campus.

8 Consistent with that, I invite any of you
9 around the table, including Evelyn Hammonds, to
10 consider hosting us so that we can talk about this at
11 your institutions to the extent that it can support
12 your students in doing this work.

13 With that, I want to open it up for
14 questions for Tiffany or to the group.

15 DR. HRABOWSKI: Just going on the lines.
16 Let's start.

17 Akosua, just go right straight on the other
18 line.

19 DR. BARTHWELL-EVANS: Hi. Akosua Barthwell-
20 Evans.

21 First, thank you for the extraordinary work.
22 And we're all very proud of you for, being so young,

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1 taking such an issue --

2 MS. LOFTIN: It's not hard.

3 (Laughter.)

4 DR. BARTHWELL-EVANS: For some of us it is -
5 - and doing such a fine job.

6 One of the questions I have in some of the
7 work that I've been engaged in is how do we ensure
8 accountability because, oftentimes, we see many of
9 these steps undertaken. We see commitment sometimes,
10 which is genuine among different parts of an
11 administration. But we see sometimes resistance among
12 faculty, for example.

13 And we see students who, in spite of climate
14 surveys, still feel that their voices are not really
15 being heard and listened to and who complain -- this
16 is what we're finding in our work -- that they have
17 made the complaints. They've come forward. They've
18 asked for, you know, different results. But they
19 still feel there's no accountability.

20 So I just wanted to make sure that we're
21 satisfied that there's accountability that is
22 enforceable and that is going to lead to

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1 infrastructural change because, oftentimes, having
2 been a former student protester myself, we didn't ask
3 for the right infrastructural change that's going to
4 sustain a new culture and climate.

5 MS. LOFTIN: I can respond directly?

6 DR. HRABOWSKI: Mm-hmm.

7 MS. LOFTIN: Awesome. Thank you so much for
8 that question. It's a fantastic question.

9 In the actual report on Page 11, there's a
10 whole section on creating systems of accountability.
11 And so we sort of dive into and unpack the different
12 ways -- not that we haven't been able to reach
13 accountability, but how folk can actually do it. And
14 I think there's answers to our questions.

15 I heard you say that folks don't feel heard.
16 Students don't feel heard on campus, especially when
17 they're just asked to fill out surveys, which is a
18 practice that a lot of our institutions do. Mine did
19 it, also, not only around, you know, what are the
20 practices or what are the programs you want on campus
21 to improve your student life, but also, when it came
22 down to, you know, taking out a survey and filling out

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1 a mandatory test to talk about alcohol consumption,
2 right?

3 Like, we -- our students do all of those
4 things online, and either they do it and they don't
5 care and they don't pay attention and they don't
6 retain the information because we're timing them and
7 pop quizzing them and asking them what percent of this
8 drink has alcohol in it and can you or should you not
9 drive. And students don't feel like that's a part of
10 their priority list, right, when they talk about how
11 we address campus climate.

12 One of the ways in which we can solve that
13 problem is it's not just about how do students protest
14 and hold folks accountable from the outside. But what
15 does shared governance look like when we talk about
16 students who able to actually participate in the
17 decision-making processes?

18 In the state of Wisconsin, the United
19 Council Institution for the University of Wisconsin
20 Madison and all the other chains that are part of that
21 school system, they appoint two students -- oh, I'm
22 sorry, not they appoint. There are slots for two

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1 students from the universities to fill and vote.

2 These are not proxy people that pay
3 attention and just sit in the room and listen in the
4 background and take notes and report back to the
5 students. They sit at the actual table, and each one
6 of them have a vote. And they rotate campuses every
7 year.

8 Those students are selected by other
9 students. And so the accountability lies there when
10 you're able to say, okay, our students are holding
11 each other accountable. They're coming to the spaces
12 in the meetings. They're on time. They're dressed
13 appropriately. They're presenting reports. They have
14 recommendations on how to improve the school system.

15 And at the end of the decision, they're able
16 to lobby also the other folks who are part of their
17 board, right, who often sometimes didn't even graduate
18 from the universities and schools that they're on the
19 boards for. And then they're able to able to cast
20 their vote at the end.

21 So accountability in that way, it doesn't
22 always win because two votes out of, you know, 35

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1 doesn't really move much. But what is able to happen
2 is the culture shifts for students who feel they're
3 accountable and responsible for themselves and their
4 own voice and their own experience. And they're able
5 to actually figure out how do I organize my university
6 and my campus so that students are more involved, that
7 students are voting. The students are participating.
8 Students want to be leaders. Students are able to
9 cast their vote and pay attention to what's happening
10 in politics. Well, our classrooms and our spaces
11 don't teach us that, right? And so that's one of the
12 answers, I think.

13 And then the second answer is something that
14 I heard you say around making sure that our -- you
15 know, the turnover happens so quickly in our
16 institutions that there's -- it's hard to say we'll
17 create a commission and we'll talk about diversity
18 because a hate crime happened on campus. But in a
19 year or two years from then, it will either be off the
20 table because of other priorities or, you know, shift
21 in faculty or leadership, or whatever it might be.

22 And if our students are still able to have

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1 the resources and the support, and I don't -- when I
2 say resources, I don't just mean funding. Literally,
3 what it might take is students just might need access
4 to a conference room on campus.

5 And they might need posters and markers and
6 a PowerPoint and some pizza. And you can leave them
7 there, and they will figure out all the world's
8 problems by themselves.

9 And so when we talk about resources and
10 funding that, our institutions and our teachers, at
11 least bare minimum, have to be committed -- committed
12 -- to the diversity aspect of that.

13 It's not just how do we talk about funding
14 and, in the next couple of years, how do we make sure
15 that our ethnic studies program is still on the table.
16 But our students will do that work themselves if we
17 allow them and give them the permission to be involved
18 and invested in the way that they need to be.

19 And a lot of our campuses, frankly, because
20 -- and I know this because I've traveled across the
21 country to many of campuses. I've trained our
22 students in grassroots organizing, in electoral (ph)

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1 organizing, so on and so forth, for about 20 states
2 across the country. And our students don't feel like
3 the campus gives them that agency.

4 And so this report is really about how do we
5 make sure that our, at least bare minimum, we can
6 commit to giving them that agency not only because
7 they deserve it and it's the right thing to do, but
8 because they're human. And those young people also
9 vote in the election. They are also very much
10 participating in paying for the operations of the
11 university. They will hold us accountable and
12 continue to do that.

13 And if we don't see results in a year or a
14 year and a half or half of a year, then there needs to
15 be more that follows up with that. But bare minimum,
16 we can commit to giving them the agency to do it.

17 DR. HRABOWSKI: It's going -- please come
18 this way. We've got Hammonds first (inaudible - off
19 mic).

20 DR. HAMMONDS: So I think this is fabulous
21 work. And I just want to make a couple of points, and
22 it speaks to the question of accountability and

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1 institutional memory. You're right to say that
2 universities have poor institutional memory. That's
3 probably an understatement.

4 One of the things that I would encourage you
5 to put here is that the climate surveys have to be
6 done every year and reported out on every year
7 because, otherwise, you have one done. Two years
8 later, nobody remembers the other one. Nobody knows
9 where a copy of it is. Nobody knows anything.

10 But if you say we mandate every year we have
11 to have a report and every year we have to have town
12 hall conversations about that report, else it will
13 disappear into the void of non-institutional memory.
14 And students will find themselves reinventing the
15 wheel all the time.

16 So the offices that are now charged with
17 dealing with campus climate, diversity inclusion
18 issues, have to be reporting out on an absolute
19 regular basis. Students have the opportunity -- must
20 have an opportunity to respond every year. And we --
21 in that way, students, administrators, and faculty
22 together will be seeing if any progress is being made

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1 at all.

2 If you don't do that, it really won't
3 happen. It'll be some nice reports for a while, and
4 nothing will change.

5 So I really encourage you to say that that
6 is one of the key issues here. I mean, I've often --
7 when I was a dean, I often saw -- after we did a new
8 thing and I was looking through the old dean files and
9 I'd say, oh, my God, they did that 10 years ago. And
10 we didn't even do that much better than they did.

11 MS. LOFTIN: Right.

12 DR. HAMMONDS: And that's just a dusty old
13 thing, and nobody remembers, except some of the
14 individuals who were involved in it who are now
15 sitting in the room being very cynical because nothing
16 ever happened with the work they did 10 years ago.

17 MS. LOFTIN: Right.

18 DR. HAMMONDS: So it's really critical, I
19 think, for that kind of accountability, especially in
20 the university setting.

21 MS. LOFTIN: Thank you so much.

22 Can I ask a quick question? Just from folks

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1 who are in the room who are either, you know, faculty
2 staff or educators at their institution or remember
3 their institution filled out an actual campus survey,
4 raise your hand. Okay. If you actually filled out a
5 campus survey, raise your hand.

6 My point is this. Thank you. There are a
7 lot of universities who don't even care or have a
8 campus survey to begin with.

9 And the -- and on top of the recommendation,
10 I'd like add because I think it's a really good one,
11 is how do we not only institutionalize a survey
12 process because our students, frankly, are a little
13 fed up with the survey stuff, how do we fill out the
14 survey stuff, have the town hall like you said. But
15 make sure that the priority of having that survey is
16 given to a lot of these institutions and organizations
17 because they currently don't see that as a thing that
18 they need to care about.

19 If there was a hate crime that happened on
20 campus and someone was sexually assaulted, then they
21 decide they want to have the survey after that because
22 of the media and because of the news. But on a

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1 regular year, everything's hunky dory. They will not
2 cast that survey, and they don't have those surveys.

3 In addition to that, the rollout of the
4 progress of those surveys every year, students in this
5 report -- and my argument is students need to be a
6 part actively of that rollout, right? It's not just
7 how do we hold them accountable because last year's
8 survey said we don't have enough Black people and we
9 were treated like crap and now we're coming back and
10 it's same thing.

11 DR. HAMMONDS: Mm-hmm.

12 MS. LOFTIN: How do they give the students
13 the support so that they can also be a part of that
14 leadership to say together we're going to solve those
15 solutions?

16 DR. HAMMONDS: Mm-hmm.

17 MS. LOFTIN: So I absolutely agree. And
18 thank you for that feedback.

19 DR. HAMMONDS: And I --

20 DR. HRABOWWSKI: Just a comment about that
21 just because I think it's important to ask the
22 question. What approaches do you universities take in

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1 surveying their students and others?

2 For example, we use our election process to
3 look at priorities involving race and gender and those
4 kind of things. But first time ever in my 25 years,
5 president of my student government is African
6 American. The president of my faculty senate is
7 African American. The representative to the Board of
8 Regents is African American.

9 Now, this is in a system that has 100,000
10 students and maybe 20 percent are Black. So first
11 time ever I've see all three of these together, and I
12 had nothing to with it. But your point is well taken
13 about having ways of getting the views.

14 And the other thing I would add, too, in
15 addition to surveying in one way or the other, is to
16 make sure the senior leadership will be involved in
17 the discussions about what people think. It's very
18 important because if you don't have the senior
19 leaderships in place, you're not going to change
20 policies.

21 You heard Evelyn saying the dean. Well, I
22 would say my provost, the president, vice presidents,

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1 in addition to the top faculty and the staff to have.

2 And then finally, focus groups -- we have
3 found really -- have focus groups over pizza, regular
4 focus groups and all kinds of students and getting
5 them to talk about the issues.

6 I'm going to ask that we go to TyKiah first,
7 and then we'll come to Akosua, okay? Then we just --
8 down there.

9 MS. WRIGHT: Good morning, everyone.

10 Tiffany, awesome work on the paper.

11 And David, I want to also say that I want to
12 host one of these conversations at Wright State
13 University because this is a bad topic right now on
14 the campus.

15 When we look at African American alumni, I
16 think that's also a disconnect because when students
17 graduate, they don't go back and give back to the
18 university. What are we doing to encourage and really
19 strongly press the issue for African American alumni
20 to remain engaged and to help that -- help so that
21 history doesn't continue to repeat itself? Because
22 what's going on, on campus right now, you know, I talk

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1 to the students and it's what we did years ago, you
2 know?

3 So I think that we have to have some type of
4 message in place for African American alumni to
5 understand the need not only to give back to the
6 university from a resource standpoint, but also
7 financially and command our dollars.

8 MR. JOHNS: I've noted your request to host
9 an event. We will work out -- defer to Lauren and
10 Tiffany with regard to scheduling.

11 Commissioner Hammonds, also know that we're
12 going to come back to you with a request for you
13 consider hosting one at Harvard on the record -- but
14 would also encourage you, Commissioners Wright and
15 Loftin, to consider coauthoring an op-ed. Many of you
16 know that we have a relationship with a number of
17 publishing outlets who are hungry for the types of
18 work that you do.

19 We publish articles that I can think of off
20 the top my head from Dallas Dance, Peggy Brookins,
21 Commissioner Smith-Ribner, just to name a few. So I
22 would encourage the two of you to coauthor a piece, no

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1 more than 600 words, on that exact topic, and we will
2 work to place it.

3 DR. HRABOWSKI: Let's go to Akosua, Al, then
4 Sharon, okay?

5 DR. BARTHWELL-EVANS: Yeah. So I just had a
6 question for you. One of the things sometimes
7 encountered is a lot of resistance in bureaucracy on
8 campuses which have unionized faculty. Have you --
9 has that -- how were you able to deal with that?

10 MS. LOFTIN: That's a good answer -- a good
11 question. Sorry. And I know that NEA folks are also
12 in the room, so it might be helpful to add in how --
13 best practices that I've also done. There are plenty
14 of different organizations and unions that represent
15 teachers and faculty. I don't know how TFA does it,
16 and that would be a very interesting conversation to
17 have, if anybody has that knowledge.

18 I can speak on behalf of the experience
19 organizing unions not only in the south, but on the
20 west coast with the American Federation of Teachers.
21 This is an active conversation at our human rights
22 conference that we do every year. It's also an active

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1 conversation that happens at convention. We do
2 trainings, workshops and presentations.

3 And they also had me as a keynote speaker
4 one year to come and give solid examples for how they
5 work their institutional government documents, how
6 they work in their trainings for when they have, like,
7 a month of a workshop or a month of a -- what do you
8 call that -- a classroom, sort of like a teach-in for
9 their educators with the conversations and questions
10 that they can freely ask.

11 It -- when we come down to the question
12 bureaucracy and actual navigating the bureaucracy of
13 that, it is a very difficult conversation because the
14 historic investment in culture shift that this
15 requires is change, which sometimes scares people,
16 right?

17 It's hard to tell an educator who is a
18 genius and very right so that they should also sit at
19 the table with a second-year student talk about how
20 you improve the campus climate. It's a change. And
21 so it's a little scary. It requires that shift.

22 But if we're actually going to do the work

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1 that not only this commission has set out to do, but
2 also as educators have committed to doing through the
3 years of the educational learning experience, it's
4 beneficial for two reasons.

5 One, we're investing in that young life, and
6 we're investing in that person to become a leader.

7 And two, we're making sure that we're actually doing
8 our job to the fullest ability and capacity we're able
9 to do.

10 It requires, right, our regents. It
11 requires our boards. It requires our commissions, our
12 committees. It requires an investment from the
13 chancellor. It's one thing for students to have this
14 conversation with themselves or for me to have it
15 with, you know, folks who agree with me.

16 But is the chancellor showing up to these
17 town halls? Is the vice chancellor --

18 DR. HRABOWSKI: Yes.

19 MS. LOFTIN: -- of student affairs showing
20 up to these meetings and having these conversations?

21 I can't tell you -- and that I do it for a
22 different day -- the type of, I'll call it, energy

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1 that happened when I had a budget forum with our
2 students on campus because they wanted to merge our
3 women's department and our community department, who
4 are actually, like, subjects in our courses.
5 They wanted to merge the two because of budget cuts.
6 They did not want to give us ethnic studies and, they
7 wanted to shut down community studies.

8 And so when students are talking to
9 themselves and getting riled up and mad about it, it's
10 one thing for the teachers and the faculty who are
11 about to lose their jobs, right, or have to get moved
12 and shifted into a different department to have this
13 conversation with them themselves about how they mad
14 they are.

15 But when the vice president of the budget
16 affairs showed up and she sat in the front of the room
17 and made the issue more personable, it taught students
18 and taught her, frankly, that this conversation cannot
19 be had in silos.

20 DR. HRABOWSKI: Right.

21 MS. LOFTIN: Right? We need to be able to
22 have this conversation together.

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1 DR. HRABOWSKI: Mm-hmm.

2 MS. LOFTIN: How do we do that? Again, I
3 can't -- it sounds too fluffy to say it this way, but
4 it takes commitment.

5 DR. HRABOWSKI: Yeah.

6 MS. LOFTIN: But it also takes the
7 recommendation and this report and us to be able to go
8 through different departments of the government and of
9 the White House to advocate and say you actually need
10 to change your government, our documents, and the way
11 that you do business on campus to be able to include
12 these voices and to have it be institutional because
13 just trying to support students from the outside and
14 keep them in a silo and ask them for surveys is -- it
15 -- that's --

16 DR. HRABOWSKI: That's right.

17 MS. LOFTIN: -- that helps with one aspect
18 of it. We have to be able say our documents -- and
19 right now, for our unions, our teachers are changing
20 their documents so that it includes we're going to
21 mandatory have two spaces for students on campus.

22 We're not going to -- and let me very clear

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1 because this gets on my nerves when people do this.

2 We are not going to self-select the students. We are
3 not going to pick the students who are the best --
4 most -- best behaved who are the not troublemakers to
5 be on our board.

6 We are going to allow them to have their own
7 process, however that be, and they are going to select
8 the students to be on our board. And whoever they
9 are, we're going to welcome them. We're going to
10 respect them, and we're going to give them fully
11 agency just like the rest of us at the table have.

12 And I'm happy to share those. But actually,
13 you know what? This might be helpful. I actually
14 have those PowerPoints and that script in the tool kit
15 as a training guide -- happy to be able to share it
16 with you because I did the work at the teacher's
17 union.

18 MR. JOHNS: All right. So Al, Sharon.

19 MR. DOTSON: Tiffany, I want to share with -
20 - or align myself with everyone else who saying you've
21 done a fantastic job. I really appreciate your
22 passion behind this.

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1 Two quick points on the alumni connection --
2 I think that we can add that to the mentoring section
3 as well that you have in your report so the alumni can
4 serve as mentors.

5 And then on the issue of institutional
6 knowledge, I don't -- I may have overlooked it, but
7 there be an opportunity to connect and deal with
8 campus climate -- connect them to the community at
9 large. That will help -- that could help make sure
10 that people don't forget what's going on by connecting
11 them to the community outside of the campus.

12 MS. LOFTIN: Absolutely.

13 DR. HRABOWSKI: And Sharon.

14 MS. LETTMAN-HICKS: Thank you.

15 A couple of things -- one, this is awesome
16 for me. I feel like it's a summary of the work that I
17 do for the last five years and is actually very
18 helpful from a student organizing perspective.

19 One, institutions from Gettysburg College,
20 which I go and train on race relations with their 1 or
21 2 percent Black students, in light of Black Lives
22 Matter, they don't know what do with it. So they call

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1 in me, the LGBT specialist, to talk to them about
2 race.

3 So because I'm a Black woman, I know a
4 little bit about race.

5 (Laughter.)

6 MS. LETTMAN-HICKS: Conversely, just
7 simultaneously, I'm at Morehouse College training
8 their institution on inclusion and just to be able to
9 say the word gay and bisexual men on their campus.

10 So to see something like this commingled
11 with diversity and inclusion, I salute the
12 intentionality of this being a Black-centered
13 document. And I think that's something that needs to
14 be a little more overtly stated in here because
15 diversity inclusion is pie in the sky.

16 If you -- you know, being very authentic
17 with this type of commission to say that this is a --
18 from a Black lens goes a long way, especially at
19 HBCU's and from PWI's, which I'm also called in.

20 Gettysburg is the greatest example because
21 they brought me in because I'm the Black woman that
22 talks about LGBT issues. The LGBT community is very

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1 organized and empowered at Gettysburg, but the Black
2 children are not. And there happens to be one or two
3 black children that are queer, you know.

4 So they just, you know, they checked all the
5 boxes with me, brought me in MLK week. And I'm
6 looking at this document, and I feel like it was my
7 training manual. So kudos.

8 A credible source that you should add to
9 this, especially from a PWI lens in making the case
10 from a Black-centered perspective, is Campus Pride's
11 climate index. They have a very credible, respected
12 campus climate that they do every year. As Evelynn
13 had mentioned, just from that perspective -- and they
14 have an intentionality, especially at PWIs, where
15 they're able to achieve it every year.

16 The PWI perspective is because of the power
17 of the LGBTQ lobby, and they hold institutions
18 accountable. They have an amazing press rollout. For
19 us to be able to get in that pipeline to say there's a
20 necessity for Black centered, I consult with Campus
21 Pride to help them on their HBCU survey. And they
22 still have -- are not quite there yet.

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1 But the value of something like this,
2 especially coming from the Department of Ed vantage
3 point, gives people the conversation that's not being
4 had, and that's the student-led organizing because all
5 of these climates are just for the system. And I'd
6 like to figure out or hear your thoughts as to how we
7 push this Black-centered conversation to all
8 institutions through maybe the association's VPSAs,
9 you know, where the vice president of Student Affairs
10 and -- because diversity and inclusion at institutions
11 of higher ed. really is an administration tool, a
12 personnel tool. There are just a few schools starting
13 to get DNI in the student space.

14 One school in particular that I'm working
15 with, North Carolina Central, is very intentional
16 about having a DNI in student affairs. But it's new.
17 It's not universal, especially at smaller schools with
18 smaller staff. They're still trying to figure out how
19 to put the international students and the gay students
20 and a Black campus together.

21 And you know, the Catholic issue versus -- I
22 mean, it's very complex for them because doing it from

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1 a student-centered -- and I know you're the resident
2 expert on that, Dr. Hammonds, but the student-centered
3 part is very unique in here. And as you have very
4 clearly articulated, it's going to take time. That
5 transformation is going to take time.

6 So connecting it with the vice president of
7 Student Affairs area, to me, is something that we need
8 to be overt in here because they're the ones that's
9 charged with trying to improve the quality of life,
10 safety, welcoming, affirming environments on both
11 levels, especially from a race center perspective and
12 a LGBTQ perspective.

13 And the LGBT -- the inclusion side for LGBTQ
14 is really going to be focused from what we do here as
15 a commission from a Black-centered perspective in the
16 HBCU narratives. The PWIs don't care nothing about
17 those. That's too many people to be concerned about.
18 I'm just being honest.

19 MR. JOHNS: I want to spend a little bit of
20 time here, and we are on the record. Everything that
21 you said is incredibly important. However, comma, one
22 of the experiences that we have had -- and I'm just

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1 trying not look at Monique and Lauren in this moment -
2 - is the tension which exists and us acknowledging
3 that we have a mandate to be unapologetically focused
4 on and articulated on the needs of the African
5 American community and existing within a large
6 bureaucracy where people who have no foundation or
7 knowledge of how these things work in communities or
8 what it's like to experience this, offer feedback and
9 often, to be frank, want us to not mention Blackness.

10 And so we have gone through several
11 iterations of this document where our focus on
12 Blackness has been saturated and included with other
13 communities. And this is a tension that we'll
14 continue to have to navigate, period, full stop.

15 Yes, all of is true. Monique can
16 supplement. This is just a reality of the world in
17 which we live.

18 And so the ask, acknowledging this, is for
19 you, Commissioner Lettman-Hicks, to draft a cover memo
20 that if we can, after the vote to endorse it. We can
21 also vote to endorse this letter. We can include it
22 in the tool kit.

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1 (Crosstalk.)

2 MS. LOFTIN: Can we make the cover of the
3 document Black, the actual color of the document?

4 MR. JOHNS: Yes. The --

5 (Crosstalk.)

6 UNIDENTIFIED FEMALE SPEAKER: We'll see how
7 that prints.

8 DR. HRABOWSKI: You know, I think Michael
9 Nettles was -- I'll -- I'm not going to (inaudible).
10 But just if Michael continued to push us to think
11 about --

12 UNIDENTIFIED MALE SPEAKER: Welcome to our
13 world.

14 DR. HRABOWSKI: -- particularly Black -- we
15 are concerned about children. But our commission's
16 responsibility is to look at Black children. This is
17 what we were asked to do by the president. And I
18 think it is very important what several people have
19 said today. If we focused on just that --

20 UNIDENTIFIED MALE SPEAKER: Yeah, so
21 everybody's clear.

22 DR. HRABOWSKI: No, it's important to do

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1 just that just to make sure. And I get what our head
2 of the initiative is saying, and we want to do it.
3 What I'm saying is that it is important that we all
4 come out very strong and say that, you know, it makes
5 sense. It's very important that we do that.

6 I'm going to ask that -- two things. I
7 agree with the student-led part. But several of you
8 in the room will appreciate my saying this. But we
9 want to make sure we also continue to have on the
10 record that we need to be looking at faculty and
11 staff, particularly at all kinds of institutions and
12 including predominantly White institutions to make
13 sure we continue to increase the numbers of African
14 American faculty members and staff, of course.

15 And then secondly, the final point about the
16 curriculum, that there are places in the curriculum
17 that focus on the issue of African American culture.
18 And whether it's from the point of view of teacher
19 education all the way over to the humanities and
20 social sciences, that we raise those things up as
21 important in the lives of America broadly, okay?

22 Michael.

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1 MR. NETTLES: Thank you, Mr. Chairman.

2 And I commend -- join those in commending
3 Tiffany. This is terrific work.

4 At the front -- the article -- the front
5 page report today in the Inside Higher Education
6 addresses this issue and brings up an interesting
7 point. It contrasts the treatment at Concordia
8 College in Michigan and Wisconsin of a recent incident
9 by a professor with students that was found to be
10 unacceptable to the university, and the professor was
11 asked to leave not --and compared it to the University
12 of Virginia where, apparently, there's a distinction
13 between how the First Amendment rights are treated on
14 private versus public college campuses.

15 And so it seems that what you've got here
16 would be a proactive, progressive step across all
17 colleges and universities. But that's another
18 distinction to add on to what I think Commissioner
19 Barthwell-Evans raised about unionized versus non-
20 unionized faculty and so on.

21 I have a question, though. And I wonder if,
22 you know, when I think about sustaining the work,

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1 whether one additional action could be found or has a
2 place in this work as you presented it. And that is
3 maintaining a record of these incidents on campuses.

4 Something tells me that because -- I mean,
5 when I was an undergraduate student, we were dealing
6 with these issues and finding them and addressing
7 them. Somehow, something tells me that we're not
8 going to be able to address them out of existence.

9 It's important to do it, but keeping track
10 of it, I'm thinking of the Anti-Defamation League, for
11 example. And I'm looking at the four organizations
12 that you've got here. And I don't see where they're
13 keeping track of these incidents, documenting them,
14 reporting.

15 That's one way in the private sector. The
16 other way may be to try to see if there is a place in
17 the crime reporting activities that go into the U.S.
18 Department of Education, that every college and
19 university is required to submit, whether there's a
20 way to get this introduced into that process so that
21 campuses are required to report them.

22 MS. LOFTIN: Like sexual assault.

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1 DR. HRABOWSKI: Then let me suggest,
2 Michael, that you do a paragraph for us, would you,
3 that we can look at. All right? Fine.

4 Go ahead, Tiffany.

5 MS. LOFTIN: Yeah, that's a -- that's
6 actually a really awesome suggestion. I didn't think
7 about that in this way.

8 But I think that when we look at last week
9 and there was a young woman who was wearing a Black
10 Lives Matter t-shirt on campus and she was asked by
11 staff and the administration at her school to turn the
12 shirt inside out or change t-shirts and then take her
13 shirt from her and ask her to wear a PE t-shirt, we
14 talk about these town halls and these safe spaces in
15 the campus climate we want to create and that, in my
16 mind, when you talk about tracking the incidents, that
17 would be one of them.

18 I think we should add stuff like that as
19 well to it because having those conversations that are
20 -- they're not equipped to say, okay, why is it not
21 okay for this young woman to wear a Black Lives Matter
22 t-shirt to school.

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1 But in addition to that, especially with the
2 Colin Kaepernick trend that has been happening with
3 our sports teams taking a knee during the national
4 anthem and that being condemned and students getting
5 violent on campus for small stuff like that, I think
6 that there are so many different ways.

7 If a young Black woman, you know, being made
8 fun of or being treated differently because she long
9 locks or an Afro that she's wearing to school, these
10 incidents are out there and they sometimes get
11 reported or they'll be shared on social media.

12 But for us to be able to find a way, which I
13 really like this recommendation to put it in a tool
14 kit as well, to track these things helps prove and
15 show in the same way that all these other, you know,
16 law enforcement interactions that have been happening
17 with unionism and with non-unionism, there's a way to
18 show a pattern of what's been happening so that we can
19 understand how to address the systematic pattern and
20 undo that as opposed to treating it like, you know,
21 individual isolated incidents because they're not.

22 And this tool kit is trying to help police

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1 do that. I mean, there's -- David is absolutely
2 right. This document has gone through way more
3 revisions than anything in the world has.

4 And so I think that there are probably ways
5 that we add that in there, but supplement the
6 information, you know, by finding other ways to
7 produce recommendations in the campus visits that
8 we'll be doing and to hear more solutions and answers
9 like that, which I absolutely like. And I'm going to
10 take that with me and tell other folks about it.

11 So thank you.

12 DR. HRABOWSKI: So we're going to have
13 Sharon with the last word, and then I'm going to call
14 for a motion, okay?

15 Sharon.

16 MS. LETTMAN-HICKS: You know, you just
17 touched a nerve. And I think all of us were probably
18 student up-risers in our day.

19 MR. JOHNS: Mm-hmm.

20 MS. LETTMAN-HICKS: But I think for what
21 this document represents that we need to have an
22 intellectual preamble to it marking the time in

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1 history. Why did we do this?

2 So it's very easy just to say it's
3 necessary. But you just rattled off the two-page
4 intro. You need to put -- you need to commemorate the
5 Black Lives Matter movement as to what was some of the
6 motivation in here.

7 You have to commemorate the advancements of
8 the LGBTQ equality movement during this era and what
9 the intersections look like and why we have to make
10 this a Black-centered document. And don't ask me to
11 write this. I can say it, but somebody else better
12 write it.

13 MS. LOFTIN: And the museum, too, right?

14 MR. JOHNS: Tiffany's going to have to write
15 it because --

16 MS. LETTMAN-HICKS: Yeah.

17 MR. JOHNS: -- it will never get through
18 clearance. And I'm -- they're going to --

19 MS. LOFTIN: Oh, yeah.

20 MR. JOHNS: -- pushing. And Monique often
21 gets frustrated at me about this. But something like
22 that will never through clearance. And so this is

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1 where you'll have to take it --

2 MS. LOFTIN: We've got to do it during the
3 lame duck season. That's how it gets through.

4 MR. JOHNS: -- put your seals on it and then
5 we can help disseminate it. But that will get through
6 the --

7 MS. LOFTIN: Okay.

8 MR. JOHNS: -- Department of Education.

9 MS. LETTMAN-HICKS: I'll help with that part
10 then.

11 MS. LOFTIN: I can add to the museum opening
12 also is the time --

13 (Crosstalk.)

14 MS. LETTMAN-HICKS: Yeah. I mean, that's
15 what I'm saying.

16 MS. LOFTIN: There's a whole bunch of stuff.

17 MS. LETTMAN-HICKS: There is so much to
18 mark. And you cite sources, you know. You make it a
19 media piece. But you cite sources as to why this is
20 significant to bring recognition to the role back.

21 I mean, this protest is a light compared to
22 the '60s and the '70s and just the errors. I mean,

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1 you're talking about people kneeling at a football
2 game. Big deal. You know?

3 I mean, so when you even think about the --
4 now that Black Lives Matter has been demonized from an
5 expression to, you know, hate speech -- turn a shirt
6 inside out -- are you kidding me -- to say that my
7 Blackness matters, I mean, I'm actually irritated by
8 what you just said, which made me say that we have a
9 responsibility for educational excellence to add an
10 intellectual introduction to this tool as to why we
11 even felt it was necessary so it just doesn't look
12 like somebody's personal mission that needed to share
13 a thought from their personal experience but that this
14 is a time piece of the era and the climate.

15 And if you're actually serious about
16 bringing some diversity to your PWI from a racial lens
17 or an inclusion lens at your minority service
18 institutions, this is why we felt this piece was
19 necessary.

20 DR. HRABOWSKI: And I would suggest that,
21 just for the record, that -- and I hear what you're
22 saying, David, that some things won't be cleared as an

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1 official par. It's good to have that kind of
2 documentation because, as we speak -- and this is
3 something Barbara would say -- you've got to have
4 different things for different audiences to talk
5 about. And the discussion that we had --

6 MS. LETTMAN-HICKS: And it's called history
7 --

8 DR. HRABOWSKI: -- as a context.

9 MS. LETTMAN-HICKS: -- yeah, you're going to
10 be intellectual.

11 DR. HRABOWSKI: It's excellence.

12 MS. LETTMAN-HICKS: Educational body (ph).
13 It's called history.

14 DR. HRABOWSKI: That's right. To have that
15 intellectual context is excellent.

16 Let me call for a motion for endorsement of
17 this document. Is there such a motion?

18 DR. DANCE: Mr. Chair, I would like to make
19 a motion for such document. However, prior to the
20 motion, I would just like to point out that both
21 papers that we've just been briefed on mention mental
22 health.

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1 So I knew we just talked about making that
2 sort of some of the urgency. We talked about it from
3 birth to five. And now we're having a conversation at
4 higher ed.

5 So I'd like to make a motion we accept the
6 paper.

7 DR. HRABOWSKI: Great point --

8 UNIDENTIFIED FEMALE SPEAKER: Second.

9 DR. HRABOWSKI: All those in favor?

10 (In Unison): Aye.

11 DR. HRABOWSKI: Anybody opposing? Any
12 abstentions?

13 Thank you very much. And welcome to Tim
14 McGuire on the phone.

15 Thank you very much.

16 We've got to go through one more paper,
17 which is the STEM paper, and then we're going to take
18 a break. I promise. It's important for some of us of
19 certain ages to take a break, and we want to do that,
20 all right?

21 (Laughter.)

22 DR. HRABOWSKI: So let the record so show.

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1 That was off the record. Okay.

2 Okay. The STEM paper. And let me -- and
3 first of all, let me also commend Rebecca Pringle on
4 her leadership of NEA and addressing institutional
5 racism and other forms of bias. We are very proud of
6 her for doing that.

7 And we are also working with Teach For
8 America to provide professional development to their
9 educators, for our information.

10 The STEM paper, let me suggest -- I will
11 make some beginning remarks. Akosua, Evelyynn, Bryant,
12 also people, I'd you to say whatever you want.

13 And when we get to you, Evelyynn, I would
14 appreciate it if you would make any comments that led
15 to the Includes (ph) program. Yeah, I think that
16 would be very significant.

17 If you on Pages 7 and 8, you will see the
18 recommendations. And it in many ways speaks to what
19 Commissioner Bowman was saying before about you make
20 recommendations that will be particularly appropriate
21 to different audiences.

22 And so we talk about recommendations for the

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1 federal government, recommendations for colleges and
2 universities, and I would say and school systems. I
3 want to add that when we say because we talk there
4 about the need for faculty but also teachers.

5 So in the recommendations on Page 8, David,
6 if you could just add the word for colleges and
7 universities and school systems because the things
8 that we say that are -- and we talk elementary,
9 middle, and high school there, and we talk about
10 teachers. So just adding that would help.

11 The recommendations to the federal
12 government really do focus on ways of encouraging
13 exploration in STEM skill development, everything from
14 hands-on experiences, best practices for school in
15 terms of what can be done to support teaching and
16 learning.

17 There's a clearinghouse that has many of the
18 federal documents. Evelyn and I have been --
19 Commissioner Hammonds and I have been involved in
20 these for years and years. And we want to acknowledge
21 what has already been done in reports and the fact
22 that most of it, though, has not been implemented. So

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1 it's a matter of saying, this is implement what people
2 have already studied for years and years and years.

3 And then we talk about the need to focus on
4 the success rates for different school systems or
5 universities. So people look for HBCUs and for
6 predominantly White institutions. Where are the
7 places that some success right now? What are the
8 practices we can learn from those places? How do we
9 encourage other institutions to look at those
10 practices as we work to increase the numbers of
11 students in those fields?

12 And then finally, we talk about the
13 particular recommendations for universities. And I
14 would note the need for more teachers and faculty and
15 incentives that can help us to encourage more people
16 in the areas and to get them into the teaching field
17 from pre-K all the way up to university level.

18 And then finally, we talk about suggestions
19 for parents and ways -- and especially helping
20 students understand the kinds of opportunities that
21 are available, the kinds of organizations that can
22 help with funding that can be supportive of them.

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1 Let me stop there and ask my colleagues to
2 talk from their perspectives about things that are
3 important when considering STEM education.

4 Let's start with Akosua and then Evelynn,
5 okay? And then other people, okay?

6 DR. BARTHWELL-EVANS: Yes. So I think I
7 will be getting further comments off line. But I
8 think that the key points are, first, to kind of
9 acknowledge the problems, which I think many people
10 already know the problems --

11 DR. HRABOWSKI: Mm-hmm.

12 DR. BARTHWELL-EVANS: -- because we talked
13 last -- as we talked last meeting. There have been a
14 lot of analyses on that.

15 DR. HRABOWSKI: Mm-hmm.

16 DR. BARTHWELL-EVANS: But I think what's
17 also very important is to share what's working to kind
18 of dispel some of the biases that may exist about the
19 capacity or the capability of various students to
20 become successful and to highlight programs that have
21 shown the ability to succeed and to encourage more
22 collaboration among the best practices programs, but

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1 also to have a formal strategy, which is alluded to
2 under, I guess, the strategic plan of how you kind of
3 develop these programs across college campuses,
4 university campuses, but also in the pipelines to
5 those institutions.

6 And is there any way again, because this is
7 something that we've all discussed, for
8 accountability. So in other words, how many of these
9 reports will be published --

10 DR. HRABOWSKI: Mm-hmm.

11 DR. BARTHWELL-EVANS: -- where, really, very
12 little is changing? So how do we kind of -- and I
13 think is something Commissioner Nettles is always
14 talking about -- finding resources.

15 And one of the things I've said since
16 joining the commission -- and I hope it's something we
17 can work on more as we continue our work -- is
18 bringing in corporate support because the irony is
19 many corporations are scrambling to find STEM talent
20 and, particularly, diverse STEM talent because of
21 globalization, particularly, looking at ways to
22 encourage their support in terms of resources.

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1 DR. HRABOWKI: Mm-hmm. Evelynn?

2 DR. HAMMONDS: So there are a number of
3 things that, again, in this report, that I think
4 should be highlighted as urgent. And I think there
5 are paragraphs where we are kind of burying the lead.

6 For example, Page 41, a coordination of
7 federal investment in STEM education, including
8 mission agency STEM workforce training and education
9 is central to accomplishing the aforementioned goals.
10 I think it ought to be really bumped up. It is
11 critical to accomplishing the aforementioned goals.

12 DR. HRABOWSKI: Yes.

13 DR. BARTHWELL-EVANS: That -- and so the
14 thing that -- the main point that I want to make here
15 is that there has to be an emphasis on urgency here.
16 There has to be a strong emphasis on collaboration.

17 What we now have in talking about the
18 accomplishments, for example, you have a host of
19 things that look on paper like we're really moving the
20 needle. We have a program to prepare 100,000 new math
21 and science teachers by 2021. We have 350 commitments
22 from college and university leadership. We have the

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1 science fairs. We have corporations, you know,
2 claiming that they're going to increase investments.
3 We have more federal investment.

4 Who is watching to see whether any of this
5 put together is actually going to do anything? And I
6 think what's really absent is there's a presumption
7 that the federal agencies will work together. We know
8 that they do not. They do not share data. There's no
9 one central data set yet to capture information about
10 progress in STEM. These are the crucial, critical
11 factors to make all of this work.

12 I am happy that we have the separate issues
13 of My Brother's Keeper and White House Council on
14 Girls (sic) listed. We have -- but on the other hand,
15 at the end of the day, the girls and boys are going to
16 have to come together to learn how to do STEM work
17 because one of the problems right now is the culture
18 is dominated by the men and the men don't know how to
19 work with women.

20 So a fundamental change in the future has to
21 be these students have to learn to work together. I'm
22 happy they get separated in middle school -- too many

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1 distractions, hormones at work.

2 But at some point, they have to come back
3 together, and boys have to accept girls' leadership
4 and girls have to learn how to work with boys
5 differently.

6 So these are the kinds of things that I
7 think we have -- we have the right list, though some
8 of the main -- some of the reports are -- some of the
9 older reports are missing. I assume it's under the
10 clearinghouse.

11 I agree that we need to emphasize the best,
12 the most successful programs. And some of those most
13 successful bridge programs, in fact, really involve
14 HBCUs. And so we need to emphasize that.

15 And again, I -- my concern reading this is
16 if I didn't know what I know, I would say, well, my
17 goodness, we're just doing wonderfully well.

18 DR. HRABOWKI: So let me make a suggestion
19 that you help us write just a paragraph and --

20 UNIDENTIFIED FEMALE SPEAKER: And I
21 volunteer as well.

22 DR. HRABOWSKI: -- with all the two of you

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1 together with David, that it would say this, that with
2 all of the activities in the country, the question is
3 how much have we moved the needle. This is what Jim
4 Coleman was saying before at meetings.

5 And here is the point about percentage of
6 those who are in the profession right now. And we do
7 not have -- if you put in that paragraph a coordinated
8 approach to assessing the progress -- the report that
9 you chaired some time ago, Evelynn, that I chaired
10 with the national gatherings said that we need this
11 strong collaboration across national agencies --
12 Department of Education., the National Science
13 Foundation, the National Institutes of Health, NASA.
14 All them have these different efforts.

15 How do we have the strong coordination among
16 them to understand the impact that they're having and
17 what difference we have made?

18 DR. HAMMONDS: And again, the
19 accountability.

20 DR. HRABOWSKI: And the accountability.

21 DR. HAMMONDS: This is very important.

22 DR. HRABOWSKI: Just is a paragraph, a good

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1 paragraph to work with them on that.

2 DR. HAMMONDS: Okay.

3 DR. HRABOWSKI: -- would be very, very
4 important. I want to say for the record that -- I'm
5 sure this is not coming off for some reason; can
6 somebody turn theirs for just a minute, good -- for
7 the record that not one national agency can say that
8 even 1 percent of the scientists at that agency are
9 African American. Not even 1 percent of the people
10 can be called African American with Ph.D.'s in any
11 national agency in America right now. That is a
12 disgrace. Let the records say -- even among health
13 disparities, in that institute, at NIH, not even 1
14 percent of the scientists.

15 And we're talking about billions of dollars
16 being spent in these areas -- billions of dollars --
17 okay?

18 All right. Questions from anyone and
19 comments? Yes.

20 MS. BROOKINS: So I applaud you on the work.
21 And there's one thing that I think -- Peggy Brookins,
22 sorry --

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1 DR. HRABOWSKI: Yes.

2 MS. BROOKINS: -- We need to emphasize is,
3 you know, a year and a half ago I was running a STEM
4 school. I was teaching in a STEM school, and what we
5 need to do is to educate people on what STEM is and
6 what STEM isn't.

7 We also need to support those teachers that
8 we're pushing into that field and know that just
9 because you're a math teacher doesn't mean you know
10 how to implement STEM or you're a science teacher that
11 you know how to implement STEM. We have to put the
12 proper supports in place in order to coordinate how
13 this happens and how children are exposed to real STEM
14 education, not curriculum in a can. We're about
15 solving problems, critical thinking, 21st century
16 skills.

17 And then how do we ensure that students
18 understand real application around math and science in
19 order to make that happen? And you can't take
20 teachers who are currently trained in a different
21 system, give them some curriculum, and expect them to
22 do the job properly around STEM.

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1 So it still goes back to that preservice and
2 that support that teachers need to have constantly in
3 the classroom. I know, you know, over my 38 career --
4 year career what I had to learn about technology
5 myself in order to continue to be on top of my
6 students and what they needed to know and be able to
7 do in order to graduate in STEM careers.

8 DR. HRABOWSKI: Let me suggest that you, if
9 you, Peggy if you would to David, just a few sentences
10 talking about both professional development, the need
11 for that for existing, but also about the need for
12 programs that will help families -- we've got a place
13 for families -- understand the significance of STEM
14 and why we want people in that. Just a few sentences
15 would be helpful --

16 MS. BROOKINS: Will do.

17 DR. HRABOWSKI: -- would be very helpful.
18 And we have to have that this week, whatever we're
19 going to do, right, in the next --

20 MR. JOHNS: Five business days, no later
21 than next Tuesday.

22 DR. HRABOWSKI: Yeah, and it doesn't have to

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1 be long, just a few sentences just to highlight the
2 point. Okay? Akosua?

3 MS. BARTHWELL EVANS: And the other thing I
4 would like to raise is the concern with HBCUs and
5 other institutions, the lack of African American
6 faculty and how that's declined as well as admitting
7 African American students. I think we need to say
8 that specifically.

9 DR. HRABOWSKI: And I would just ask -- you
10 said it well -- HBCUs and other institutions. As a
11 gradual habit, I keep saying we want to include the
12 HBCUs, but we also want to talk about all the places
13 from Harvard to UMBC, all the institutions since 80
14 percent of Blacks are in other institutions. We need
15 to say all types. We need more Black faculty. We
16 really do.

17 MR. JOHNS: But again, we will send out
18 these documents. We will not make any other edits.
19 We will ask you to track your changes. So just we'll
20 write down the note, but would ask for you to track
21 that change in the actual document.

22 MS. BARTHWELL EVANS: Okay.

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1 DR. HRABOWSKI: Any --

2 MR. JOHNS: And specific to that, we'll also
3 need to cite a source. I'm sure that will come back
4 in the clearance process. So whatever evidence we
5 have to supplement that is going to be essential as
6 well.

7 DR. HRABOWSKI: By the way, and the
8 Chronicle of Higher Education in its talking about
9 Black Lives Matter and the other uprisings made the
10 point that only 15 percent of faculty, full-time
11 faculty, in all the universities in the country are of
12 color.

13 And you're talking about under half of that
14 being Black, so you're talking about under 7 percent.
15 You know, and literally, if you take out the HBCUs,
16 that percentage is going to go down even more. So it
17 is a major issue that we need to be addressing as we
18 talk about excellence and having people who are
19 faculty and then who are teachers who can support us
20 in this work.

21 Any other questions?

22 Yes, I'm sorry. Yes, Barbara.

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1 MS. BOWMAN: What I would like just to ask
2 that we do is cross-reference the section on early
3 childhood with STEM. We've talked specifically about
4 literacy, but we haven't been as specific about STEM.
5 And it is as important.

6 DR. HRABOWSKI: Can we get just a sentence
7 that does just that? It would be very -- if you can
8 give us a sentence that puts that in, Lauren, that
9 would be very important because it is true.

10 MS. BOWMAN: We talk specifically about
11 literacy.

12 DR. HRABOWSKI: Yes.

13 MS. BOWMAN: And I think we need to be just
14 as specific about STEM.

15 DR. HRABOWSKI: Yes. Some of us are working
16 on just that, how we train early childhood teachers --

17 MS. BOWMAN: Absolutely.

18 DR. HRABOWSKI: -- to understand how you
19 pull the STEM work along with that. It's excellent.
20 It's very important.

21 MS. BOWMAN: Very important.

22 DR. HRABOWSKI: Very important point.

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1 Okay. Michael?

2 MR. NETTLES: Thank you, Mr. Chairman.

3 I just -- I like the recommendations here,
4 and I was particularly trying to figure out where
5 Recommendation 6 takes us on the strategic planning.

6 DR. HRABOWSKI: What page are you on?

7 MR. NETTLES: I'm on Page 7.

8 DR. HRABOWSKI: Okay.

9 MR. NETTLES: And this is under the heading
10 of Access and Success in STEM. And the recognition of
11 successful programs or successful institutions I think
12 is really important. What gets the attention -- and
13 there's an awful lot of investment through NIH, NSF --

14 DR. HRABOWSKI: Yes.

15 MR. NETTLES: -- into institutions.
16 Question would be what could we possibly do to cause
17 those institutions not just to be recognized in, you
18 know, public relations or acknowledgment of their
19 record, but what about in terms of funding because
20 this an influence on philanthropic foundations, too.

21 DR. HRABOWSKI: Yeah.

22 MR. NETTLES: So to some degree, you know,

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1 if an institution is doing a great job, they need to
2 be rewarded for it. Other institutions, that captures
3 their attention.

4 DR. HRABOWSKI: And this is an excellent
5 point. As a foundation document, I -- this can be
6 used as we work with the Department of Education
7 because they can help in coordinating as a national
8 agency between NSF, NIH.

9 You think of the Department of Education
10 having a very important role, so we should be pushing
11 them to help us in coordinating, giving all the
12 reports. The money is being spent right now, and the
13 money that will be spent, quite frankly, to make your
14 point. So let's think about that over the coming
15 year.

16 MR. JOHNS: I would just say specifically
17 that our attempt to do that is to highlight the need
18 for those programs that to be acknowledged by the What
19 Works Clearinghouse. To the extent that we have the
20 ability to make recommendations for the use of funds
21 because we don't have them directly, that's the goal.

22 DR. HRABOWSKI: And we will work on just

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1 that.

2 May I ask for a motion for approval?

3 UNIDENTIFIED MALE SPEAKER: So moved.

4 DR. HRABOWSKI: And the second?

5 UNIDENTIFIED FEMALE SPEAKER: Second.

6 DR. HRABOWSKI: All those in favor.

7 (In Unison): Aye.

8 DR. HRABOWSKI: Anybody opposed?

9 Abstentions? Very good.

10 So we're going to take a 15-minute break,
11 come back, and we have to get through another -- how
12 many reports?

13 MR. JOHNS: Three papers.

14 DR. HRABOWSKI: Three papers, but we have
15 gone over the ones that we really -- we won't have to
16 spend as much time on each. But it is good that we're
17 having these robust discussions on each to give people
18 the chance to say what they want to say. But we'll
19 move it when we come back.

20 Fifteen minutes, and that means at -- let us
21 start again at exactly 11:30, okay -- exactly 11:30.

22 (Recess.)

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1 DR. HRABOWSKI: Papers -- and we have about
2 15 minutes per paper.

3 MR. JOHNS: Perfect. Yeah. So everybody
4 has a sense of the order, we will spend the next hour,
5 a little bit less than that, 40 minutes, discussing
6 and seeking endorsement for three additional products.
7 We will then break for deliberations for about an hour
8 at the time that is usually allotted for lunch.

9 Yes. However, since we as an initiative do
10 not cover the cost of lunch, we would be breaking for
11 deliberative discussion amongst commissioners. After
12 that, we will return to this room. And before we are
13 joined by the U.S. secretary of education, we will
14 spend time listening to each of you members talk about
15 some of your work in this regard.

16 There's a list. I will review this during
17 the time that we will meet for deliberation and
18 discussion.

19 So for our first paper, I will turn
20 Commissioner Peggy Brookins who will talk about
21 workforce diversity. It's the last tab in the packet.

22 MS. BROOKINS: Thank you, David.

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1 Thanks to the staff and all the
2 commissioners who have contributed to this work. And
3 I just want to say that the conversation has already
4 been beautifully framed around this paper and what
5 needs to happen.

6 We know that the diversity issue as far as
7 teachers in this country is urgent. We also know that
8 there's a recent report on racial diversity in the
9 educator workforce that reveals that students of color
10 make up more than half of the students in public
11 schools right now, but teachers of color are only 18
12 percent with African American males only being 2
13 percent of those instructors. It is frightening.

14 The paper talks about a case for increasing
15 educator diversity both among teachers and leaders and
16 ways that we can do that. And I want to first talk
17 about why diversity matters. We know that there's a
18 benefit to the teaching workforce to all students to
19 have a diverse population of teachers.

20 We also know that the Project STAR in
21 Tennessee found that having a Black teacher for a year
22 was associated with 3 to 5 percentile point increases

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1 in math scores and 3 to 6 percentile point increases
2 in reading. That is no slouch.

3 We know that teachers of color set higher
4 expectations for students of color. We know that
5 White teachers are nearly 40 percent less likely than
6 Black teachers to predict that students will graduate
7 from high school and also about 30 percent less likely
8 to think that Black students will finish a four-year
9 degree in college.

10 So students who share -- have teachers who
11 share their gender and ethnicity report higher levels
12 of a personal effect. They feel cared for. They also
13 have better communication with those particular
14 teachers, academic engagement and as well as teachers
15 of color will also help drive efforts to engage all
16 teachers in more cultural competence around students
17 of color.

18 We know that cultural competency training is
19 necessary to learn the skills that teachers need to
20 support students in their development in the classroom
21 and beyond. Teachers of color can be role models when
22 it comes to that in promoting practices that ensure

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1 that all teachers become cultural competent.

2 Teachers of color are not only important for
3 the identity of students of color, but teachers of
4 color also need to be seen by other students who are
5 not of color.

6 And I say that because we have to confront
7 some racial stereotypes that exist around
8 professionals in that teachers of color are not
9 professional and that the sooner that students who are
10 not of color sees teachers of color and professionals
11 of color, it tends to erase some of those stereotypes
12 that have been formed by others who often see anyone
13 of color as not worthy.

14 We need to increase the workforce because it
15 also reduces teacher turnover. We know that teachers
16 of color have an impact on student achievement. We
17 know that teachers of color who work in environments
18 that are friendly and have students of color tend to
19 remain in the field much longer than other teachers.
20 We know issues of feeling wanted on campuses is very
21 different for teachers of color.

22 There are some recommendations that I think

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1 we should put forward, and I feel like they are
2 definitely urgent. And we are looking at increasing
3 racial diversity among public school teachers and
4 leaders.

5 And I want to talk about it around the
6 professional continuum, meaning starting early as we
7 talk about elevating the profession with getting high
8 school students to be interested in the field of
9 teaching.

10 We know that only about 5 percent when you
11 survey those taking ACT/SAT and any college exam
12 entrance that only 5 percent are thinking about going
13 into teaching. We also need to think about how we in
14 the profession view the profession.

15 And I've talked about this with my
16 colleagues before saying that a lot of students who
17 are very bright, as people call them, they are
18 encouraged to enter different professions other than
19 teaching. And this is where we absolutely need them.
20 And they have a passion for that and should not be
21 discouraged from going into that field.

22 When we talk about expectations of teachers

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1 entering the field and talk about preservice, there
2 has to be an expectation of accomplishment and having
3 a core body of knowledge within the field so that when
4 teachers enter the teaching field, the expectation is
5 that you will become an accomplished teacher. But
6 that cannot happen without the proper supports in
7 place.

8 We know right now there are 3.5 million
9 teachers in the teaching profession, and only 112,000
10 of them are board-certified teachers, meaning that
11 they have reached a set of standards that are by
12 teachers, for teachers based on what teachers should
13 know and be able to do and the Five Core Propositions
14 married with the architecture of accomplished
15 teaching, which allows them to reach that pinnacle.

16 We know that the medical profession, 80
17 percent of doctors are board-certified. This is by
18 design. This is not by accident, and we, too, in the
19 teaching profession can have that by design.

20 If we, at the beginning of a teacher's
21 career, embed the idea that you, too, will become an
22 accomplished teacher but have the correct supports in

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1 place, whether it starts with residency very early to
2 get those clinical practices in place so that they are
3 in contact with students constantly.

4 A PDK poll and a Gallup poll came out that
5 say 80 percent of community believes that teachers
6 should be board-certified. And they feel like that a
7 number of teachers need those opportunities.

8 One of the things that we've done at the
9 National Board is create a process that is much more
10 flexible in order to make that happen. We've talked a
11 lot about STEM teachers and what teachers need for the
12 next generation of teachers and to help students.

13 We've elevated what students need to know
14 and be able to do. We have to elevate and support
15 teachers because they, too, need to change practice
16 based on everything that is expected of them and what
17 they do.

18 The other piece of this is how we strengthen
19 entry into the teaching profession. We've got to
20 build and strong and diverse teacher recruitment
21 pipeline. We also have to improve preparation, and
22 our current system is not to say that, you know, it's

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1 atavistic in many ways.

2 But it needs improvement, but it also needs
3 improvement and help and coordination with K12. We
4 cannot leave them out of what we're doing because they
5 have to be the receiving teacher. And every teacher
6 should be assured going into this profession that
7 they, too, will have an accomplished mentor who
8 mentors them through the process.

9 The other piece is from the research that we
10 understand that cohorts of teachers going through a
11 process that they have individualized professional
12 learning that has a greater impact on student
13 achievement but as well as the culture and climate of
14 the schools that they teach in, in order to have
15 everybody on campus focused on student achievement and
16 the needs of those students who are currently in front
17 of them.

18 We cannot expect new teachers entering the
19 field to have the same level of accomplishment as
20 teachers who have been in this field for 30 years. We
21 absolutely need to look at the evaluation systems, and
22 teachers need to be a part of those evaluation

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1 systems.

2 And we look at the fact that a lot of
3 teachers, as far as teacher voice, don't feel heard,
4 especially at the national level, only about 1
5 percent; at the state level, about 4 percent. And
6 even in their own districts, very few teachers feel
7 heard.

8 And there was a recent paper put out by the
9 Center for Educational Policy at George Washington
10 University by Maria Ferguson, and that release talked
11 about the number 1 reason teachers leave the field is
12 leadership and having poor leadership or not having a
13 say in leadership.

14 And they -- you know, I often say if you're
15 not at the table, you're on the menu. And teachers
16 have been on the menu for a long time with people who
17 do not have contact with students telling them what to
18 do and how to do it.

19 Teachers -- early teachers -- teachers leave
20 the career early because they don't see a path to
21 improvement. They don't see a path to leadership.
22 And I think with distributive leadership -- OECD came

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1 out with their new findings on leadership that
2 teachers want to stay in the classroom.

3 Many teachers do not want to become
4 administrators. They want to be involved in
5 mentoring. They want to be involved in professional
6 development. They want to be involved in policy.
7 They also want to be involved in training the next
8 group of leaders to come through.

9 So we have to do that, and you cannot teach
10 children to be leaders if you're not leaders yourself
11 or they don't see you as being leaders.

12 The pipeline that we build for this kind of
13 leadership and the improvement of teachers along the
14 way with a learning -- an improvement mindset -- when
15 we look at teacher preparation programs and preparing
16 effective, accomplished teachers for students, we have
17 to think about how we go about the next generation and
18 how we expand the residency programs.

19 We know that medicine spends about 11 --
20 there's about \$11.5 billion allocated to support the
21 training of doctors. There's nothing like that, that
22 supports the training of teachers.

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1 We know that if teachers leave this field
2 very early, it costs between 1 and \$2 billion to
3 retrain the next group coming through. We're not
4 getting the right longevity out of teachers, and nor
5 do teachers feel appreciated and in charge of their
6 own professional learning.

7 So when we look at what's critical for
8 professional growth and learning systems, we have to
9 have induction programs for the beginning of the
10 careers of teachers. We have to have evaluation
11 systems that are part of a larger professional
12 learning and growth system based on multiple measures
13 of teaching practice and student learning and other
14 evidence related to teacher contributions to
15 schoolwide improvement that impacts student learning.

16 We have to have ongoing professional
17 learning for all teachers and a pathway to support
18 accomplished teaching, understanding there's a core
19 body of knowledge to become a board-certified teacher.

20 So we know that when we talk about ESSA and
21 Every Student Succeeds Act, there are a number of
22 things that we can do to create leadership

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1 opportunities. We can also use Title II provisions in
2 ESSA to talk about -- there are teachers who are
3 entering this profession in an alternative manner.
4 They need supports because they haven't gone through
5 the correct and proper training. Those supports
6 should be in place.

7 I don't think there's anything many school
8 districts can do about those individuals coming to
9 them except the support and the professional learning
10 that they provide under the Title II funds to promote
11 academies that would train teachers in the ways that
12 they would impact student learning and to increase
13 their core body of knowledge around their content
14 area.

15 We need to prioritize diversity in equity
16 plans that states currently have, and we need to also
17 have student work study at the federal level be
18 supported with a financial contribution.

19 So the other piece I wanted to kind of end
20 with is to talk about the Grow Your Own. And one of
21 the things that we're doing around Grow Your Own is
22 creating professional development schools and

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1 professional development learning communities that
2 talk about having cohorts of teachers go through the
3 process of understanding board certification and
4 understanding how to reach a set of standards that are
5 by and for teachers that talk about what teachers
6 should know and be able to do and the Five Core
7 Propositions.

8 This document is 30 years old. It's been
9 revised, and it's hot off the press as of yesterday
10 about what teachers should know and be able to do.
11 The Five Core Propositions are teachers are committed
12 to their students and their learning, teachers know
13 the subjects they teach and how to teach those to
14 students, teachers are responsible for managing and
15 monitoring student learning, teachers think
16 systematically about their practice and they learn
17 from experience, and teachers are members of learning
18 communities.

19 That's very small compared to what's
20 underneath that document and what's in it, and I can
21 get a copy of this to everyone as well. But I think
22 our overall recommendations across the continuum, the

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1 professional continuum, would be to strengthen our
2 preservice, including the Five Core Propositions in
3 the architecture of accomplished teaching, to have
4 residency programs that let students have a full year
5 of clinical practice to support early career teachers
6 in their jobs and what they should know and be able to
7 do and to grow these learning communities, to use the
8 expertise of those teachers who are accomplished, to
9 mentor and support professional learning for others,
10 and then to bridge that gap from higher ed. to Pre-K.

11 So with that, I'll take questions.

12 DR. HRABOWSKI: Questions from people?

13 Yeah, we'll start with Barbara Bowman and
14 then Doris Smith-Ribner.

15 MS. BOWMAN: One of the major issues for
16 African American teachers is their difficulty passing
17 the entrance examinations. Do we have anything in
18 this that will address that issue, or are there some
19 steps that we can recommend to move more people into
20 the teaching field? Because we have a great deal of
21 difficulty finding candidates.

22 MS. BROOKINS: So one of the things we can

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1 think about -- when we talk about the Five Core
2 Propositions is one of the things is having content
3 knowledge married with pedagogy and assuring teachers
4 who are in the pipeline that that support piece is
5 there to help them understand the content and apply
6 that content and understand the pedagogy that's
7 necessary based on which level those particular
8 preservice teachers are going into.

9 A lot of them don't have supports in place
10 when we talk about practice and we talk about other
11 performance assessments like EDTPA and that if you are
12 not getting those supports in your preservice program,
13 then you don't understand.

14 It's not that they can't. It's that they
15 haven't been trained properly to begin with, and
16 there's nothing in the paper here. But we can include
17 something that would address that.

18 MS. BOWMAN: Because it's the passing of the
19 basic skills that makes you eligible for the teacher
20 program that is so difficult to get, particularly
21 African Americans, into our teacher education
22 programs.

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1 DR. HRABOWSKI: And that -- I do think
2 something needs to be there. Students who do fairly
3 well on their ACT or SAT, quite frankly, can pass the
4 practice exam before they take the first college
5 course. I've seen them do it. The problem is that
6 the vast majority have not developed the reading
7 skills that they need in order to be able to do well
8 on standardized --

9 MS. BOWMAN: And the writing skills.

10 DR. HRABOWSKI: Yeah, and writing skills,
11 yeah, so we need something that talks about
12 preparation -- test preparation. We really do.

13 MS. BROOKINS: I think part of that is
14 teachers who are preparing students better as well.

15 MR. JOHNS: Let's go with Judge Smith-
16 Ribner. I also know that Becky Pringle is on the
17 phone. If she has something to say, we'll put her in
18 the queue. Then we'll go to Evelyn Hammonds.

19 JUDGE SMITH-RIBNER: We were in Pittsburgh
20 this past Monday --

21 MR. JOHNS: Mic, please.

22 JUDGE SMITH-RIBNER: We were in Pittsburgh

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1 this past Monday meeting on this very issue. How do
2 we increase the number of Black male teachers? And
3 one of the things that came out of the discussion was
4 about the Teachers Academy that exists in Pittsburgh
5 and how it is making an impact.

6 Several years ago, there were, like, 10
7 Black male students in the Academy. Today there are
8 20 -- I think 28 Black male students, and it is a
9 pipeline that has been developed in Pittsburgh where
10 they're training kids starting in 9th grade. They go
11 through a certain curriculum starting in 9th grade,
12 and then they monitor these youngsters as they go
13 through college and, hopefully, will bring them back
14 into the school system to teach.

15 But do you see the Academy as one of the
16 most effective ways of recruiting young, Black male
17 students into the profession?

18 MS. BROOKINS: I think that's excellent.
19 One of the things that's happening is called Educators
20 Rising. And Educators Rising is all around the
21 country in that they, too, with -- in conjunction with
22 the national board have developed a set of standards

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1 about what students should know and be able to do to
2 go into the teaching field.

3 It gives them some clinical practice while
4 they're in high school. And there are some states who
5 are saying and communities who are saying to those
6 students if you go to college, you get a degree, and
7 you come back here to teach, we will pay for your
8 school.

9 I think those academies are amazing because
10 it's a cohort that changes the mindset of students and
11 what it's like to be in a classroom and the complexity
12 of that. I think the general public sees the routines
13 of teaching, and they think that these routines are
14 what teaching is about.

15 MR. JOHNS: Commissioner Hammonds?

16 DR. HAMMONDS: So I like many of these, if
17 not all of these, recommendations. I just wanted to
18 add one thing, which you said earlier, which had to do
19 with educating people and particularly teachers on
20 what STEM and what STEM isn't.

21 So right now, we're trying to encourage our
22 students to go into STEM fields, and they have to

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1 prepare applications. They have to explain why they
2 like the field that they want to -- why do they want
3 to do the research they want to do, what kind of
4 questions they want to explore. All of those things
5 are writing, and they are not writing well. And
6 therefore, their applications are not succeeding as
7 much.

8 And so we are actually going to start a new
9 science writing program for freshmen at Harvard, and
10 it's -- I think we're going to pilot one. I think
11 it's going to pilot next term. It's already
12 oversubscribed. None of the students know how to
13 write this kind of stuff, so they actually need some
14 opportunities to learn how to do it.

15 So and then if you step back, that
16 emphasizes the importance of having strong writing
17 skills for -- before you come to college, right? And
18 that is -- so that connects to traditional work of
19 some teachers, too, what we actually need in STEM. So
20 that's number one.

21 And number two, I like the med school
22 analogy because I find that interesting that so much

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1 money is spent on hospital residence-based programs.

2 But also, there was a program for quite a while -- I'm
3 not sure it's still going on -- that if you promise --
4 if a medical student promised to work in an
5 underserved hospital, then their medical school loans
6 would be attended to, right? That also was part of
7 some of the early STEM programs where if you went into
8 certain STEM fields, you didn't have -- you could
9 graduate without having any loans.

10 So seems to me continuing to make those kind
11 of analogies suggests that the only reason -- that we
12 need to find reasons why we wouldn't do that for
13 teacher training. So provide ways for people to
14 actually do it. Have opportunity to have that kind of
15 practical part built in over a long period of time,
16 such that they can become master teachers.

17 MS. BROOKINS: I have to agree. And one of
18 the things that was said and the TALIS report and the
19 OECD report is that when we look at Shanghai and
20 Singapore, everything was based on national board
21 standards. And we have them already in our country
22 and not using them to their fullest.

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1 MR. JOHNS: Akosua Barthwell-Evans, TyKiah
2 Wright, and then we'll motion the floor for voting
3 endorsement.

4 MS. BARTHWELL EVANS: Thank you not only for
5 your excellent report, but for the important work you
6 do tirelessly to make a change. I was just going to
7 add one best practice example, which is something
8 called the Five-Fifths Agenda for America.

9 This is a pilot program that we worked on
10 under the leadership of Dr. Ronald Mason, who at the
11 time was the president of the Southern University
12 System where, after looking at different best
13 practices, to encourage -- really focus on the problem
14 of how do we get more African American males who are
15 not the top students but who have leadership potential
16 to transition, to finish higher education, but also to
17 become teachers in their own community.

18 So this program was started about -- I think
19 in 2013 at SUNO, and they took a very small sample of
20 African American male students, most from single-
21 mother homes, and they had a very high retention rate.

22 Out of the 18 that I think started, 16 were

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1 retained and doing well in the program using a
2 holistic approach. So when they successfully graduate
3 and go back to teach in their communities or get a
4 master's in a STEM discipline, their tuition is
5 waived. So you might want to check on that.

6 MR. JOHNS: TyKiah Wright?

7 MS. WRIGHT: Great work on the paper.

8 Having done a lot of work in workforce development,
9 especially in summertime -- summer internships and
10 working under the Workforce Investment Act, is there a
11 way or a set of guidelines that can be used across the
12 country to turn some of the internship and internship
13 opportunities in the summertime into viable teaching
14 experiences?

15 So a lot of the students that we used to
16 work with were either high school students or students
17 that may be disconnected from college or students that
18 are first-generation college students. But the
19 internships at a very early age tend to be childcare,
20 summer camps, things of that nature.

21 But there's a still a way to -- if we
22 provide a set of guidelines, to turn those internships

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1 into meaningful experiences, as we're exposing them to
2 the education profession. So I think that's something
3 that we can look at as well in terms of summer
4 internship programs.

5 DR. HRABOWSKI: Commissioner Bowman?

6 MS. BOWMAN: Can we add a recommendation to
7 the report, which is very strong? And having been a
8 member of the national board, I think it's a wonderful
9 report. But add something about the experimental
10 programs that are being successful in preservice
11 recruitment after they're in the teaching field. But
12 in order to get them into the teaching field -- and
13 obviously the academies and some other of these
14 strategies seem to be working. So could we add those
15 on to our recommendation?

16 MS. BROOKINS: Yes. Well, we have a number
17 of them in the paper, and we'll add more as well. And
18 we'll highlight more of those at the preservice level.

19 MR. JOHNS: Is there a motion for approval
20 to move forward to vote for the recommendation?

21 MS. BROOKINS: So move.

22 UNIDENTIFIED MALE SPEAKER: Second.

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1 (Crosstalk.)

2 MR. JOHNS: All those in favor?

3 (In Unison): Aye.

4 MR. JOHNS: Anyone opposed? Abstentions?

5 Hearing so, it has been endorsed. Give
6 Peggy a round of applause.

7 (Applause.)

8 MR. JOHNS: In the remaining half hour, what
9 I'd like to do just to talk briefly about the two
10 remaining products.

11 The first will be under the tab of
12 Developmental Education. Again, this is a paper that
13 all of you have seen, that has been supported in part
14 based on the leadership of Walter Bumphus and the
15 Association of Community Colleges.

16 Two facts that are highlighted on Page 7 --
17 as of 2014, 68 percent of community college students
18 were required to take at least one developmental
19 course, and 40 percent of students at public four-year
20 colleges and universities are required to take at
21 least one developmental course.

22 The point is that while we spend a lot of

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1 time talking about non-credit-bearing coursework
2 within two-year institutions, this is a challenge that
3 African American students and other students face both
4 at two-year and four-year post-secondary institutions.

5 In support of that fact, in comparison to
6 non-African American students, African American
7 students are disproportionately assigned to complete
8 developmental courses both at community colleges and
9 four-year colleges. Nearly half, 42 percent of all
10 African American students on post-secondary campuses
11 throughout this country, are taking non-credit-bearing
12 courses.

13 Just to provide a little bit of context for
14 what this means, an example is an attempt that I
15 recently had of trying to enroll a mentee in a two-
16 year institution in Maryland. He was assigned to take
17 all non-credit-bearing coursework for his entire first
18 semester, which means that he would have been
19 expending almost \$5,500 for a semester of courses that
20 won't really count at that institution.

21 And so because that is a considerable amount
22 of debt for one to take out -- and I have larger

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1 concerns about the way in which students who take that
2 amount of non-credit-bearing coursework then delay
3 completion or attrition into a four-year institution -
4 - he is now taking those non-credit-bearing courses at
5 a two-year institution in D.C. where his residency
6 allows for him to take them for free. Again, that's
7 not something that all students have access to, but
8 it's something that we are working through.

9 And so consistent with that, this paper
10 really highlights the importance of us digging into
11 this, acknowledging the numbers, specifically as it
12 relates to African Americans and our ability to
13 increase post-secondary success and includes a set of
14 recommendations that are designed to really highlight
15 a couple of things that we know are working around
16 this country, remind everyone that we were joined by
17 Uri Treisman from the University of Texas system quite
18 some time ago to really set the stage for us being
19 able to talk about this. Our chairman, Freeman
20 Hrabowski, has talked about this as well as well as
21 the responsibility that leaders of post-secondary
22 institutions have to change the entire culture to be

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1 supportive of all students in this regard.

2 And so the recommendations are specifically
3 for students and families. Post-secondary
4 institutions will make a similar note to -- the kind
5 that you offered earlier, Chairman Hrabowski, and then
6 a recommendation to the Department of Education as
7 well.

8 Again, this is a paper that you've seen
9 previous drafts of. I'll pause now to see if there
10 are any questions.

11 Seeing no questions, we'll vote to move for
12 a vote of endorsement on this paper.

13 UNIDENTIFIED MALE SPEAKER: So moved.

14 (Crosstalk.)

15 MR. JOHNS: Someone on the phone has moved
16 as well.

17 Is that vote seconded?

18 UNIDENTIFIED FEMALE SPEAKER: Second.

19 UNIDENTIFIED FEMALE SPEAKER: Second.

20 MR. JOHNS: Hearing that, all those in
21 favor?

22 (In Unison): Aye.

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1 MR. JOHNS: Anyone opposed? Any abstentia?

2 Hearing that, this has been endorsed. Give
3 yourselves a round of applause.

4 (Applause.)

5 MR. JOHNS: Our last paper is under the tab
6 of Trends. Again, this document attempts to
7 synthesize the history of African Americans and how it
8 is that we have pursued post-secondary success and
9 educational attainment in spite of some significant
10 odds and obstacles.

11 It starts with an acknowledgment of
12 principle or error of practices and moves through the
13 investments that many of us have talked about as it
14 relates to President Obama and his tenure as the chief
15 operating officer of our country.

16 I will point to the last section of this.
17 Section 5 of this report includes some best practices
18 and recommendations. I encourage you all to review
19 them. You will note that the recommendations are
20 consistent with each of the papers that we've already
21 previously endorsed.

22 So the recommendations are to do the things

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1 that we spent all day talking about -- increase access
2 to higher quality, early care and education programs
3 and support services; supporting Pre-Kindergarten
4 through college completion and career entry success in
5 Science, Technology, Engineering and Mathematics
6 programs and courses of study; accelerating post-
7 secondary success among African American students,
8 specifically by reducing the need for and time spent
9 in non-credit-bearing courses; and then finally,
10 supporting the learning and development of African
11 Americans who have not completed high school or who
12 have successfully completed high school but who have
13 not yet attained a post-secondary credential of value.

14 So each of these are things that we've
15 talked about before. I think it important to note on
16 the record that we've talked about the need to account
17 for supporting students who are not in the pipeline by
18 each of the papers that we've drafted account for
19 opportunities for us to support learning and
20 development for those who are traditionally in the
21 pipeline or not traditionally in the pipeline.

22 And so as we think about the work required

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1 to sustain this effort in the next administration,
2 that will be one place where we will expend additional
3 energy.

4 But pause and ask if there are any questions
5 about the Trends report specifically. I see Hammonds
6 and then Barthwell-Evans.

7 DR. HAMMONDS: One place that I thought
8 could use just a couple of other paragraphs is the
9 digital divide.

10 MR. JOHNS: What page are you on?

11 DR. HAMMONDS: Twenty-five. And I know that
12 the ConnectED program is supposed to bring more
13 internet access to schools. But you know, the thing
14 is, students being able to use the internet at school
15 is one thing. It's another thing to be able to do
16 your homework at home. And also, it's another thing
17 to be able to get to your public library in your
18 neighborhood.

19 And I have to tell you, last summer when I
20 went to my father's neighborhood in Atlanta, Southwest
21 Atlanta, and my father did not have wireless and I go
22 to the local library, when the doors opened, there was

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1 a line down the street to use the terminals in the
2 library because those were the only terminals people -
3 - accessed the internet that people had.

4 So there's a connection. The library issue,
5 I think, needs to be incorporated into the school
6 issue as well as the community issue of access to
7 broadband.

8 MR. JOHNS: Perfect. Monique will make a
9 note to follow up to ensure that we get your edits on
10 the document.

11 Let's go to Akosua Barthwell-Evans and then
12 to Al Dotson.

13 MS. BARTHWELL EVANS: Just two things. I
14 thought it was an excellent report. I would like to
15 just add a comment within your deadline to make sure
16 that we acknowledge when we're talking about changes
17 in educational trends the work of W.E.B. Du Bois,
18 particularly the Atlanta conferences; and secondly,
19 that we acknowledge the role -- the important role of
20 HBCUs in advancing the Civil Rights Movement. So I
21 volunteer to send a couple of sentences on both.

22 MR. JOHNS: Excellent.

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1 MR. DOTSON: Real quick I want to go back to
2 Commissioner Hammonds's comment about the digital
3 divide. I don't think we should limit it to
4 libraries. There are a lot of public housing stock
5 that's being upgraded and being built that can also
6 provide access to wireless. So I think public -- any
7 public building should be -- should accommodate that.

8 MR. JOHNS: Any other questions, additional
9 comments? Also note that there is some activity on
10 the phone.

11 Becky, do you have a comment to make? Kent
12 McGuire says he moves to endorse the report if that
13 can be done telephonically. It can.

14 I do think that the composition as well as
15 the quality of our education workforce is key to
16 moving on any of the other fronts captured in the
17 commission's overall report. I will send a few
18 thoughts about the benefits of collaboration up and
19 down the system that my strength and the connections.
20 I believe that's connected to your paper, Commissioner
21 Peggy Brookins.

22 Seeing no other hands or comments -- vote or

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1 request a motion for us to vote to endorse.

2 MR. DOTSON: So moved.

3 MR. JOHNS: Is it seconded?

4 UNIDENTIFIED FEMALE SPEAKER: Second.

5 MR. JOHNS: All those in favor?

6 (In Unison): Aye.

7 MR. JOHNS: Anyone opposed? Any abstentia?

8 It is so noted that this has also been
9 endorsed. We have now completed our official business
10 for this morning. Give yourselves a round of
11 applause.

12 (Applause.)

13 MR. JOHNS: There's someone on the phone
14 clapping as well.

15 UNIDENTIFIED MALE SPEAKER: Yes.

16 MR. JOHNS: Appreciate that.

17 And so what we will do is spend a little
18 less than 15 minutes hearing from Commissioner Spencer
19 Overton, who at our last meeting you all voted to
20 assist the commission in thinking about the
21 transition.

22 It should be noted in the record that the

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1 charter that authorizes the work of this advisory
2 commission is extended through September of 2017. And
3 so while there are questions about what will happen to
4 the political staff that supported the work of this
5 initiative thus far, expect that the work will
6 continue.

7 With that, I want to invite Spencer Overton
8 to say a few words before we break for commission
9 deliberation and discussion. We'll play a short
10 video, and then we'll offer additional instruction as
11 well.

12 MR. OVERTON: Thank you, Mr. Executive
13 Director. I will be brief.

14 I do want to start, though, for the record.
15 I know that informally we have talked about this. But
16 formally for the record, I would like to acknowledge
17 our chair, Freeman Hrabowski, and his leadership for
18 the record, in terms of this inaugural commission and
19 us starting out.

20 I think we could not have a better leader
21 who has allowed us to move ahead and use government
22 resources wisely to address and to promote African

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1 American educational excellence. So I just want to
2 acknowledge our chair, please.

3 (Applause.)

4 DR. HRABOWSKI: If I can equally acknowledge
5 for the record David Johns and the staff members,
6 please give them a round of applause for all that they
7 do in spite of limited resources.

8 (Applause.)

9 DR. HRABOWSKI: Let the record so show, in
10 spite of limited resources, they've worked very
11 creatively to help out.

12 Thank you, Spencer.

13 MR. OVERTON: Thank you.

14 I also want to just acknowledge, frankly,
15 the scrappiness of all of you. As our chairman just
16 acknowledged, we have done amazing work, in part, due
17 to a great staff that works overtime to advance this
18 commission but also as a result of you all stepping up
19 to the plate and making all sorts of contributions.

20 So again, thanks to the commissioners for
21 their work, for the record.

22 (Applause.)

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1 MR. OVERTON: So now, let's talk about this
2 transition report. We've got staff that really helped
3 us put together this transition report. David and
4 Lauren were wonderful in terms of this report. I
5 really want us to -- and you know, I have served on
6 transition teams in the past. And you know, this
7 report is comparable to something that might be
8 submitted for the entire Department of Education or
9 the entire justice department. So it really is a very
10 comprehensive, in-depth, high-quality report. And
11 that is due largely to Lauren and David and their
12 strong work.

13 So I'd like to just focus on the executive
14 summary and review the recommendations for the next
15 administration. One quickly would be some policy
16 recommendations, which basically build on the work
17 that this body has worked on, ensuring and advancing
18 equity in the implementation of ESSA.

19 And I'm on Page 2 of the report -- ensuring
20 equity for a variety of populations of African
21 American students, including LGBTQ students, including
22 foster and homeless youth, including students with

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1 disabilities, and including children who are in kind
2 of early learning stages, also reducing the need for
3 remedial education in college and also STEM -- again
4 many of the programs that we've talked about at our
5 meeting today.

6 In addition to those policy recommendations
7 I think that there are also some structural
8 recommendations and I really want to hold up one in
9 particular. There's, you know, establishing a clear
10 process for removing and replacing inactive
11 commissioners. There's moving the initiative to the
12 secretary's office in the Department of Education or
13 the Domestic Policy Council in the White House.

14 But I think the most important one here is
15 increasing the initiative's staff capacity and budget
16 to the levels of other initiatives with similar scopes
17 of work. So you know, part of this is equity, but
18 it's not just equity. It's about demand and need and
19 what this initiative and the commission is called upon
20 to do.

21 So if you just look at Page 16 of this
22 document, it really lays out how understaffed this

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1 commission is and how much has been required by David,
2 Lauren, of the commissioners here. And I think it's
3 wonderful that we've got commissioners and staff that
4 are so dedicated. And that's wonderful, but we don't
5 want to abuse that.

6 We certainly -- you know, Dr. Hammonds has
7 talked about urgency in terms of a problem here and
8 urgency in ensuring African American excellence,
9 right? And we really need to ensure that resources
10 are invested so that it reflects the urgency that's
11 really needed in this situation. So I really just
12 want to highlight that one particular recommendation.

13 Our hope is we deliver this throughout the
14 department, to the White House, this White House. We
15 are delivering it to both transition teams. And when
16 those transition teams have agency review teams, we
17 will make sure that they have this document so that
18 they can hold up with urgency many of the issues that
19 you all have identified.

20 Again, thank you all for you work, and I'm
21 open to any questions.

22 MR. DOTSON: Al Dotson.

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1 Spencer, just a question about the level of
2 staffing of some of the other commissions.

3 MR. OVERTON: Yes.

4 MR. DOTSON: Could you share with us whether
5 they were staffed similarly when they started?

6 MR. OVERTON: Yes. I'm going to let
7 Director Johns get into detail. I'm going to give a
8 bullet point, a snapshot, of this, which is that our
9 commission and our initiative was founded was during a
10 difficult budgetary time in terms of the sequester.
11 And as a result, we are uniquely situated. Certainly,
12 as time goes on some of these commissions and
13 initiatives have received more money just because
14 they've been around.

15 But I want to focus -- I want to turn it to
16 David, but I think the main point here is resources
17 need to be invested to deal with a problem, and a
18 challenge and adequate resources need to be invested
19 to deal with a challenge.

20 David, let me turn that -- or Chairman.

21 DR. HRABOWSKI: Before he does, I just want
22 to reemphasize this notion that the staff -- David and

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1 staff have done a great job of working with us and
2 others to develop this foundational stressing paper
3 and set of papers, that we have built a foundation on
4 which we can build. But in the words of both Spencer
5 and of Evelynn, these are urgent matters that require
6 much more in terms of resources to deal with urgent
7 needs that are tied to the future of our country. And
8 that will mean more funding for more adequate staff
9 for this initiative.

10 David?

11 MR. JOHNS: So I would just highlight Page
12 16 of the report. I would highlight Page 16 of the
13 report, which includes a breakdown of the staff across
14 initiatives, and again remind everyone that, with the
15 exception of the AAPI number, it should be noted that
16 some of their full-time staff is supported by the
17 investments that have been made by philanthropic
18 leaders who made a specific contribution of support
19 the AAPI initiative.

20 Each of these totals are reflective of, one,
21 the fact that the older initiative, the Elta (ph),
22 which is the White House initiative on HBCUs, receives

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1 a disproportionate and the largest amount of funding
2 that goes to support their work as well to support
3 their staff.

4 And so as was noted, we were established
5 during sequestration, which limited our ability to
6 draw down funds and have since advocated for increases
7 in our staff. One result of that is being able to
8 hire Monique as a career staffer in addition to the
9 two slots that have been allocated for political staff
10 to be able to support this work.

11 DR. HRABOWSKI: And just a comment, it's
12 very important to say, since some of are graduates of
13 HBCUs, that we certainly support the staffing that
14 they have. We just like to have appropriate staffing
15 for our initiative. Exactly.

16 MR. JOHNS: Yeah. I should say that we made
17 a specific mention that, while increases need to be
18 made to supplement and provide us with the funding
19 that is required for us to be able to do the work that
20 President asks us to do, that it should not be at the
21 consequence of reducing the budget for any other
22 initiatives --

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1 DR. HRABOWSKI: That's right.

2 MR. JOHNS: -- especially the White House
3 initiative on HBCUs. And so we acknowledge that,
4 while the Department of Education and this
5 administration talk a lot about equity and parity,
6 that we do not want that to be achieved as the result
7 of reducing resources that have already been allocated
8 to others who are also doing this work.

9 DR. HRABOWSKI: Yes.

10 MR. JOHNS: Yes? Peggy and then Judge
11 Smith-Ribner.

12 MS. BROOKINS: I'm currently on Page 12, and
13 it talks about equity for all students. And think we
14 can add a sentence in there that all students should
15 have access to accomplished teachers.

16 MR. JOHN: We'll wait for your edit to that
17 in the Word document.

18 DR. HRABOWSKI: Yes.

19 MR. JOHNS: Judge Smith-Ribner?

20 JUDGE SMITH-RIBNER: (inaudible - off mic).

21 MR. JOHNS: Mic, please. Mic, please.

22 JUDGE SMITH-RIBNER: Oh, sorry. Looking at

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1 the detailees and the interns, you list zero in both
2 categories for the commission.

3 MR. JOHNS: At the time that this was
4 published, we didn't have interns. They go through
5 cycles.

6 JUDGE SMITH-RIBNER: Okay.

7 MR. JOHNS: And it should be noted that
8 while these two young ladies have -- this is off the
9 record. While these two ladies have been in our
10 office for, at this point, maybe a month, that they
11 officially got their IDs and ability to start a week
12 ago.

13 JUDGE SMITH-RIBNER: Okay.

14 MR. JOHNS: So that is why that is there.
15 And again, related to that, the detail -- the process
16 for securing detailees is a highly bureaucratic one.

17 So I mentioned earlier that Monique started
18 early on as a detailee in our office. We've since
19 employed Chris Scott and Rhonda Bryant in that
20 capacity as well. That requires an institution, most
21 often an institution -- a post-secondary institution
22 or a non-profit to fund the salary of somebody that

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1 they've --

2 JUDGE SMITH-RIBNER: Okay.

3 MR. JOHNS: -- loaned to us, which has been
4 a difficult prospect in the last couple of years.

5 So to the extent that you have access to
6 funds to support somebody doing that and/or staff who
7 are looking to leverage their resources in this area,
8 we're about to engage in that discussion.

9 JUDGE SMITH-RIBNER: Great. Thank you.

10 MR. JOHNS: Any other questions? Feedback?

11 Yes, ma'am. Ms. Hammonds?

12 DR. HAMMONDS: So is there a sense that we
13 should, moving forward, address the issue of getting
14 some philanthropic support for the initiative?

15 MR. JOHNS: Yes, without equivocation.

16 DR. HAMMONDS: Okay.

17 MR. JOHNS: Yeah. Again, two things that
18 are worth noting in this regard is, one -- and this,
19 again, goes back to the capacity question. And while
20 we've been talking specifically about resources,
21 financial, and human capital, one of the challenges
22 that we've had to negotiate is on some sort of shared

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1 and competing priorities, right? So we've talked
2 about the My Brother's Keeper initiative.

3 I know that Bob Ross, who's in transit, and,
4 in part, because (ph) he is a doctor. But he and
5 Angela Glover Blackwell in their individual capacities
6 as leaders of philanthropical innovation have been
7 involved in a lot of those activities, right? And
8 that initiative in and of itself made it difficult for
9 us to draw down similar resources from those folks who
10 made those commitments.

11 A similar conversation could be had about
12 the relationship that we have to the White House
13 Council on Women and Girls. Again, that was
14 established first term, first year, has an office, has
15 much more defined resources to it. And while we have
16 established AfAmWomenLead as a way to identify the
17 importance of that to specifically address equity for
18 Black women and girls as well as to respond to the
19 feminist critique of My Brother's Keeper having an
20 inappropriate focus, we still face challenges with
21 regard to ensuring that there's alignment with regard
22 to messaging a programmatic investment.

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1 And so going forward, especially while
2 there's a question about what the My Brother's Keeper
3 initiative will mean federally, this is again
4 acknowledging that there is a separate My Brother's
5 Keeper alliance that has been established in New York
6 as an independent entity. And there's also some now
7 200 communities around the country that have accepted
8 the My Brother's Keeper city challenge.

9 Whether there's a question federally about
10 whether or not there will be an investment, we need to
11 continue to be thoughtful about working with, for
12 example, the Association of Black Foundation
13 Executives, which has provided us with opportunities
14 to talk about our work with their funder and others to
15 secure the support that we need in order to do our
16 work.

17 We'll go to Spencer and then Tiffany.

18 MR. OVERTON: I just want to chime in that
19 something else that the report does -- and it's a very
20 extensive report; it's 36 pages -- is it chronicles
21 the work and the success of this initiative and of
22 this commission. And that shouldn't be taken to

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1 suggest, hey, no resources needed. Really, it shows
2 that there is a need -- there is a demand -- for this
3 work. And it just shows that, really, what's needed
4 is capacity to do the work and much more of it.

5 MR. JOHNS: Yeah. I would just say again.
6 Yeah. Sorry. And I'm usually the one policing that.
7 Early on in particular there was a really huge
8 challenge, right? There's one idea that if we were
9 able to do the work without the resources, people
10 would say to me then you don't need them, right?

11 And so with regard to acknowledging that a
12 lot of what we've been able to do is be
13 entrepreneurial and let's figure out ways to get stuff
14 done without the resources, we're still trying to make
15 the case that while we have been successful in doing
16 everything that we have been able to do. It's one,
17 insufficient with regard to what the president of this
18 country has asked us to do and what we need to do.
19 And two, we could do so much more with additional
20 support.

21 While we talk specifically about the work as
22 it relates to the commission, we should also note that

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1 on Page -- excuse me, I just had that -- on Page 7 of
2 the report we highlight how it is that we've leveraged
3 the resources to engage in signature and meaningful
4 activities. So the things that we've talked about --
5 our Af-Am Ed summit, our Twitter chats, our screening
6 and discussion series, right, the ways in which we've
7 been able to add value -- a lot of the work around
8 those specific priorities and engagements have been
9 supported by in-time (ph) resources, right?

10 Our summits might cost anywhere between 5
11 and \$15,000 dollars. And the only way we've been able
12 to produce them is by post-secondary institutions
13 saying we will absorb the cost because this is really
14 important to us. However, what that means is that
15 institutions who don't have a budget to be able to do
16 that are unable to engage in this work.

17 And so I just want the record to reflect
18 that we continue to engage in this balancing act of
19 leveraging the resources that have been provided while
20 attempting to draw down others to do all the work that
21 we need to do to respond to the urgent points that
22 have been made over the course of today and that we've

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1 talked about over the last three and half years.

2 DR. HRABOWSKI: If you think about it, what
3 has been amazing is the ability of the staff led by
4 David to use the expertise and resources of some of
5 the commissioners in addition from Sharon with LGBTQ,
6 just the connecting of what we want to do and what she
7 was wanting with Doris and faith-based communities.
8 And we can go across and all the way around in terms
9 of different conferences, summits and things.

10 So he's been working to use those in laying
11 the foundation -- I'll say it again -- and showing
12 examples of what can be done. But you can believe
13 there have been so many requests from around the
14 country from communities and organizations wanting our
15 support. And we need the kinds of resources, let the
16 record show, in order to meet the needs of the
17 country.

18 MR. JOHNS: Yes. So welcome anyone who
19 wants to support myself and Commissioner Hammonds in
20 thinking about connections with regard to
21 philanthropic and other financial resources to let us
22 know. We can engage in that small group discussion

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1 offline.

2 MR. DANCE: So David, pretty quick question
3 following up to what the chair just said. Do we
4 catalogue opportunities that communities may have
5 wanted us to intergauge with them that we were not able
6 to do because of limited resources?

7 MR. JOHNS: Yes. Not with Fidelity, but
8 yes, we attempt to --

9 MR. DANCE: If we're able to do that, that's
10 additional justification to ask for resources.

11 MR. JOHNS: Yeah. Included in the
12 appendices in this report are our budget
13 justifications that we submit every year. And within
14 that, we say here are the things that we'd like to do,
15 here are the consequences of us not getting the
16 resources in order to do this. Would ask for all of
17 you to review that as well as the ongoing work of the
18 commission on Pages 8 and 9. This is not exhaustive.
19 I am certain that there are things that you have been
20 engaged in. I'm thinking specifically about some of
21 the work that you continue to lead on behalf of the
22 100 and others that's not accounted for.

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1 But we would love it if you would flag for
2 us the things that are relevant in this regard as well
3 as the things that you would like to do if we had the
4 proper support.

5 Yes, ma'am?

6 MS. BOWMAN: Is it possible for us to also
7 ask for some foundation support for use of public
8 media to forward the messages that we are trying to
9 get out and to the public? And it seems to me that
10 that's the kind of thing a foundation might very well
11 be willing to help us with.

12 MR. JOHNS: Yes, most definitely. We have
13 attempted to work through the media companies that
14 have signed on to support -- for example, the My
15 Brother's Keeper Initiative. The challenge for us is
16 often the thing that we ask then becomes the last on
17 their priority list.

18 Another thing that we thought about
19 creatively is asking for a member of the media
20 community to be added to this group so that they can
21 leverage that resource as well, something we ask for
22 when we were established within the first 100 days and

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1 it did not happen. But we will continue to talk about
2 the importance of that.

3 Especially acknowledging that we have spent
4 so much time -- and I say we. Myself in particular,
5 I'm not a communications major in marketing. But so
6 much of our work has involved thinking creatively
7 about how we share these messages, how we identify
8 validators who can disseminate it in communities that
9 otherwise might not listen to us. It's also one of
10 the reasons why we worked very closely with Kea at
11 Imagine Photography to capture these images and videos
12 that you've seen to talk about our work.

13 Tiffany Loftin?

14 MS. LOFTIN: Really quickly, David. You
15 said in the beginning of your words that the
16 transition, you know, is going to continue to have
17 this dedication probably until 2017 but that the staff
18 might change. I'm just wondering because it made me
19 think long-term and broadly about what the timeline
20 for the transition actually is, and if you know some
21 of those details, and you would be able to tell us
22 because I don't know. It's not in here that I've

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1 seen.

2 MR. JOHNS: Oh, yes.

3 MS. LOFTIN: And I also thank you, Spencer,
4 and yourself, for putting this together.

5 MR. JOHNS: Yeah. So what I know is that
6 Lauren and myself will be unemployed. We will no
7 longer be working in our current capacity no later
8 than January 20, 2017, because we are political
9 appointees. We serve at the pleasure of the
10 president. When he leaves, we leave. There is a
11 chance that we will tender our resignation prior to
12 that point.

13 But that's the date that everybody should
14 have on their calendar. We know that before we make a
15 decision we will communicate that with all of you. At
16 that time, Monique Toussaint will -- I hit it while I
17 was talking.

18 Monique Toussaint will continue to be the
19 career staff assigned to our initiative. And I, no
20 matter what capacity, will continue to support her in
21 that regard. The -- in terms of priority, the work
22 for us will be as soon as a candidate is identified on

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1 November 8 -- God, please help us in that regard -- we
2 will continue to engage with their transition teams
3 to, one, remind them that, consistent with what we
4 have done over the last three years, there are a
5 number of priority engagements that we are proposing
6 for Black History Month. And then we will use that as
7 a marker to say somebody needs to be in this office to
8 support Monique and the ability to continue this work.
9 And we'll leverage some of the changing dynamics in
10 terms of diversity or lack thereof as an additional
11 marker for that.

12 We will also continue to work with the
13 members of the Congressional Black Caucus, who many of
14 you know were instrumental in ensuring that the
15 president worked to establish this initiative, to also
16 ensure that the decisions around staffing and then
17 capacity are made expediently and with the work that
18 we've done and what we can do in mind.

19 DR. HRABOWSKI: And just keep in mind that
20 our intention is to, through Commissioner Overton,
21 who's working with the transition, and others, to make
22 the point that we really are hoping that the next

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1 administration will be wise enough to retain our
2 current director, given the momentum that has been
3 building. And it just makes sense when you know that.

4 Remember, this charter goes -- we all are in
5 place until the end of 2017, and you can get me on
6 camera saying that hoping the administration will have
7 the wisdom to continue with our director.

8 (Crosstalk.)

9 MR. DOTSON: Mr. Chairman, so moved.

10 (Laughter.)

11 DR. HRABOWSKI: Is there such a motion that
12 we would like to see our director continue? Is there
13 a motion?

14 MS. LOFTIN: Second.

15 DR. HRABOWSKI: Second. All those in favor?

16 UNIDENTIFIED MALE SPEAKER: Please help us.

17 (In Unison): Aye.

18 DR. HRABOWSKI: All right. All right.

19 Thank you very much. Thank you very much.

20 MS. LOFTIN: Can we follow up that motion
21 with a prayer, too?

22 (Laughter.)

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1 MR. JOHNS: And I also call -- I also would
2 like the record to reflect that Commissioner McGuire
3 offered to work with Commissioner Hammond in working
4 with AFP and others. I appreciate that and welcome
5 anyone else who wants to support in that regard. Any
6 other final -- not final because we continue this
7 after the break.

8 Dr. Comer, are there any other hands? Let's
9 just acknowledge them now. Okay. Dr. Comer?

10 DR. COMER: I'm very proud of what we --

11 MR. JOHNS: Push your mic, please, sir.

12 DR. COMER: I'm very proud of what we've
13 done and especially what you and the staff have done,
14 David. And yet I'm wondering whether we can state
15 some future issues that we ought to consider because I
16 think we, in order to really address educational
17 excellence for African Americans, we need to think
18 about what our mayors and people who are responsible
19 for education on the frontline really know and what
20 they're doing, and what their responsibilities are,
21 and how we can transmit that message to them and get
22 them engaged.

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1 The other thing is our -- and we talk about
2 teachers primarily, and that's good. And all the
3 research is around what the meaning of teachers and
4 their value. But the administrators are critically
5 important, and they never get discussed. And they're
6 -- the way they come to be administrators is
7 troublesome.

8 MR. JOHNS: Right.

9 DR. COMER: And that needs some attention.

10 MR. JOHNS: So let's do -- so a quick point
11 to that, in both the documents that Peggy has produced
12 as well as the documents that Judge Smith-Ribner have
13 produced, there is an acknowledgment of the role and
14 responsibility of both teachers and leaders. We
15 continue to talk about and use the word teachers.
16 However, to the extent that we can, especially in
17 writing, we acknowledge that there are dual
18 responsibilities in both spaces.

19 We could also in this moment ask if our good
20 commissioner would offer to write another op-ed maybe
21 talking about the responsibility that system leaders
22 have in accelerating this work, and we can commit to

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1 pitching and placing it.

2 MR. DANCE: Very briefly, I'd be willing to
3 go a step further in addition to the op-ed going
4 further with the paper that talks about leadership in
5 general and the role in terms of African American
6 kids.

7 MR. JOHNS: Good.

8 MR. COMER: Two more points though -- the
9 parents, we haven't said much or anything about
10 parents, and I think that's another area; and
11 community in large; and even trying to develop parent
12 programs in a way that we begin to engage the
13 communities that they are a part of.

14 MR. JOHNS: Yeah. I'll say that while we
15 haven't talked about it explicitly, each of the papers
16 include recommendations specifically for parents,
17 families, communities as well as students themselves.

18 Two, all of the tools that we've produced --
19 so not the papers we've discussed today, but the two
20 tools that are in the folders that you have in front
21 of you -- are designed specifically for parents and
22 family members, what we refer to as caring and

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1 concerned adults, given the legal nuances around how
2 the federal government refers to parents.

3 And so, so much of our work is, one,
4 challenging the deficit-based narrative that suggests
5 that Black parents don't care and don't have the
6 desire to be engaged in meaningful ways; two,
7 equipping them with information about what resources
8 exist at a federal and in local levels; and then
9 three, trying to connect some of these policy dots.
10 So to the extent that there is something that we can
11 do specifically to engage further in that discussion,
12 would love to move in that direction. Let me propose
13 that we pause for member deliberate -- do you have one
14 point, Dr. Comer?

15 DR. COMER: No. Information -- I was going
16 to say training.

17 MR. JOHNS: Okay. Perfect.

18 Let's pause for member deliberation and
19 discussion. I would ask everyone to consider Dr.
20 Comer's first point, which is what are the things that
21 we want to focus on going forward.

22 Remember that one of the policy priorities

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1 we've already identified are ways to support the
2 learning and development of individuals who are not in
3 the pipeline, right, so those who are maybe in
4 correctional facilities but not engaged in learning
5 and development programs; those who are over age and
6 under accredited and may or may not be engaged in a
7 credit recovery program.

8 And again, we think a lot about the high
9 numbers of African American women who have taken time
10 off because of life or family or childbearing who have
11 not completed their post-secondary degrees of study.
12 So there are other policy items or agendas that we
13 should be pursuing. Let's think about those over
14 lunch, and then we can begin our conversation when we
15 reconvene as a full group.

16 Know that when we come back to the floor
17 again, we are joined by Secretary John King at 3:30.
18 We want to provide an opportunity for the following
19 commissioners and then others as time allows to talk a
20 little bit about their work.

21 We'll first hear from Judge Smith-Ribner who
22 will talk about supporting work for his diversity as

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1 well as faith and community engagement in
2 Philadelphia. We will then hear from Akosua
3 Barthwell-Evans to talk about the improving learning
4 and development in Detroit. And then we'll hear
5 briefly from Michael Nettles, who will talk a little
6 bit about work around assessments.

7 We will then move through, if Bob Ross is
8 able to join us by the phone, talking about this
9 administration through the My Brother's Keeper
10 investments. TyKiah Wright and Lauren Mims will talk
11 about a work around supporting African American Youth
12 With Disabilities.

13 Lauren will talk about some upcoming work
14 that we have planned to support African American youth
15 who are homeless or on the child welfare system or
16 foster care. Peggy has talked a little bit about it,
17 but to the extent that there's a little bit of time of
18 more information to share, she'll talk about her
19 recent engagement with Secretary John King.

20 And then finally, Sharon Lettman-Hicks and
21 Becky Pringle, if she is able to join us by then, will
22 talk about the work of supporting African American

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1 LGBTQ youth.

2 Is there a commissioner who's led work for
3 our commission who would like to talk about it that I
4 have not named or acknowledged?

5 Okay. So we'll start with that list and see
6 where we end up before we are joined by Secretary
7 King. Any questions about how we're --

8 MS. PRINGLE: David?

9 MR. JOHNS: -- planning to spend -- yes,
10 ma'am?

11 MS. PRINGLE: Can you hear me? It's Becky.

12 MR. JOHNS: Yes, ma'am.

13 MS. PRINGLE: It's Becky.

14 MR. JOHNS: Everyone can hear you. Go for
15 it. The floor is yours.

16 MS. PRINGLE: Great. First of all, good
17 morning to all the commissioners. I'm sorry I am not
18 there with you in person. I've been listening as long
19 as I could. I'm getting on flights in between, and I
20 look forward to seeing you in person in a couple of
21 hours. But just in case we are beyond this point, I
22 did want to put my voice in the room and thank all the

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1 commissioners who have worked so hard on the papers
2 that we're going to be doing today.

3 One of the things that I had to debate is
4 that I want to make sure -- and we're going to put --
5 I'm going to put some comments in about them in
6 several of the papers, but I want to say it in the
7 spirit of all of them together. And that is -- and
8 it's been raised in some of the comments that I've
9 heard -- that I think it's really, really important
10 that we hit very hard the importance of directing this
11 work from a systemic place. We are part of a system.

12 And the point that was just made about, you
13 know, we've been talking about teachers and not
14 administrators, and talking about, you know, educators
15 and not parents, certainly, we did see those
16 stakeholders talked about in some of the papers -- but
17 I think that making the point that they are part of a
18 system. And we are not going to be able to achieve
19 what we are setting out to achieve without
20 acknowledging that and without approaching the work in
21 that way. We can't do it in a cursory way. We've got
22 to do call that out in a strong way because not only

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1 do we want to acknowledge the role that they play, but
2 it's important for them to see their responsibility.

3 And that is -- and that's got to be a
4 cornerstone of the work we -- of our work on the floor
5 in terms of finalizing our papers. And even in the
6 connection from paper to paper -- and I don't know,
7 you know, when that will happen and how that will all
8 be put together, David -- but it's extremely important
9 that we make that connection so that everyone sees
10 their role and would see themselves and their role and
11 responsibility in the work. And we invite them to
12 join us in implementing the recommendations that we
13 ultimately agree to.

14 So I just wanted to make sure that we stay
15 true to that system -- systemic work. That's
16 absolutely essential if we're going to make sure that
17 our kids get what they need and deserve.

18 Thanks for the opportunity, and I'll see you
19 guys in a couple of hours.

20 DR. HRABOWSKI: Thanks so much. We
21 appreciate it.

22 Okay. We're going to stop our meeting and

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1 deliberation time.

2 MR. JOHNS: And so let the record reflect
3 that we are pausing.

4 (Off the record.)

5 MR. JOHNS: So again, I just want to
6 highlight that we will --

7 UNIDENTIFIED MALE SPEAKER: A round of
8 applause --

9 (Applause.)

10 MR. JOHNS: -- and TyKiah and her company
11 for producing this magic. So there are two other
12 videos from CBC that we're working on. We'll share
13 those. There are three videos from our LGBTQ summit.
14 But again, we're trying to produce these, too, so that
15 we can give them to you and you can use them as well.

16 The second, many of you know that the thing
17 that I care most about is centering and honoring the
18 experiences of our experts. And so you'll note on
19 everything that we do there are students center. Two
20 of the students to the point about collaboration and
21 sharing resources were, are undergraduate students at
22 UMBC, one not featured in the video.

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1 The student who spoke last, Grace Dolan-
2 Sandrino, we met through our Af-Am LGBTQ summit. And
3 so we've been able to put her in spaces where she can
4 highlight, along with others, the importance,
5 literally, of intersectionality. She was invited that
6 day to actually talk at the professional development
7 summit that we produce for educators, but there was a
8 vacancy on the STEM panel. She goes to an arts high
9 school. And so we brought her in, and she was able to
10 add value that nobody else in that panel could add.

11 The third thing is that that was produced in
12 partnership with General Motors because, we as an
13 initiative, cannot pay to host an event at a space
14 like the CDCF. And so they put up \$10,000 for us to
15 be able to produce this event -- and so again, just
16 highlighting connections with the hope that it will
17 draw up for you opportunities to continue this work
18 going forward.

19 Any questions about the video?

20 UNIDENTIFIED MALE SPEAKER: My notes.

21 MR. JOHNS: No. We'll send it when we can.

22 So we're going to break now for -- we're off the

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1 record.

2 (Off the record.)

3 MR. JOHNS: So a gentle reminder that before
4 we're joined by the secretary, we have a hard stop
5 when he joins us to allow -- to accommodate for his
6 schedule. We will provide no more than five minutes.
7 I will use a timer. I will interrupt you if you go
8 over that with love -- but five minutes for followers
9 to -- for commissioners to talk about individual-led
10 engagements that connect to our work.

11 The first three in order will be Judge
12 Smith-Ribner, Akosua Barthwell-Evans, and Michael
13 Nettles -- again, no more than five minutes, please.
14 That includes deliberation and discussion.

15 JUDGE SMITH-RIBNER: Great. Thank you.

16 I just want to mention with regard to the
17 faith-based organizational activities in Philadelphia.
18 We've been focusing on school attendance. They all
19 understand. And many of these faith-based members are
20 educators --

21 DR. HRABOWSKI: Yes.

22 JUDGE SMITH-RIBNER: -- by profession. They

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1 understand the correlation between school attendance
2 and lack of educational academic achievement. One of
3 the things that we did last year was to create a hand
4 card that we've distributed to clergy all over the
5 city. And they've asked for bullet points.

6 And on this back of this card that I shared
7 it with you, Dr. Hrabowski, we have bullet points. We
8 are asking and have asked clergy every Sunday, month
9 after month, year after year, talk to your congregants
10 about the importance of getting your children to
11 school, getting them there on time. And there are
12 various other bullet points that we've added on the
13 back of this card. Plus, they'll, of course, mention
14 anything else that they want.

15 But we also revised this card. It's called
16 Education Message from the Pulpit. We revised it
17 because school principals are asking for the card to
18 share with their parents.

19 Just before I left, I gave 500 of the cards
20 to this one particular school. She wants to get them
21 to every parent at her school just to -- as another
22 way of encouraging parents to get their youngsters to

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1 school every day. And Dr. Hite mentioned to the head
2 of the Black clergy in Philadelphia that he'd noticed
3 an uptick in the attendance. And he believed that it
4 was because of the concerted effort of the faith
5 community in Philadelphia.

6 And we still have a long way to go. At the
7 end of this month, I'll be meeting with about 75 more
8 clergy. On the 29th, I'll be meeting with women
9 clergy. And we're asking them to just take these
10 cards and run with this initiative, and they're
11 responding. And we're really grateful.

12 When I was in Pittsburgh this past Monday,
13 the Pittsburgh School Superintendent asked if we would
14 do the same thing with his school district in
15 Pittsburgh. He wants these cards for his principals.
16 And I'm already working with clergy in Pittsburgh as
17 well with regard to the Message from the Pulpit. So
18 that's something I just wanted to highlight --

19 DR. HRABOWSKI: Very good.

20 JUDGE SMITH-RIBNER: -- that we've been
21 doing, and we've been it --

22 DR. HRABOWSKI: Thank you.

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1 JUDGE SMITH-RIBNER: -- for quite some time.

2 DR. HRABOWSKI: Thank you.

3 JUDGE SMITH-RIBNER: -- in Philadelphia.

4 With regard to last Monday's meeting, I had been
5 asking about this Black man teaching initiative all
6 year -- last year, this year --

7 DR. HRABOWSKI: Yes.

8 JUDGE SMITH-RIBNER: -- could never get any
9 information in terms of what the department was doing
10 with regard to promoting that issue. And then
11 finally, David did connect me to someone who heads the
12 Office of Diversity in the department. And I spoke to
13 him earlier this year. We talked about the western P
14 initiative formed by four Black professors at four
15 universities in Western PA that are working to develop
16 a pipeline for Black male students to enter to go into
17 the teaching profession.

18 And I think it's Eric Duncan. That's his
19 name. He asked if I would connect him with those folk
20 in Western PA. So we had a telephone conference call.
21 David joined the conference call earlier this year.

22 I then convened a meeting in Pittsburgh with

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1 those professors. Plus, I reached out to our state
2 secretary of education, Secretary Rivera. He came in
3 and brought in his post-secondary education director.
4 And I might want to say that Lauren Mims participated
5 in our conference by telephone conference --

6 DR. HRABOWSKI: Good.

7 JUDGE SMITH-RIBNER: -- call. Thank -- I
8 thank you. Her comments were wonderful. Everybody
9 appreciated her being involved in the conference. But
10 the discussion centered around how to better
11 strengthen the pipeline not only for Western PA but
12 for our entire commonwealth and, as I said, for the
13 entire nation because it's not just a Pittsburgh
14 problem.

15 The post-secondary education director gave
16 us some stunning statistics about the decline and the
17 number of Blacks, and Black males in particular, who
18 are going into the education field. I was just
19 looking for some of the stats. In 2002, 55 Black
20 males graduated from the universities in Pennsylvania
21 with education degrees. In 2014, 28 Black males --

22 MR. JOHNS: One more minute.

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1 JUDGE SMITH-RIBNER: Okay. The point that
2 was made crystal clear throughout this three-and-a-
3 half, four-hour discussion was that the universities
4 and the system of higher education had to be more
5 involved in working with the K through 12 system and
6 developing recruitment strategies that are effective,
7 that can be sustained, and that will develop a strong
8 pipeline to get Black males into the teaching
9 profession.

10 I went into that meeting with two goals. I
11 wanted to develop a partnership between the school
12 district and the organizers of this initiative.
13 Fortunately, the school district superintendent was
14 there at the meeting, and he agreed to join in a
15 partnership with these professors. I also want to get
16 our system of higher education involved -- 14
17 universities in our system plus three in the
18 commonwealth-affiliated system. They need to be there
19 --

20 DR. HRABOWSKI: Yeah.

21 JUDGE SMITH-RIBNER: -- at the table. Our
22 secretary of education agreed, and they are going to

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1 work with me to help get this issue before our system
2 of higher education.

3 DR. HRABOWSKI: Very good.

4 JUDGE SMITH-RIBNER: One of the board
5 members -- board of governors is on my board. She's
6 going to lead the effort. So at least it's a start,
7 and we're just going to run with whatever we can to
8 develop a stronger pipeline to --

9 DR. HRABOWSKI: Very good.

10 JUDGE SMITH-RIBNER: -- more Black --

11 MR. JOHNS: Perfect. Almost right on time.

12 JUDGE SMITH-RIBNER: Yes.

13 MR. JOHNS: Remember that this is our last
14 physical meeting of this administration, but we have
15 at least one additional phone call on the calendar
16 where we can provide updates based on the conversation
17 now. So I don't want you to feel more rushed than you
18 actually are because we can come back to it.

19 Akosua Barthwell-Evans, I'll start your turn
20 now.

21 JUDGE SMITH-RIBNER: Excuse me. May I just
22 say thank you very much?

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1 DR. HRABOWSKI: Yes.

2 JUDGE SMITH-RIBNER: I've got a taxi waiting
3 for me. I hate to leave, but it's great to see
4 everybody. I hope to see everybody again real soon.

5 DR. HRABOWSKI: We will.

6 JUDGE SMITH-RIBNER: And I hope to see you,
7 David and Lauren.

8 DR. HRABOWSKI: Thank you so much, Madam
9 Judge.

10 (Applause.)

11 JUDGE SMITH-RIBNER: Thank you.

12 DR. HRABOWSKI: Thank you very much. She's
13 so impassioned, and we love your passion.

14 JUDGE SMITH-RIBNER: That's what keeps me
15 going.

16 DR. HRABOWSKI: We're pulling for you about
17 that telephone, about that phone too --

18 JUDGE SMITH-RIBNER: Thank you.

19 DR. HRABOWSKI: -- that you'll find it.
20 Take care. Okay.

21 AKOSUA BARTHWELL-EVANS: Yes, thank you.

22 So I'd like to report on an upcoming

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1 activity that we are planning in Detroit. I'm working
2 with a -- he is a lecturer at the -- at Eastern
3 Michigan University as well as a PhD candidate in
4 sociology at Wayne State University.

5 And so what we are planning is a forum
6 that's going to highlight examples of educational
7 excellence best practices in Detroit amongst different
8 groups that are focusing on this. So we're involving
9 Central High School, which is a local high school.

10 And we're involving at least six
11 organizations. And to date, the organizations that
12 will be a part of this are something called Cease
13 Fire, which is an anti-violence community group;
14 Detroit Dads that kind of highlights the
15 responsibility of African American fathers; the PTA of
16 the state of Michigan; the NAACP statewide college
17 division, another program that's newly formed which is
18 focusing on trying to encourage all fifth-graders in
19 the public school system in Detroit to pursue an
20 interest in STEM studies. And another is called Young
21 Men in Motion.

22 So the idea is we will -- we've invited

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1 David to speak. He will kind of -- after we do the
2 welcomes and what the purpose is, he will kind of give
3 a keynote. And the theme here is sort of breaking the
4 stereotypes and examples of educational excellence in
5 Detroit. Then we will have one roundtable discussion
6 that will involve representatives from those
7 organizations just sharing what the organizations are
8 attempting to do, the successes they've had.

9 And then we will have a second roundtable
10 where youth themselves (sic) will speak about what these
11 programs have meant. And then we will have a lunch
12 with David and some of the leaders of these
13 organizations and some of the youth.

14 And we are planning this for December 10th,
15 and our goal is to have about 250 participants. The
16 principal of Central High School will also participate
17 in welcoming us to his organization.

18 So we're excited about this. It's also
19 going to involve some graduate students, particularly
20 from Wayne State University, and some faculty. So
21 that's where we are on this program.

22 DR. HRABOWSKI: Very good.

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1 MR. JOHNS: Thank you for that.

2 DR. HRABOWSKI: Excellent. Thank you.

3 MR. JOHNS: Next, Commissioner Nettles.

4 MR. NETTLES: I'm sorry.

5 MR. JOHNS: I just wanted -- it's the right
6 time if you wanted to give updates about assessments -
7 -

8 UNIDENTIFIED FEMALE SPEAKER: Oh, I'm --

9 MR. JOHNS: -- or really around assessments
10 and --

11 DR. HRABOWSKI: Yes.

12 MR. JOHNS: -- how we can move on.

13 MR. NETTLES: Okay. Sure.

14 MR. JOHNS: Push your mic.

15 MR. NETTLES: At the commissions --

16 MR. JOHNS: Push your mic.

17 MR. NETTLES: At the commissions meeting,
18 the last meeting prior to this one, we talked a bit
19 about assessment in higher education and in K through
20 12 and the fact that assessment is related to -- has a
21 role in each one of our goals, the four goals of the
22 commission.

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1 I suggested to the commission that we spend
2 some time thinking about assessment from two
3 perspectives, one being the kind of indicators that we
4 might use as a commission for monitoring our progress.
5 And certainly, some of them would involve conventional
6 types of cognitive tests, large-scale tests of the
7 type that are administered in school districts and so
8 on. And we are using them in higher education.

9 And the other is to take a look at the
10 instruments themselves, the assessments to try to
11 understand why African Americans are on the bottom,
12 not even close to the top, and why there's no movement
13 and whether there could be something done in the
14 assessment world that would help to deliver a better
15 message about African Americans and a better message
16 to African Americans about how to increase and
17 accelerate our excellence.

18 So David Johns and Freeman and I spent a
19 good bit of time over the past several months talking
20 through how to go about doing this. And what we've
21 concluded -- and I won't go into the gory details
22 unless David --

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1 MR. JOHNS: I do not.

2 MR. NETTLES: -- would like. But where we
3 came out on this was that this is a big issue. The
4 expert assessment community could be involved. And
5 we've interacted with people in testing companies at
6 the highest levels of the major assessment companies.
7 And they're all interested in participating -- but
8 that we would actually spend a few -- a good bit of
9 time over the next several months thinking through
10 what a good agenda for this would be.

11 And so our target now is to go toward the
12 end of March with a convening in Washington of major
13 assessment companies, about 125 people or so, to take
14 a look under the hood, so to speak, at what the
15 assessments look like, how they are being reformed,
16 how they're being changed because now they're being
17 reinvented with new technologies and so on using
18 technology.

19 And so this is a real opportunity for us to
20 be in on the front end of transformation of the
21 assessments. And so that's where we are. And I'm
22 anticipating that by the end of March we would have a

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1 convening with papers developed all centered around
2 African American -- not everybody knows -- but focused
3 in on --

4 DR. HRABOWSKI: Yes.

5 MR. NETTLES: -- African Americans and
6 assessment.

7 UNIDENTIFIED MALE SPEAKER: Instruments?

8 MR. NETTLES: Instruments is with --

9 UNIDENTIFIED MALE SPEAKER: Process,
10 instruments -- not process, but instruments.

11 MR. NETTLES: It could be both. Yeah. It
12 could be both, but definitely instruments.

13 And you know, this is not -- this has been
14 an issue that's been pursued in the past. So in
15 investigating this, for example, Barbara, we've seen
16 how in the late '80s insurance companies in Illinois
17 challenged the assessment industry about, you know,
18 what these assessments were doing to make access
19 available to African Americans and were we being
20 ripped off or not getting access to jobs because of
21 the assessments. And there's a whole litigation that
22 went on.

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1 So -- yeah, so now this is not to -- we are
2 not going to suggest that something's wrong before we
3 know. What we want to know, though -- and we want the
4 African American community to understand testing
5 better. We want out of this an education process and
6 more involvement because there's underrepresentation
7 in producing the assessments by African Americans. So
8 this is where we are, and I look forward to continuing
9 to --

10 MR. JOHNS: Yeah. And to clarify for the
11 record, the we in this context is not the commission.
12 Mr. Nettles will lead this work in his personal
13 capacity as an employee of ETS, but that is not
14 connected to the work of this commission. Period.
15 Full stop.

16 So while it's relevant because of the
17 topics, generally, those sets of activities will not
18 be carried out under the leadership of the initiative
19 or formally as it relates to the commission, okay?

20 Bob Ross, are you on the phone at all?

21 If not, let's go to TyKiah Wright.

22 DR. HRABOWSKI: He did write again. I don't

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1 know if you saw. He wrote another email indicating
2 that he's willing to be supportive of us in thinking
3 about in the future how he gets the support of
4 foundations. He's got a lot of contacts, as you know.

5 MR. JOHNS: Yeah. I'll synthesize some of
6 it. "I appreciate the hard work and stewardship of
7 the process and reports. As a public health person,"
8 I further appreciate -- this is Bob Ross via email --
9 "I further appreciate the mentions of social,
10 emotional, and mental health as well as a steadfast
11 commitment to diversity and inclusiveness in its
12 fullest forms.

13 "I will follow up in the morning as well as
14 including from the perspective of philanthropy with
15 fellow Commissioner Andrew Blackwell's support from
16 policy laid the Foundations Executive Alliance, on
17 Boys and Men of Color, and the My Brother's Keeper
18 Alliance, which are collaborating on NBK's supportive
19 strategy. That includes the identification of a list
20 of cities likely to be no fewer than 10, but no more
21 than 20, wherefore philanthropic and corporate
22 resources can support local strategic efforts to

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1 improve outcomes in the boys and men of color
2 populations.

3 "The resources that will be applied will
4 fall well short of the needs of identified by the
5 roughly 200 communities around the nation that have
6 responded to the president's NBK challenge. But the
7 intent here is to focus more strategically and
8 impactfully on a shorter list of cities in pursuit of
9 structural and systemic change. God willing, there
10 will be an announcement no later than early 2017 about
11 this effort -- so just an update on what they're doing
12 as it relates to BKA and boys and men of color.

13 "The Foundation Executive Alliance work has
14 followed the strategic interests of its members and
15 have largely focused on the following areas -- school
16 suspensions and climate reforms are opportunities for
17 us to continue conversations that are important to Jim
18 Freeman and others; juvenile justice reforms and
19 efforts to end juvenile incarceration as we know it;
20 ban the box and second chance hiring; boys and men of
21 color advocacy; and issue organizing as well as
22 policing reforms.

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1 "I do" -- this is again Robert Ross --
2 "believe it will be of value to have our commissions
3 reports and recommendations shared with the entities
4 mentioned by Director Johns earlier and should include
5 the NBK Alliance, CEO Blair Taylor, and the Foundation
6 on Executives Alliance, AFP, and other philanthropic
7 leaders.

8 "I'm happy to support, given the report
9 recommendations on our presentations from you and
10 David, with the above audiences. As we cross into the
11 New Year and new administration, your leadership and
12 the work of commissioners and staff is deeply felt.
13 Bob."

14 So we have his comments on the record.
15 We'll respond and let him know that we appreciate him
16 being able to engage. And if there are any questions,
17 I'm happy to take those back.

18 Let's give a little bit of time to Tykiah.
19 Lauren will join us in just a second. But if you will
20 talk about our recent summit supporting African
21 Americans students with disabilities, please.

22 TYKIAH WRIGHT: Thank you.

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1 All right. So this summer following the
2 LGBTQ Summit, we had an opportunity to host an African
3 American Youth with Disabilities Summit. And the
4 summit fell on a very important day in the disability
5 community being the 26th anniversary of the signing of
6 the Americans with Disabilities Act. So across
7 Washington D.C. and across our nation, there were
8 activities going on to commemorate that day. So it
9 was an honor for us to host the first ever African
10 American Youth and Disabilities Summit on that day.

11 We convened, I believe, about 50 youth with
12 disabilities. And it was interesting in the planning
13 process with Lauren. We were getting a lot of
14 response and a lot of feedback. But we were just
15 unsure of how many of the registered people were going
16 to be students with disabilities because -- and again,
17 from doing this work for a long time, you know, the
18 educators want to come. Professionals and social
19 service arenas want to attend as well. But we were
20 really impressed with the youth that were there. And
21 the youth ranged -- oh, my God, a little boy was about
22 seven years old, all the way up to college students.

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1 So we really engaged in authentic
2 conversation around who they are as youth with
3 disabilities. And this was -- you can tell for many
4 of them, this was the first opportunity for them to
5 have a voice and to have a platform to speak their
6 mind. And David is so awesome about just engaging
7 young people.

8 And I remember one of the young boys, the
9 seven-year-old boy. His name was Michael. And
10 Michael was just rambunctious. You know, he just had
11 a lot of energy. But David allowed him and we allowed
12 him to have that energy. You know, he was just all
13 over the place. But he was seven, and he had some
14 awesome things to contribute.

15 And I remember David asking him so what do
16 you need. And his response was I need friends. I
17 need friends who love me and who can support me. And
18 this was a seven-year-old young man, little boy that
19 said he needs friends. So I mean, there were so many
20 different moments that, you know, across the whole
21 session that were key takeaways.

22 There was another young lady who used an

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1 augmentative device to speak. And I remember her, and
2 you can tell it was probably the first time that
3 somebody ever asked her what does she need from
4 teachers. And she clearly and simply said she needs
5 for teachers to know that she is brilliant because
6 often times when young people maybe cannot speak or
7 they use augmentative devices to speak, then they're
8 labeled as dumb and stupid. You know, so they're not
9 given -- they're not ever given those opportunities to
10 share their voice.

11 So there were so many moments throughout the
12 whole session where we had a lot of takeaways. And
13 then we had some phenomenal speakers from the
14 disability community -- Claudia Gordon, who shared
15 just kind of her journey as being an African American
16 deaf woman and what she's gone through to where she is
17 today.

18 We had Maria Town who is the disability
19 liaison from the White House come in to share, you
20 know, what are some of the policies that are in place
21 from the White House.

22 And also, we also had Rebecca Cokley from

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1 National Council on Disability who just shared from a
2 mother's perspective in raising children that have
3 disabilities and that are, you know, seen as being
4 African American, right? And then she also shared
5 some policies and initiatives that are -- that
6 surround our community and what we can do to advance
7 this initiative in our community.

8 But it was a really, really good session.
9 There were parents that were there as well. So we had
10 a breakout session with the parents. And again, you
11 can tell that that was probably the first time that
12 the parents were able to come together and share their
13 common stories. And they needed more. I think the
14 parent breakout session was maybe an hour, Lauren, if
15 I'm correct. And they all came back so energized and
16 just wanted more of those types of sessions because
17 they were sharing resources and sharing experiences
18 they've never shared before.

19 So I think that this is something that we
20 can continue. I think this is a platform where we can
21 continue to give the voice of our African American
22 youth of disability and not discredit them for where

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1 they are.

2 We had college students and students who are
3 graduating from high school going on to college. But
4 I remember a young man shared his story about a
5 teacher that took a vested interest in him. And if it
6 was not for that teacher taking that vested interest,
7 then he would not be on his way to college right now
8 because he was labeled. I believe he had ADHD and
9 just didn't get the resources until that teacher
10 invested in him. So it really takes one person, you
11 know, to invest and to recognize the gifts that these
12 young people have.

13 So thank you.

14 MR. JOHNS: I love that. I want Lauren to
15 talk as well, any reflections on that and then also
16 pivot into the conversation around our work supporting
17 kids who are homeless or in foster care.

18 But I just want to highlight one. There was
19 a request from many of the parents that participated
20 in that breakout for us to do this again --

21 MS. MIMS: Yeah.

22 MR. JOHNS: -- to provide them with the

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1 space to connect with one another to be able to share
2 resources and to find sources of support.

3 Among the things that they reported was most
4 meaningful was that for students with disabilities,
5 they were also hyper concerned with trauma. So there
6 was one mother, in particular, when we asked the young
7 people, you know, what's the thing that is most vexing
8 to you. They talked again about the threat and fear
9 of state-sanctioned violence or that in this sort of
10 Black Lives Matters context. And so we'll continue to
11 think about responses to trauma in that regard.

12 And the second thing is just profiling of
13 youth. There are three young people in particular
14 that showed up at that summit who we have adopted as
15 ambassadors, which is our normal practice. One of
16 them, Grace, has spina bifida. I mean, we are working
17 with her now to talk about the importance of hidden
18 disabilities. Her mom is also one of the HBCU all-
19 stars, so there's opportunity for some crosstalk in
20 that regard.

21 And then the second one is, again, the
22 importance of assistant technology. The mom with that

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1 young person told the story of how meaningful it was
2 for her to realize that her daughter has always had a
3 voice, but up until year and a half ago when they
4 found that device had been rendered silent in that
5 regard. So we'll continue that work.

6 Let's pivot to Lauren.

7 MS. MIMS: Yes, as David said, we'll
8 continue to work. And I want to acknowledge a
9 donation from Anthem that was given to us to continue
10 to host additional summits around supporting African
11 American students with disabilities. And much like
12 the campus climate, our ask is we welcome school
13 partnerships across all levels.

14 We've developed educational programs to
15 raise awareness of and provide support to youth who
16 are experiencing instability, particularly homeless,
17 foster care, and other transient youth and their
18 families.

19 In August, we had an Af-Am Ed chat on
20 Twitter with youth experiencing homelessness or who
21 were in foster care, as well as with service
22 providers. This allowed for youth to discuss what was

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1 working and what they needed to feel safe and
2 supported in their current life.

3 We also had as part of our Af-Am Ed films --
4 so we screened positive and compelling films that
5 advanced the discussion around African American
6 education. We screened a film about four homeless
7 adolescents in high school and how educators were able
8 to support them as well as ways that educators were
9 not supporting them and brought students as well as
10 educators into the discussion. And they talked about
11 the local context as well as the broader national
12 policy changes that need to be implemented.

13 This month, next week, we will welcome young
14 students who are going to be in elementary school who
15 are homeless or in foster care for a reading party.
16 And so we have been hosting reading parties. And you
17 can see in the transition document that these are fun
18 times where students are able to dance, read, and meet
19 other students like them to celebrate a love of
20 literacy and learning.

21 So we will also at that time partner with
22 the Department of Education to share resources and

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1 supports. Recently, there were some foster care
2 guidance that came. And this is led by a nine-year-
3 old girl who is one of our Af-Am Ed ambassadors, and
4 she has written a book about supporting youth in
5 foster care.

6 We really are passionate about continuing to
7 explore how housing and security affects youth,
8 especially youth at the intersection. So
9 particularly, we need -- there needs to be more
10 examination on LGBTQ youth and youth with disabilities
11 and how that affects housing instability so we can
12 better tailor policies to support students.

13 MR. JOHNS: I just want to take this point
14 of personal privilege to make sure that the record
15 reflects how amazingly brilliant and talented and
16 committed Lauren Mims is.

17 DR. HRABOWSKI: Here, here.

18 MR. JOHNS: Many of you watched me struggle
19 with the idea of losing Khalilah, who preceded her,
20 somebody supervised Lauren when she was a fellow. But
21 I continue to be astounded and take away pride in not
22 only affirming how brilliant Lauren is at this point

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1 in her very young career. But I cannot overstate how
2 central her leadership has been to not only sustain in
3 the work of this initiative, but taking it to the next
4 level.

5 Lauren, like myself and the other members of
6 this team, cares deeply about this work. Her hours go
7 far beyond 9:00 to 9:00 that we traditionally clock
8 in. Whenever I am unable to show up to some space
9 because I frequently make commitments to people that
10 ask without checking calendars, she shows up never
11 complaining, always seeking to be supportive.

12 So I just ask each of you in a very small
13 way to join me in thanking her very publicly for all
14 she does.

15 (Applause.)

16 DR. HRABOWSKI: Very nice.

17 MR. JOHNS: I would like for TyKiah and
18 Lauren to say a bit more about our Af-Am Women Lead
19 Initiative. And then, Peggy, if you would talk a
20 little bit more about the recent engagement with
21 Secretary King and how we are going to continue some
22 more of that work before we close this out with Sharon

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1 Lettman-Hicks.

2 MS. WRIGHT: Earlier this year, we started
3 the Af-Am Women Lead Initiative where we convened a
4 group of women civic leaders across the country. And
5 the goal was to talk about what we needed or what
6 women and girls needed in the space of leadership and
7 STEM.

8 So out -- I know Khalilah was a strong
9 champion in bringing together the voice of the women.
10 So we convened a day. I believe it was February --
11 no, December of --

12 MR. JOHNS: December.

13 MS. WRIGHT: -- 2015 -- December of 2015.
14 It was almost like a summit style, and we had the
15 morning session with the young girls. And then the
16 women broke out in an afternoon session. But again,
17 there was an opportunity for the girls to share, you
18 know, what they were looking for from a leadership
19 standpoint.

20 I know one of the initiatives that was born
21 out of that Af-Am Women Lead was supporting Museum Day
22 Live! And that was a partnership with the

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1 Smithsonian. And across the country, we partnered
2 with making sure that girls, African American girls,
3 understood the presence of museums and kind of clocked
4 the hours of community service. And that was the
5 first initiative. I don't know what the update has
6 been.

7 So Lauren?

8 MS. MIMS: Yep. Thanks, TyKiah.

9 We have -- since then, I've been serving on
10 the Interagency Working Group for Equity and
11 Empowerment. It's a subcommittee of the White House
12 Council on Women and Girls. And we have been working
13 really closely to develop policy recommendations as
14 well as create events specifically for African
15 American girls.

16 And so this has been something that has been
17 incredible for me as a researcher who was looking at
18 the particular effects of African American girls on
19 school systems and school systems on African American
20 girls to be able to bring students to the White House
21 for events.

22 And so we screened Queen of Katwe and talked

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1 about the importance of learning and education and
2 honors programming and afterschool programming for
3 students as well as we did A Ballerina's Tale, and we
4 talked a lot about issues of colorism, issues of
5 identity, and ways in which we can best support the
6 students who may feel a bit insecure.

7 So most of them were in elementary school,
8 and I talked about really feeling insecure about their
9 body and really liking to watch A Ballerina's Tale to
10 continue the discussion about the specific unique
11 challenges faced by African American girls.

12 To date, we have 750,000 hours committed
13 from organizations, civic organizations, women's
14 civics organizations across the nation. And we
15 continue to collect those pledges as well as follow up
16 to see what the organizations have been doing with the
17 students. Some things have been -- taking students to
18 museums has been a large, number one, where they go
19 together in a company and have an opportunity to have
20 a mentoring relationship with an African American girl
21 as well as learn more about history, which we know
22 increases positive racial identity -- so very excited

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1 to continue the work talking about it at the
2 Department of Education at the White House and with
3 the girls themselves.

4 MR. JOHNS: Awesome. So now we'll continue,
5 and we'll definitely have at a minimum an anniversary
6 event in December to commemorate our activities thus
7 far -- so more information about that.

8 Now, Peggy Brookins.

9 MS. BROOKINS: So the work that we've been
10 doing lately with the Department of Education around
11 teacher leadership -- and we've had a number of
12 summits that started in 2014 with Arne Duncan and Ron
13 Thorpe when he was alive to bring together groups of
14 teachers in order to look at problems of practice and
15 how they have a voice and how they began to take on
16 leadership and solve those problems.

17 We've had summits in D.C. and Baltimore, in
18 Boston and Kentucky, in Louisville, in Louisiana, in
19 Minnesota, and California. Last -- a week and a half
20 ago, we were in Long Beach and had the most incredible
21 summit of all. And what the summits do is bring
22 groups of teachers together -- and this is groups of

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1 teachers and administrators -- in order to solve
2 problems of practice that they have seen a need that
3 would improve student achievement if they were to
4 solve those problems.

5 We bring them together for about a day and a
6 half of uninterrupted incubation time in order to put
7 their ideas on a logic model, to define the problem,
8 what their goals are, how do they solve those
9 problems, what will they do in 30 days, 60 days, 90
10 days, what will they do in the next year, and then
11 what relationships can they form with teams in the
12 room.

13 So when we were in Long Beach, we had about
14 130 teams apply for the Long Beach Area Summit. And
15 we sent out 30 applications because that's all we
16 could take. And all 30 accepted.

17 And you'll be glad to know that six of those
18 teams were pure STEM teams and starting a coalition of
19 STEM schools around the country that would have
20 contact with each other, as well as share best
21 practices. Everything that goes on in those rooms is
22 incredibly exciting that they go back and put this

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1 work into practice.

2 But I think we are most excited about the
3 next summit that's coming up. And this will be
4 probably heated around social justice. We will take
5 no prisoners in the room. So all of those who agree
6 to come to that summit, you better be ready.

7 And we understand the need around children
8 of color, children with disabilities, LGBTQ community,
9 and how we as educators need to change and leave our
10 own baggage at the door in the sense that we have to
11 have real conversations about how to solve real
12 problems.

13 DR. HRABOWSKI: Very important.

14 MS. BARTHWELL-EVANS: When's that scheduled
15 for?

16 MS. BROOKINS: December 2nd through 4th in
17 Chicago.

18 MR. JOHNS: And so were going to try and
19 ensure that the dates and flights allow for us to be
20 able to support, as that is right around the same time
21 as the activities in Detroit. Again, a reminder that
22 what we are preparing for the transition of work will

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1 continue.

2 And so to the extent that you have
3 identified in this moment things that you are already
4 engaged in or would like to leave, please let us know.
5 The biggest challenge we have now is just, literally,
6 the days left in the calendar, but want to commit to
7 continuing to being as supportive as possible.

8 I would like to provide an opportunity for
9 Sharon Lettman-Hicks to talk a little bit about her
10 work. But before I do that, I want to play one more
11 video.

12 Is it two, Sharon, or was it -- do you
13 remember? Two or one? Which video did we not play?
14 Two or one? Do you remember? Is this one familiar?

15 MS. LETTMAN-HICKS: Play two.

16 MR. JOHNS: All Right.

17 (Video playback.)

18 MR. JOHNS: It's buffering, but that's an
19 important message. Got to love technology. That's
20 weird. It's been working all day.

21 DR. HRABOWSKI: I have class assume (ph)
22 that what you do when the technology doesn't work.

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1 (Laughter.)

2 UNIDENTIFIED FEMALE SPEAKER: (inaudible -
3 off mic).

4 DR. HRABOWSKI: Until it does work.

5 MR. JOHNS: Yeah. If Sharon won't (ph) mess
6 with it, it does. And if not, we'll just proceed and
7 catch up. Okay.

8 (Video playback.)

9 MR. JOHNS: Why don't we let the whole thing
10 buffer while Sharon talks, and then we'll play it at
11 the conclusion.

12 UNIDENTIFIED FEMALE SPEAKER: (inaudible -
13 off mic).

14 No, please.

15 MS. LETTMAN-HICKS: We are --

16 MR. JOHNS: Your mic.

17 MS. LETTMAN-HICKS: From our last board
18 meeting -- commission meeting, we were given the
19 charge, Commissioner Pringle and myself, to organize a
20 White House summit on African American LGBTQ youth
21 with our amazing staff team. We convened the summit
22 on June 9th through 11th. It was just phenomenal.

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1 Commissioner Pringle opened up doors of NEA
2 wide open for us, and her staff team was just amazing.
3 The three days -- the opening day was a welcome
4 reception that the Human Rights Campaign hosted for
5 us.

6 But I think the -- beyond the summit, it was
7 the charge. It was the charge from the partnership
8 with the National Education Association stating that
9 we do not want to have an event. We want to have
10 something that we can build upon that's going to have
11 a lifeline and that, after we do this, what next. And
12 we have literally been seemingly working every day
13 since the summit with something new to carry the
14 summit forward.

15 David set the charge for the summit focused
16 on three critical questions because his teach to
17 babies goes across the spectrum from birth to 35.
18 That's his baby's bandwidth, and he ain't even there
19 yet.

20 But the three questions, which has become
21 really part of my own work and how I think about it as
22 our team Wordsmith (ph), three basic questions that

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1 educators need to be aware of that youth should be
2 empowered to be asked -- what does it mean to be
3 young, gifted, Black, and LGBTQ -- that's a lot of
4 intersectionality; what do you need to feel safe,
5 supported, and engaged in school; and what do you need
6 adults to know and do to ensure that you thrive and
7 succeed? And this is really targeted at the K through
8 12 community -- really, middle school and high school.

9 We were amazed at how many agencies stepped
10 up. We were anchored by the sponsorship of the Arcus
11 Foundation where our own commissioner, Dr. Hammonds,
12 serves on their board as well as the Schott Foundation
13 for Public Education out of Massachusetts, and a host
14 of other partners.

15 California Endowment helped us with some of
16 our convening operations. And it was just extremely
17 healthy to see the collaborative partners that came
18 together. Commissioner Brookins was there all three
19 days. She was probably onsite more than I was on
20 certain aspects.

21 And the amazement to hear from young people,
22 as you've seen in some of these videos, to really talk

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1 about a community that has been fairly ignored,
2 especially in African American space, from a
3 perspective of seeing them as stakeholders, as youth
4 that need some direct services -- I mean, something as
5 basic as sexual education when everything is
6 heteronormative, we actually leave our children at
7 risk by ignoring who they are.

8 And with conditions like HIV/AIDS being an
9 epidemic today in 2016, the largest population of
10 growth today are children between 13 and 24, many
11 people who are still questioning their sexuality. So
12 we as a Black community, HIV is not a gay disease.
13 It's a Black disease and because the epidemic level
14 right now is focused on our babies and because young
15 men, in particular young gay men, sexually debut
16 earlier.

17 When you're looking at the raw time between
18 13 and 18, children are often showing up in college or
19 post-grade school with AIDS. And by the time they're
20 diagnosed, they're dead. So the fastest growing --
21 and it's almost like this horrible-kept secret in
22 Black America today, considering you can live to be 75

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1 with HIV today. I mean, statistics are coming out
2 every day.

3 So everything from that level to even HPV
4 for young women, young lesbians. HPV shows up earlier
5 because, again, people don't recognize the
6 disenfranchisement and the at-risk that we leave our
7 at-risk -- creating an at-risk for our youth who are
8 same gender-loving or even questioning their sexual
9 identity -- so issues from there all the way to if
10 they debut early with their sexuality, the level of
11 discrimination that they face from being treated as
12 children of opportunity.

13 So when we talk about STEM or we talk -- you
14 even heard some of the young people. A large
15 population of LGBT youth are showing up in the coding
16 community. So Black girls' code, all of those
17 phenomenal programs that people are talking about are
18 led by Black queer youth. The Black Lives Matter
19 movement was started by Black queer youth.

20 So all of these issues, as America has taken
21 LGBT equality to a new level, in large part because of
22 the leadership of our president, we're leaving our own

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1 community that looks like him behind. And the level
2 of leaving behind is not a celebration of LGBTQ. It's
3 the social responsibility that we have as educators to
4 make sure that these children are supported, that they
5 under -- that we understand the difference between
6 welcoming and affirming and just knowing that you're
7 there and not bothering you. That is not welcoming
8 and affirming, nor nurturing.

9 So the summit touched on a lot of these
10 issues in a very affirming way, but also built space
11 of education and knowledge. There's so much loss by
12 not seeing someone for their whole selves. And
13 there's so much opportunity loss on their growth and
14 development and their contributions to society.

15 So the summit focused a lot on listening to
16 queer youth. In particular, there was over 100
17 participants, but it was also an interaction because
18 we brought in people who have dedicated their life to
19 queer youth, like Glisson (ph) and the Trevor Project,
20 and other partnership -- Advocacy for Youth, that
21 actually have queer components, but they have very
22 little race relations competency. So they were there

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1 because they already have the resources. They're
2 already taking care of the youth.

3 Before Kevin Jennings was the president of
4 Arcus, he worked at the Department of Education. I
5 interfaced with him almost a decade ago, and he
6 literally threw his hands up like, I don't know, you
7 know, what more we can do to get Black America to be
8 supportive of Black youth. So then we have our
9 children being raised in communities that don't look
10 like them. And then there become a lot of self-hate.

11 So the beauty of this summit was not only
12 that it was at the highest level of government seeing
13 this population, it was what we gained from those
14 youth. It was the amazing contributions that they
15 made to not just this work, but to our knowledge and
16 understanding as what is needed to be put in place to
17 not allow a generation to be lost.

18 So it was extremely telling as we had
19 breakout sessions, but even in our work and NEA --
20 because NEA has leadership that not only works in this
21 space, but also trying to build the bridge. And I'll
22 let David share the race relations work that he's

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1 doing that also has -- with the NEA that actually has
2 a lot of opportunity for intersectionality in the work
3 that we did with our LGBTQ summit.

4 And we culminated with a stakeholders
5 meeting on that Saturday that brought the other
6 organizations that do this on a day-to-day level in
7 addition to the grassroots community, the National
8 Organization of the Grassroots Community, to talk
9 about what are the steps needed to integrate the
10 learning and education of support, especially in Black
11 spaces, school systems that are predominantly Black
12 spaces that do a lot of harm -- you know, I need to
13 just be very clear -- do a lot of harm to LGBTQ youth
14 because they're relegated as second-class citizens and
15 almost are invisible.

16 So we have used our work that we're now
17 doing with HBCUs to try to assist from the K through
18 12 model because it's going to be a generational
19 chain, and it's definitely transformation. And it's
20 not going to be done in a year. It's not going to be
21 done in five years.

22 You know, so we know that this is a decade-

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1 long quest, but it has to have an intentional 10-year
2 agenda not only to change hearts and minds, but to
3 build in responsible policies and practices on the
4 education level where race meets sexuality and gender
5 identity.

6 MR. JOHNS: Awesome. Let's play the video.

7 (Video playback.)

8 DR. HRABOWSKI: Let's give David and Sharon
9 a hand for their leadership --

10 (Applause.)

11 MR. JOHNS: And Becky, in her absence, I
12 cannot overstate how important partnership was in
13 being able to produce this event. We went through
14 lots of different processes and conversations with
15 colleagues in the White House and elsewhere. But this
16 summit continues to be important because it has
17 provided a model for many of our colleagues at the
18 Department of Education for how to highlight the
19 unique opportunities that exist and support the needs
20 of kids that often go unnoticed and/or undiscussed.

21 And so remember that Sharon said that we
22 started this on June 9th. We ended on June 11th. The

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1 day that we had the stakeholders meeting at the Human
2 Rights Campaign office was the morning of the Pulse
3 Nightclub shooting in Orlando.

4 So we spent a lot of time talking about and
5 helping our community understand, one -- and I said in
6 one of these videos that as long as there have been
7 Black people, there have been Black gay people. But
8 two, what happened at Pulse is not unlike what
9 happened at Mother Bethel and South Carolina where I
10 think this is really about ensuring that we all have
11 safe spaces in which we can seek respite or otherwise
12 find ways to thrive.

13 One of the people on the video who you saw
14 and who Barbara and others noticed is Kia Darling-
15 Hammond. She's the daughter of Linda Darling-Hammond,
16 and we use her research.

17 She's a graduate student -- a thrive student
18 at Stanford, and a lot of her work is around what's
19 required to ensure that kids thrive, not only that
20 they're able to perform on cognitive assessments, but
21 their social and emotional wellbeing is attended to,
22 but that they have all of what's required so they can

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1 show up in their fullness and be respected and
2 celebrated for that.

3 So a couple of things that are worth noting
4 again, we're spending a little bit more time here than
5 on other places because this is a framework for how we
6 can move forward on a range of issues. So one,
7 there's a youth advisory commission that has been
8 established. Three of the people on the video who
9 were the -- sort of the mentors, these are individuals
10 who have been identified by MBJC as their 100 leaders
11 to watch.

12 Is that the correct --

13 MS. LETTMAN-HICKS: Yes.

14 MR. JOHNS: 100 leaders to watch. They have
15 signed on to support the work of this youth advisory
16 commission. There are 13 young people high-school age
17 -- I think there might be one or two in under-grad --
18 but that have agreed to do the work supporting this
19 advisory commission.

20 And that advisory commission is charged with
21 carrying out the recommendations that the young
22 people, the 100 participants, made while they were at

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1 the summit. That includes working with Planned
2 Parenthood on a set of activities around comprehensive
3 sexual education, health, and wellbeing, including the
4 specific focus on trans individuals who often go
5 unacknowledged.

6 We have produced two sets of videos for
7 educators, specifically around how to have these
8 conversations, what language to use, and strategies
9 that have worked for our students. That was produced
10 in partnership with, and really sponsored by, the
11 Alliance for Excellence Education. We'll share those
12 videos.

13 We are working with the White House to
14 continue to schedule a series of specific
15 conversations that will address the needs of trans
16 individuals of color, acknowledging that in the
17 lexaconic LGBTQ, T is often either conflated with
18 other parts of the acronym or just neglected
19 altogether and given the rate at which African
20 American trans individuals, in particular, are victims
21 of state-sanction violence or otherwise locked out of
22 access to opportunity who want to spend the necessary

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1 time going there to figure out how we can be helpful.

2 We are working with Karamo Brown. He was in
3 the video, notable in that he was one of the first
4 African American men to be out on public TV. He was
5 on The Real World in Philadelphia. We're working with
6 Karamo to produce a virtual mentoring session to
7 unlock the head in curriculum for African American
8 LGBTQ youth.

9 And we're also working with the TFA and NEA
10 to do the work providing professional development to
11 educators, right? So specifically what the ADA were
12 working with, Becky Pringle will be having some of
13 these conversations tonight to ensure that the
14 curriculum and the professional development offerings
15 that they provide to members of their association are
16 up-to-date accurate and include the intersections of
17 being both marginalized with regard to race as well as
18 sexual identity. And then we're doing the same with
19 Teach for America, including through Tinnen West (ph),
20 who was featured in the video.

21 The last thing I'll highlight is that we
22 have produced a specific version of our toolkit for

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1 schools and communities that would like to center
2 these types of discussion. So we have an Af-Am Ed
3 LGBTQ teach and toolkit that is on our website that
4 we'll circulate as well that we hope will be a
5 resource for anybody looking to, again, center the
6 experiences of Black LGBTQ youth.

7 Yes, sir.

8 DR. COMER: Thank you, David and Sharon.

9 I wondered if you could talk about the
10 extremes of the perspective of school districts or
11 school systems and give an example of a place that's
12 progressive in addressing and accommodating the
13 population that we're talking about --

14 MR. JOHNS: Yeah.

15 DR. COMER: -- and the opposite end of the
16 spectrum of places that have a long way to go.

17 MR. JOHNS: I'll start and then you want to
18 supplement? Is that okay? Or do you want to start?

19 MS. LETTMAN-HICKS: Sure, you can start.

20 MR. JOHNS: So one district that is doing a
21 really thoughtful job is D.C. DCPS has one of the
22 most comprehensive and thoughtful policies around

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1 trans students, in particular.

2 So one individual who was a key participate
3 in our summit has a daughter named Ellie (ph), who was
4 one of the first students in D.C. to identify as trans
5 and then go through the process of being supported by
6 the school system. So that includes everything from
7 the District working with school leaders, in
8 particular, to the point that we made earlier to, one,
9 ensure that environmental welcoming; that a student's
10 preferred gender pronoun is used on all of his or her
11 records, which is something that doesn't happen in
12 most school districts; that children are able to use
13 the bathrooms that correspond with their gender
14 identity expression, not that which we see in them;
15 and then also works with educators, in particular, to
16 ensure that the proper professional development is
17 provided for the entire community to be engaged in
18 that work.

19 Ellie's parents, Vanessa (ph) and J.R. (ph),
20 published a series of articles really talking about
21 and celebrating the fact that DCPS has created an
22 environment in which Ellie, as a young person, is

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1 affirmed and really talks about the consequences of
2 considering her being at a school district that does
3 the exact opposite.

4 I won't name any specific districts, but I
5 will say that there are seven states that prohibit
6 teachers from talking about anything having to do with
7 queerness. They're called "no promo homo" laws, where
8 the idea is that you cannot promote homosexuality in
9 any way, shape, or form. And in these states in
10 particular, we're working with ADA and AFT and Teach
11 for America to try and find ways to work with
12 educators outside of the traditional work streams.

13 Sharon, do you want to supplement any of
14 that?

15 MS. LETTMAN-HICKS: Unfortunately, the only
16 place I could name is D.C. We have a long way to go.
17 And I mean, when you hear the actual states that
18 prohibit, we -- everything at K through 12 works in
19 tandem with non-discrimination laws in a state.

20 So even -- and North Carolina was the most-
21 recognized one recently because of their House Bill 2
22 that was filled with discriminatory practices. That's

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1 just politics and a right wing agenda. But
2 universally, there are very few states -- Atlanta
3 should be far ahead than any place else. Baltimore
4 should be far ahead than any place else. But there
5 are not necessarily safe havens for LGBTQ youth under
6 the age of 18.

7 So there's a lot of community centers.
8 There are great community partners. One of the best
9 community partners was Pride Atlanta that was featured
10 in the video. Atlanta has a lot of community
11 intervention spaces.

12 There are a couple of satellite schools --
13 well, no. I'll stand corrected -- Harvey Milk School
14 in New York City, except it's the 10th chance school.
15 So this is -- these are the students that's been
16 bounced out the system a minimum of six times before
17 they get there. The school is 80 percent African
18 American, 99 percent LGBTQ, and it's run by the
19 Hetrick-Martin --

20 MR. JOHNS: Institute.

21 MS. LETTMAN-HICKS: -- Hetrick-Martin
22 Institute.

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1 MR. JOHNS: Correct.

2 MS. LETTMAN-HICKS: They -- we call them
3 HMI. And within the institute that is very well-
4 funded -- State of New York is extremely supportive of
5 it -- is a school called the Harvey Milk School,
6 dedicated to Harvey Milk of San Francisco, a White man
7 when the school is 80 percent Black.

8 So I use that as a specific example because
9 it's a very diverse faculty and staff and non-profit,
10 but we are leaving our children to be reared and
11 supported by people that don't look like them. So
12 wherever the Black LGBT population is greatest is
13 where you'll find some semblance of support.

14 Baltimore, D.C., Atlanta are the top three
15 cities that have a greater chance to support our
16 youth, but our youth live in Mississippi and Alabama
17 and Florida. And where they -- there is -- this is
18 really about creating an underground. The LGBT
19 community in the Black space has virtually created its
20 own safe haven, and it's an underground.

21 So there's a lot of unorthodox practices.
22 There's a lot of survival techniques. That's why many

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1 of us call it the new civil rights movement because
2 you've allowed people to have to co-exist and find
3 survival in alternative ways, where if there was a
4 more above-ground, a lot of at-risk issues would go
5 away. So I especially say that for K through 12
6 because we have a lot of resistance, like laws, that
7 prohibit people from talking about LGBTQ even at
8 schools.

9 So that also prohibits people who are LGBGTQ
10 who are teachers. That's why Teach for the
11 Partnership and Teach for America is significant --
12 because they actually created an LGBTQ department
13 that's led by a Black man. So by virtue of that,
14 these are unusual partnerships, but there is no
15 healthy example out there.

16 Even the -- what is it, the Duke Ellington
17 School?

18 MR. JOHNS: The -- yep (ph).

19 MS. LETTMAN-HICKS: Duke Ellington is a
20 school in District of Columbia. The majority of their
21 students at that school are particularly queer. I've
22 been tapped to be a head master of every queer school

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1 that has a Black population in the country, and I'm
2 like I'm not an educator. That's a whole other story.
3 But that -- it's so desperate that that population,
4 especially in cities like Atlanta, Baltimore, and
5 D.C., have a huge opportunity for work to be done and
6 that you would -- we would immediately go to safe
7 spaces like that where we can actually get something
8 done to create a best-practices model.

9 MR. JOHNS: The eight states are Alabama,
10 Arizona, Louisiana, Mississippi, Oklahoma, South
11 Carolina, Texas, and Utah -- again, states that have
12 "no promo homo" laws and laws that prohibit
13 enumeration or the ability to have these discussions.

14 MS. LETTMAN-HICKS: She definitely has
15 something to add.

16 MR. JOHNS: Yes, ma'am?

17 MS. HAMMONDS: Thank you. I have to leave.

18 DR. HRABOWSKI: Thank you so much.

19 MR. JOHNS: Thank you as well.

20 DR. HRABOWSKI: Let's give her a round of
21 applause.

22 (Applause.)

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1 MR. JOHNS: Let's let Dr. Comer -- so we'll
2 say thank you. We'll continue this discussion.

3 What I'd like to do is -- yes, sir?

4 MS. PRINGLE: David?

5 MR. JOHNS: Yes, ma'am?

6 DR. COMER: Really --

7 MS. PRINGLE: David?

8 MR. JOHNS: Hold on one second. Hold on one
9 second, please.

10 MS. PRINGLE: Okay.

11 DR. COMER: So I just want to, on the
12 record, speak for the state of Maryland. Maryland has
13 actually issued guidance for LGBTQ students as a state
14 department for school systems within the state of
15 Maryland. So we only have 24 school systems in our
16 states. The state, knowing how political this issue
17 would be, took a statewide roll that then provide a
18 cover to all 24 school systems. But Maryland has been
19 very forward-thinking in its guidance for school
20 systems around LGBTQ students.

21 In addition, I know Fairfax County public
22 schools has added to its anti-discrimination policy in

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1 transgender and LGBTQ students. Baltimore County now
2 has it on first reader for our board to consider as
3 well, too. But Maryland has issued statewide guides.

4 DR. HRABOWSKI: Perfect.

5 MS. LETTMAN-HICKS: And that's a definite
6 first step. And then to answer his questions, what
7 predominantly African American schools have a
8 competency curriculum under development or in place?

9 MR. JOHNS: Yeah, what --

10 DR. COMER: And I do not know a school
11 system that actually has done that.

12 DR. HRABOWSKI: No.

13 MR. JOHNS: Yeah. Is that Becky Pringle,
14 once again, on the phone? I will say that one of the
15 things --

16 MS. PRINGLE: It is.

17 MR. JOHNS: It is? Go for it, Becky.

18 MS. PRINGLE: I actually wasn't told to get
19 on the call (inaudible). And I want to say back to
20 her what an incredible partnership we had as well.

21 And in addition to NEA, you know, thank you
22 for all you do. But we actually reflected what a

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1 partnership should be and its work because it wasn't
2 just about us doing something with Sharon and David.
3 It was about what they were doing with us and how they
4 intend to help us advance our work on institutional
5 racism and (inaudible) issue that the students were so
6 brilliant at talking about.

7 I will tell you that the enormity at
8 anything (ph) have followed up on the work. I mean,
9 we're continuing to work within (inaudible) as well.
10 But within our own strategic plan, we have (inaudible)
11 around this issue. Our President has assigned one of
12 our executive committee members to help in any way he
13 can to advance the work and to make sure that the
14 recommendations coming from (inaudible) students and
15 educate (inaudible) actually find its way in the work
16 that we are planning to head (ph).

17 So not only was this is a really good
18 opportunity for us on the commission to advance this
19 work, but I wanted to let David and Sharon know how
20 thankful we are to advance that. And it should help
21 us advance our work as well.

22 DR. JOHNS: Thank you for that and your

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1 continued partnership. Again, I can't say enough how
2 thankful we were for you providing, literally and
3 figuratively, the space for us to do this work.

4 TyKiah?

5 MS. WRIGHT: Do you have a date set for the
6 summit for next year?

7 DR. JOHNS: For the LGBTQ summit? No. We
8 have planned thus far through January 20th --

9 MS. WRIGHT: Okay.

10 DR. JOHNS: -- and then have spec'd out four
11 activities for the month of February --

12 MS. WRIGHT: Okay.

13 DR. JOHNS: -- but have not gone beyond that
14 in identifying specific dates. There will be a set of
15 dates that Sharon will release around NBJC's agendas,
16 again, to supplement our work. But we have not gone
17 beyond February in that regard.

18 MS. WRIGHT: Okay. And my new role at
19 Nationwide HRC is winning (ph) one of my partner
20 portfolio. So I know we are getting ready to enter
21 into annual planning with HRC. And I know we actually
22 sponsor HRC, so I'll be willing to bring this up in

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1 our meeting for sponsorship of an event.

2 DR. JOHNS: Awesome.

3 DR. HRABOWSKI: David, mention the date for
4 our conference call.

5 DR. JOHNS: The date for our next call is
6 December --

7 DR. HRABOWSKI: First.

8 DR. JOHNS: -- 1st at 5:00 p.m. -- December
9 1st at 5:00 p.m. We'll send both an Outlook reminder,
10 as well as an agenda closer to December, but just a
11 reminder that we've already have that date, December
12 1st, at 5:00 p.m. for -- I believe it's our final call
13 of this administration.

14 What I'd like to do is I believe the
15 secretary is outside. It's a little early, but would
16 like to invite him into this space. We'll ask for our
17 chairman to introduce him. While we have him here and
18 he's captive, I would like to play our second LGBTQ
19 youth video.

20 And then maybe, Chairman, you could just ask
21 him to reflect upon whatever advice he has for how to
22 sustain the work.

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1 DR. HRABOWSKI: Yep.

2 MR. JOHNS: And then I believe he's
3 committed to a half hour with us. So whatever
4 questions you all have, let's post those to him,
5 acknowledging that we've lost a portion of our group.
6 If after that there's an appetite to continue the
7 conversation about what additional policy areas we
8 want to explore, let's have that conversation. If
9 not, we can acknowledge that we can come back to that
10 and maybe make that the focus of our phone meeting.
11 We can adjourn at that point.

12 DR. HRABOWSKI: It's given -- I would
13 suggest, given that it was Commissioner Comer who
14 brought that up, why don't we make the focus of our
15 phone call other issues that we want to have on the
16 agenda. So everybody can be thinking about it. Let
17 me just suggest we do it that way, okay, rather than
18 having discussion when most of us, or many, have left.
19 All right?

20 (Crosstalk.)

21 DR. HRABOWSKI: By the way, Sharon, I would
22 suggest that you never again say that you're not an

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1 educator. You are very much an educator. We claim
2 you, all right? You are educating every day, all
3 right? So you may be leading some kind of institution
4 one day. Let me say that on the record right now.

5 MS. LETTMAN-HICKS: I may.

6 DR. HRABOWSKI: Uh-huh.

7 (Laughter.)

8 MR. JOHNS: I should also highlight Grace,
9 who you heard me talk about. She made the comment
10 about intersectionality in the STEM video, also told
11 her own story at our professional development day.

12 So for the last two years, we have produced
13 a day-long summit at the start of the Congressional
14 Black Caucus Annual Legislative Conference where some
15 more than 250 educators have gathered to really talk
16 about an agenda around education that, in an ideal
17 world, the members of the Congressional Black Caucus
18 would pursue. Just based on Grace's engagement alone,
19 there were some 15 individual districts, mostly
20 superintendents, who reached out to her asking for
21 resources, asking if she would come to the school to
22 provide professional development.

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1 So I offer that just as an example of the
2 power of allowing young people and their experiences
3 to be centered and the need that educators have
4 expressed to engage in discussions with experts, with
5 each of you. So we will continue to try and highlight
6 opportunities not only for LGBTQ youth, but for
7 students with disabilities, hidden and otherwise, for
8 women and girls, for any way we -- where we can
9 highlight the work around accelerating learning and
10 development to, again, ensure that all of our babies
11 ultimately thrive.

12 That concept, too, of identifying what we
13 now call our ambassadors, will continue going forward.
14 In addition to Monique helping to build our intra-
15 agency taskforce, we will also build out the network
16 of ambassadors, which includes our former interns and
17 fellows, those who've accepted the call to host teach-
18 ins and the like in their communities.

19 (Side conversation.)

20 MR. JOHNS: Oh, okay. So I'm mistaken. I
21 thought he was here. He's not here.

22 So why don't we break. Let's break.

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1 There are -- there should be granola that's
2 not in this room. Oh, it's right here in the back.
3 So there's granola that you can create for yourself.
4 There's coffee and tea.

5 And it's 3:00 o'clock right now. Let's come
6 back to the table at 3:20. We can receive the
7 secretary at 3:25, and then go from there.

8 Yes, sir?

9 UNIDENTIFIED MALE SPEAKER: (inaudible - off
10 mic).

11 MR. JOHNS: Yes. For everyone who needs to
12 leave, feel free to leave when you need to. We will
13 flag for the secretary that that might happen.

14 UNIDENTIFIED MALE SPEAKER: (inaudible - off
15 mic).

16 MR. JOHNS: Listen, if you need to make a
17 flight, we will let him know where we are. In the
18 event that somebody needs to get up, he'll know that
19 it's not a sign of disrespect.

20 UNIDENTIFIED MALE SPEAKER: (inaudible - off
21 mic).

22 MR. JOHNS: We're going to break no later

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1 than 4:00. He himself has a break. He's flying to
2 California. So he also has a flight. You all might
3 be leaving together.

4 (Crosstalk.)

5 MR. JOHNS: So know that, again, we are
6 leaving this room no later than 4:00. The secretary
7 has a hard stop. I know a lot of you have flights to
8 catch. But if you need to leave before 4:00, feel
9 free to do so.

10 DR. HRABOWSKI: So there's traffic. I mean,
11 to get to the airport, it takes --

12 (Crosstalk.)

13 (Recess.)

14 MR. JOHNS: We have been, so everybody is
15 aware, joined by a reporter from the Politico.

16 Your name, sir?

17 BEN: Ben (inaudible).

18 MR. JOHNS: Ben. So everybody follow Ben's
19 work, especially since he's writing an article about
20 us.

21 (Laughter.)

22 (Crosstalk.)

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1 MR. JOHNS: Also, while we're waiting for
2 the secretary, I just want to remind everyone that
3 there are two articles that have been published by
4 Education Post, one from Commissioner Dance on
5 reimagining the senior year and one from Peggy on the
6 importance of board certification.

7 And so we encourage you to send us articles,
8 as well, that we can pitch in place -- one written by
9 a gentleman named Dallas Dance on reimagining the
10 senior year.

11 (Crosstalk.)

12 MR. JOHNS: So I encourage you to write
13 about ones that interested you, and then we'll pitch
14 in place.

15 (Crosstalk.)

16 MR. JOHNS: Is there anyone still on the
17 phone?

18 UNIDENTIFIED FEMALE SPEAKER: Somebody --

19 UNIDENTIFIED MALE SPEAKER: We're (ph) still
20 on the phone.

21 MR. JOHNS: Okay, perfect. So we're going
22 to keep you on, as we're going to be joined by the

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1 secretary any moment.

2 Thank you for your patience and virtual
3 engagement.

4 (Crosstalk.)

5 (Side conversations.)

6 MR. JOHNS: Okay. Are there any questions
7 for the good of the order, things that we need to
8 discuss before we wrap formally? No? Everybody's
9 feeling good?

10 UNIDENTIFIED FEMALE SPEAKER: Have we set --

11 (Crosstalk.)

12 MR. JOHNS: December 1st. December 1st,
13 5:00 p.m.

14 Monique, you'll send out an Outlook invite,
15 right, reminding them about our call on December 1st?

16 All right. So after this meeting, we will
17 send an Outlook invite for our next call on December
18 1st at 5:00 p.m. We will send Word drafts with all of
19 the papers, again, asking for your edits no later than
20 close of business next Monday.

21 (Crosstalk.)

22 MR. JOHNS: And I'll review the notes and

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1 the Word document, yes, ma'am, so you can just track
2 your changes.

3 (Crosstalk.)

4 MR. JOHNS: Google Docs -- we will not use
5 Google Docs. We'll use the Word -- we'll use Word
6 docs. There might be a couple emails, however,
7 because of the size of the attachments. That's the
8 only reason why we use Google Docs, is to reduce the
9 size.

10 We'll also send one email with the pictures.
11 I'm going to try and display Kia's (ph) company.
12 They've also -- they already sent the pictures from
13 yesterday. I'm going to try and pull those up now.
14 But we'll send a link with the photos both from today
15 and yesterday.

16 Becky Pringle, we should get your headshot
17 now while we have time. We're joined by Commissioner
18 Pringle. If you will go with Kia, our photographer,
19 she'll get you.

20 MS. PRINGLE: Do I (inaudible - off mic).

21 MR. JOHNS: No, of course not. You're
22 always ready. You need your --

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1 (Crosstalk.)

2 MR. JOHNS: I have it. I have it. I have
3 it. I have it. I have it. Yes, ma'am.

4 MS. PRINGLE: Thank you.

5 (Crosstalk.)

6 MR. JOHNS: We will also update the contact
7 list for each of you. We know that some of you have
8 transition support staff. If that's happened, please
9 let us know. But we will send that document as well -
10 - circulate that, rather.

11 (Crosstalk.)

12 MR. JOHNS: A quick survey -- this hotel
13 compared to the last hotel where we had our meeting,
14 is there a preference?

15 UNIDENTIFIED FEMALE SPEAKER: This one.

16 MR. JOHNS: This one? Okay.

17 DR. HRABOWSKI: I prefer this one.

18 (Crosstalk.)

19 MR. JOHNS: Appreciate that.

20 (Crosstalk.)

21 UNIDENTIFIED MALE SPEAKER: Are we on the
22 record?

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1 MR. JOHNS: We are not on the record.

2 (Off the record.)

3 DR. HRABOWSKI: Commission members, we are
4 delighted that the secretary's here with us. Let me
5 give a brief introduction.

6 And I should tell you a number of the people
7 had flights to catch. A couple may have to leave.

8 MR. KING: Sure.

9 DR. HRABOWSKI: So it's not because they
10 don't like what you say. They just have to go so.

11 Now, the -- but John B. King, he's secretary
12 of education and he's held that position since his
13 Senate confirmation March 14th, 2016.

14 Two or three things that are really
15 important -- he had served before as deputy secretary
16 and oversaw the department's work leading cross-agency
17 collaboration for President Obama's My Brother's
18 Keeper Task Force. And for about five years -- almost
19 five, between four and five, he served as commissioner
20 of education for the state of New York.

21 What's significant about that is that he had
22 the opportunity to oversee not only elementary and the

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1 states elementary and secondary schools, but also the
2 independent and proprietary universities and colleges,
3 and libraries, museums, numerous other educational
4 institutions. And the state university of New York --
5 it's called the University of the State of New York.
6 I should know this stuff.

7 He has been a teacher in both -- in several
8 places but, most important, has done a lot with
9 curriculum, has worked at different levels from middle
10 school to working with higher ed. So he's got broad
11 background in education.

12 Somebody said before you came they had never
13 seen a secretary with so many degrees. So you're
14 really well prepared -- we know that already -- in a
15 lot of the experience.

16 With that, I'm delighted to hand it over to
17 John King.

18 MR. KING: Thanks. Thanks so much.

19 (Applause.)

20 MR. KING: Good afternoon. I appreciate the
21 opportunity to visit with you, and I won't talk long
22 because, really, I wanted to do just two things --

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1 primarily, to say thank you for your service and for
2 the work that the commission has been engaged in.
3 There's a lot of good work that has gotten done by the
4 initiative, and I see our task now, over the next four
5 months, of ensuring a smooth transition to the next
6 administration and ensuring that the work carries on.

7 Two, I'll just say briefly a few words about
8 things that we're working on at the department that
9 I'd love to get your feedback and thoughts on. And
10 then I want to really leave the time for conversation.

11 Certainly, the president has a tremendous
12 record of progress for us to look back on over the
13 last eight years in terms of education -- early
14 childhood through K through 12 into higher education.
15 Last year, we had the highest graduation rate we've
16 ever had as a country at 82 percent.

17 We have a million more African American and
18 Latino students going on to college today than when
19 the president began. We have tens of thousands of
20 students who are in high-quality Pre-K because of
21 investments that the president has led on. And we had
22 over 30 states last year increase their investment in

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1 early learning.

2 So there's tremendous progress. At the same
3 time, as all of you know well, the challenges are very
4 significant. We have too few kids in quality Pre-K.
5 We have too little focus on the quality part of the
6 quality Pre-K promise across the country. In K-12,
7 despite the progress we've made, we still see very
8 significant achievement gaps for African American
9 students or Latino students or low-income students or
10 English learners and our students with disabilities.

11 You know, the graduation rate is the highest
12 it's ever been, yet, that said, we still have a
13 significant graduation rate gap between White students
14 and African American students. When we look at higher
15 ed, we have many more students taking advantage of the
16 opportunity of higher ed, but we have too many
17 students who are getting to college but not through
18 college.

19 And we have a collective challenge to
20 improve completion. And we still know that
21 significantly -- significant larger percentage of
22 White young adults have college degrees than African

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1 American or Latino young adults. So we have work to
2 do in a variety of variance.

3 In terms of what we're working on at the
4 department, certainly, the new federal education law
5 the president signed in December, the Every Student
6 Succeeds Act, is incredibly important. Our primary
7 task this year around that is to put in place the
8 regulations and guidance that will allow states to
9 move forward with their state plans.

10 That new law offers both opportunity and
11 risk. The opportunity is that President signed it
12 because he believes and honors the civil rights legacy
13 of the original Elementary and Secondary Education Act
14 of 1965 and focuses states and districts on issues of
15 equity.

16 At the same time, there are risks because,
17 having taught high school social studies, I know that
18 state's rights and civil rights don't always travel
19 together in American history. And so we've all got to
20 be vigilant to make sure that those state plans are of
21 high quality and are really using the federal
22 resources as a lever to drive equity.

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1 States have an opportunity to revisit the
2 definition of educational excellence and to move to a
3 more well-rounded definition to say, yes, our students
4 need strong foundational skills in math, but they also
5 need science and social studies and the arts and
6 opportunities for socio-emotional development. States
7 could do that, but it will require leadership on the
8 part of stakeholders within states to make sure that
9 that happens.

10 States can reevaluate their interventions in
11 schools that are struggling. They are obliged by the
12 law to intervene when schools are chronically under-
13 performing, when schools have large achievement gaps,
14 and when schools have chronically low graduation
15 rates.

16 They have an opportunity to move away from
17 some of the prescriptive approaches of No Child Left
18 Behind that were poorly matched to the actual issues
19 at times in schools that they were struggling with.
20 At the same time, there's a risk that states will not
21 take seriously -- the urgency of improving performance
22 in the schools that are struggling.

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1 And so there's going to need to be vigilance
2 on the part of all of us, and I hope all of you are in
3 some way engaged with the folks who are participating
4 on the state-level conversations in your respective
5 states on ESSA implementation.

6 One of the things we prioritize in our
7 conversations with states is the importance of
8 meaningful stakeholder engagement. And that doesn't
9 mean, you know, write the plan, call the meeting the
10 week before the plan is submitted, and hand people a
11 300-page document and say let us know your thoughts by
12 tomorrow before we send this in.

13 Stakeholder engagement means stakeholders at
14 the table at every stage of the process not just
15 through the design, but through the implementation.
16 And stakeholder engagement means that states need to
17 reach out to folks they haven't always reached out to
18 before -- certainly teachers and superintendents and
19 parents, but also civil rights organizations and
20 Native American tribes and advocates for English
21 learners and advocates for homeless students and
22 foster youth and kids who are in juvenile justice

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1 facilities. So part of our work with states has been
2 to say you've got to broaden how you think about
3 stakeholder engagement. So ESSA implementation is one
4 very large project.

5 Secondly, I wanted to mention, which David
6 certainly has been helping with, is trying to lift up
7 the conversation on teacher diversity. You know, we
8 have a majority of students in our public schools who
9 are students of color, and only 18 percent of our
10 teachers are teachers of color. And only 2 percent of
11 our teachers are African American men. And so we've
12 held a conference at the department.

13 President's made a number of proposals to
14 Congress around resources that could help advance this
15 work. And states are working on their equity plans
16 under the previous education law that will now carry
17 on with the Every Student Succeeds Act. And those
18 equity plans, in many states, focus on trying to make
19 sure that the kids who are most at risk have access to
20 effective teachers and that the teacher workforce is
21 genuinely diverse.

22 A third area we are very focused on is

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1 around college completion. I'm doing one quick
2 advertisement. FAFSA launch on October 1st, it's the
3 earliest that FAFSA has ever launched. We launched it
4 three months earlier than in January because that will
5 give families more opportunity to get information
6 about financial aid.

7 And so that was an important step. If you
8 know anyone who should be filling out the FAFSA, tell
9 them to do it now -- but any effort that you can make
10 in your networks, to make sure that students know
11 about the early FAFSA, and families know about the
12 early FAFSA.

13 The other important change is that you can
14 now use your prior-year tax return information. So
15 for anyone who has done the FAFSA, you know that often
16 it requires gathering up all kinds of information.
17 Now you can use your prior-year tax return, import the
18 information directly from the IRS. It's a much
19 simpler process.

20 We know every year some estimate as much as
21 \$2 billion is left on the table by students in terms
22 of aid they could get because they haven't completed

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1 the FAFSA. So that was an important step and is a
2 continuation of the president's overall commitment to
3 access, affordability, and completion in higher ed.

4 President has a number of proposals to
5 Congress that we hope they will undertake when they
6 return after the election. And there's discussion
7 about the budget, including Summer Pell, which would
8 make a huge difference for students being able to
9 access Pell dollars over the summer to continue their
10 education. It's a big obstacle for low-income
11 students that they can do that now.

12 President also proposed an incentive for
13 students to take 15 or more credits each semester
14 because we know that will help students stay on track
15 to graduation.

16 President proposed an institutional
17 incentive around enrolling and graduating Pell-
18 eligible students. So as we talk about the budget
19 after the election, we hope that we will see forward
20 progress on those things.

21 Finally, in terms of the transition, we want
22 to capture all of the good work that has taken place

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1 over the last eight years. And we also want to make
2 sure that the next administration is well-positioned
3 to move forward on some of the urgent priorities that
4 the president has identified.

5 President's proposed Preschool for All, a
6 path to universal access to Pre-K for low- and middle-
7 income families. We hope the next administration will
8 continue to work towards that. And we hope we can
9 make progress towards that goal in the budget
10 negotiations after the election.

11 President's proposed Computer Science for
12 All, a \$4 billion investment in expanded computer
13 science access. We know that kids of color and low-
14 income kids are less likely to have access to advanced
15 coursework. We know that from our civil rights data
16 collection. We know that African American
17 participation in computer science is not where we need
18 it to be if we want a diverse tech workforce. So we
19 hope that we can make progress in that proposal in the
20 budget and then have the next administration continue
21 on that work.

22 President's proposed America's College

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1 Promise that would guarantee two years of community
2 college would be as automatic as K through 12
3 education. We will continue to work towards that
4 after the election in the budget conversations with
5 Congress. But ultimately, that work of expanding
6 access to higher education is work we think that's
7 important for the next administration to continue.

8 And then a final note, one of the important
9 things we did this year was launch our Second Chance
10 Pell Initiative. In the mid-'90s, Congress made a
11 mistake, and a very significant mistake, in taking
12 away the ability for Pell to be used for folks who are
13 incarcerated.

14 It's short-sighted. We are correcting that,
15 in part, through our experimental authority under the
16 Higher Education Act where we can engage in pilot use
17 of Pell dollars. And so we launched a Second Chance
18 Pell Initiative.

19 There are now 69 universities. It will
20 ultimately serve 12,000 students who are going to be
21 able to offer educational programs for folks who are
22 incarcerated. It is a small step, but important step,

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1 towards undoing some of the damage of the mass
2 incarceration policies of the '90s.

3 And so that's something else where we've
4 proposed to Congress full restoration of Pell for
5 folks who are incarcerated. We hope that they will
6 act on that. But we know that this first effort, with
7 the 69 universities that are part of our pilot
8 initiative, will demonstrate results, important
9 results for the country.

10 So let me stop there. I'm happy to take
11 questions and comment, advice on any of the
12 initiatives we are working on, or things you want to
13 make sure we flag in the transition process.

14 DR. HRABOWSKI: Okay. But first of all, we
15 want to thank you for your support during this period.

16 We have focused our work on the areas that
17 you and Secretary Duncan for -- have focused on from
18 earlier learning, STEM education, college completion -
19 - same kinds of things that we're presenting papers.

20 But Spencer Overton, Commissioner Overton,
21 has been leading our effort to develop a transition
22 paper. We should start with that, and then I'll open

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1 up the questions from others. So ...

2 MR. JOHNS: Mr. Chairman, one second before
3 you do that, if I could just, on the record, say thank
4 you to the secretary for your unwavering commitment to
5 support the learning and development of all kids, but
6 specifically kids who come from the communities that
7 have supported each of us.

8 Many of you will recall that when he was
9 acting as secretary before the official Senate
10 confirmation, he joined a commission call in January
11 of 2015. In addition to that, he said before he was
12 appointed to let him know how he could be helpful in
13 advancing our work and has delivered on that
14 commitment time and time again.

15 So I just want to take this opportunity on
16 behalf of not only the staff of the initiative, but of
17 all the commissioners to say thank you not only for
18 the commitment that you've demonstrated over time.

19 When I first met John, his cousin and I were
20 undergraduate students at Columbia, and then he was
21 leading a set of schools in Brooklyn. And we watched
22 him and have happily supported you over time and just

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1 say thank you for all that you've done.

2 In recognition of that, here is a copy of
3 our executive order, and we also have a pin that
4 you're an honorary member of our commission provided
5 by Peggy. So I'm going to put that on you so that we
6 get this in these pictures.

7 (Laughter.)

8 MR. KING: All right. Thank you.

9 DR. HRABOWSKI: Notice we are insisting that
10 you put the pin on --

11 (Crosstalk.)

12 (Laughter.)

13 MR. JOHNS: Thank you for all of that.

14 And Commissioner Overton?

15 MR. OVERTON: Thank you, and --

16 MR. KING: Yeah. Thank you. Take care.

17 MR. OVERTON: -- thanks so much, Mr.
18 Secretary, for coming to speak to the commission here.

19 Transition report that we put together,
20 really under the leadership of Chairman Roboski (ph),
21 of David and Lauren, it really, as you know, you know,
22 reflects so much work that we've done. Some of you

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1 have talked about in terms of, you know, STEM and
2 early education that directly advances the
3 administration's priorities.

4 I'd really maybe just focus us on a couple
5 of things in terms of a couple of recommendations that
6 are near the end that are important to us. One has to
7 do -- one is a structural issue, right? And these are
8 near the end around Page 16. And one structural issue
9 has to deal with -- actually, I'm sorry -- Page 14.

10 One structural issue has to do with moving
11 the initiative to the Office of the Secretary,
12 recognizing that the undersecretary, you know, pretty
13 much deals with post-secondary education and the
14 structural move in terms of the initiative and the
15 commission.

16 And I think the second pieces has to do with
17 resources. As a result -- you know, this is a
18 committed group. These commissioners, they have done
19 so much. That pin you just put on, Peggy, you know,
20 took the lead and made that happen. And everyone
21 who's in this room has contributed in their own unique
22 way going above and beyond. As you know, David and

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1 Lauren do much more than 40 or 50 hours a week, right?

2 And if we look at the work that needs to be
3 done -- we've talked about this notion of urgency in
4 terms of this issue, in terms of African American
5 excellence, right -- you know, we're being believers.
6 And when I say we, I'm talking about the commissioner
7 -- that resources are needed to expand capacity and do
8 the work.

9 Again, this document, 36 pages, it reflects
10 a lot of work that's been done, which is great, right?
11 But this really just shows how much needs to be done.
12 There is a demand, right, for the initiative, that
13 there is a demand for the commission.

14 So I think what we'd ask is that, as the
15 transition takes place, that you really recommend to
16 people that expanding resources in this space is
17 something that's worthwhile. I think we've shown that
18 we have value and that we add value.

19 On Page 16, you'd not that there is a chart
20 of the staffing on Page 16. And our initiative is at
21 the bottom, right? And again, we've been great
22 soldiers. We'll continue to be great soldiers, right?

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1 But to really meet our potential and to kind of meet
2 the challenge before us, we just really need more
3 capacity.

4 I also lead an outside-like transition group
5 of 30 African American organizations and 150 experts.
6 And I'm confident, right, that this is something that
7 those groups support in terms of increased resources
8 for the initiative and commission. So I just would
9 tee that up.

10 DR. HRABOWSKI: And let me just add to that,
11 that the group today unanimously voted to suggest to
12 you and the future people that David Johns be
13 continued in his role --

14 (Laughter.)

15 (Crosstalk.)

16 DR. HRABOWSKI: I say that because we're
17 making such progress right now. Our charter goes
18 through 2017. And we don't often miss any time, but
19 that he may not be happy with myself --

20 (Laughter.)

21 DR. HRABOWSKI: I want to clearly say that,
22 and I want that on the record that this group

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1 unanimously voted --

2 UNIDENTIFIED MALE SPEAKER: Yes.

3 DR. HRABOWSKI: -- that we need to keep
4 moving --

5 (Laughter.)

6 MR. KING: Understood, understood. Well,
7 David gets a tremendous amount done. It's a small but
8 mighty team.

9 And so I think your point about resources is
10 exactly right. You know, I think from a public
11 perception, you wouldn't know that the team is as
12 small as it was because of what you all are getting
13 done and because of David's leadership.

14 DR. HRABOWSKI: With the least amount of
15 resources of all the commissioners -- I'm sure you
16 heard that. And we know we're not the first, this --
17 the inaugural group. But the whole point would be to
18 build on --

19 MR. KING: Yes, that's right.

20 DR. HRABOWSKI: -- anything you can say to
21 help us.

22 But any advice -- just before we go into

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1 questions, any advice to us in addition to this report
2 that we've really worked on? Anything else you would
3 think we should be doing at this point?

4 MR. KING: Well, I think, you know, right
5 after the election, there will be a transition team
6 that will come to the department. And I think, you
7 know, meeting with that team and -- so I'll just share
8 with them so they have a perspective on the
9 initiatives -- what this initiative, in particular,
10 has accomplished, but also just the role that
11 initiatives play.

12 DR. HRABOWSKI: Very good.

13 Questions from others? Who wants to start
14 in the group?

15 MR. JOHNS: This would be a first.

16 (Laughter.)

17 MR. KING: -- and freeze.

18 MR. JOHNS: And Barbara as well.

19 DR. HRABOWSKI: And then Barbara.

20 MS. LETTMAN-HICKS: I was trying to be
21 deferential.

22 (Laughter.)

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1 MS. LETTMAN-HICKS: Mr. Secretary, I'm just
2 curious, especially because we had a previous
3 discussion about the low percentage of Black men in
4 the classroom. What -- and you made the same comment
5 with the 2 percent. What form of intentionality has
6 been around trying to recruit Black veterans,
7 especially the retired class, that most of them
8 retired. They're still under 50.

9 And between the GI Bill -- I happen to be a
10 military spouse and have tried to convince my husband
11 to go into the classroom. Has there been any thought
12 about just a pilot of -- you talked about a pilot of
13 another initiative.

14 MR. KING: Yeah, yeah.

15 MS. LETTMAN-HICKS: They're there. And
16 there's a lot of us that had access to being
17 civilians. I married as a civilian. I'm not a lifer.
18 But I see that they feel disenfranchised. And giving
19 them that type of purpose with the kind of discipline
20 that they have gone under, those that have been
21 military at least 10 years would be incredible in the
22 interchange schools.

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1 MR. KING: Yeah. That's a great point. I
2 know there have been some small efforts. I don't know
3 that the department has any particular potentials
4 (ph).

5 MS. LETTMAN-HICKS: I researched it early.

6 MR. KING: Yeah.

7 MS. LETTMAN-HICKS: And you know, if there
8 is something to suggest, there's not enough that's
9 been done.

10 MR. KING: Yeah. Yeah, that's right.
11 That's right. Yeah, don't -- I don't think there's
12 been any sort of ambitious effort around that with
13 veterans, a fair -- this great point and something
14 that I could raise with the Veterans Affairs secretary
15 as we think about ways we could collaborate.

16 Thanks.

17 DR. HRABOWSKI: Barbara.

18 MS. BOWMAN: You -- obviously, we're very
19 hopeful that the next administration will implement
20 the universal preschool program. But in many ways,
21 the major problem isn't numbers. It is quality.

22 MR. KING: Mm-hmm.

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1 MS. BOWMAN: Is there anything that you can
2 suggest that we can do to, for instance, the Title I
3 program was supporting the Child-Parent Centers, which
4 had a higher quality than is generally true of state
5 programs? Can we use that as a model? Can we begin
6 to put that into the school system so that other
7 districts can see that it does make a difference if
8 you have a well-rounded, robust program?

9 MR. KING: Yes. Yes. A couple things we're
10 doing on -- and I think you're exactly right. And I
11 worry that, you know, as you look around the country,
12 some of the places that are rushing forward on access
13 expansion aren't being adequately effective --

14 MS. BOWMAN: No.

15 MR. KING: -- to issues with quality.

16 You know, the president had Race to the Top
17 early learning challenge, which really invested in
18 states building their capacity to support quality --
19 professional development, quality rating and
20 improvement systems. And --

21 MS. BOWMAN: But many of those --

22 MR. KING: Yeah.

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1 MS. BOWMAN: -- are not in the schools.
2 They're in the social service agencies.

3 MR. KING: Yes. Yes. But not all.

4 MS. BOWMAN: Well --

5 MR. KING: And then the Preschool
6 Development Grants Program is expanding slots in 18
7 states. Those -- again, a lot of them are in center -
8 - or center-based rather than school-based, although
9 some are school-based.

10 The president's proposed increasing the
11 investment in that program from 250 to 350, which will
12 allow us to add slots. That's in the 2017 budget
13 proposal. We'll see where we get on that after the
14 election.

15 MS. BOWMAN: But requiring the school
16 district then to have a high-quality program like the
17 Child-Parent Center, or any other model program --

18 MR. KING: Yeah. Right.

19 MS. BOWMAN: -- that's had good results.

20 MR. KING: That's right. That's right. And
21 so I think one of the key questions will be, certainly
22 for our investment, the 250, we've tried to require

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1 those quality indicators. We would if we got
2 additional funding.

3 But I think the question for the next
4 administration will be, if there is an expansion, how
5 -- what will the mechanics of that be. And from my
6 perspective, the mechanics should be to require the
7 sort of quality efforts like the --

8 MS. BOWMAN: Well, I just think that we have
9 some demonstrations around the country where people
10 can look at what good quality is. It will help
11 enormously.

12 MR. KING: That's right. That's right.
13 That's right.

14 DR. HRABOWSKI: Other questions?

15 Yes, Dallas?

16 MR. DANCE: So Mr. Secretary, thank you for
17 being here. It's good to --

18 (Microphone buzzing.)

19 MR. DANCE: -- see you again. Definitely
20 not the intro I was anticipating.

21 But I think I would love to hear your
22 thoughts. You know, Linda Darling-Hammond in the

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1 Learning Policy Institute released a study. In the
2 next five years, we're going to be out of teachers
3 while student enrollment is growing all across the
4 country. And we're having this conversation around
5 African American teachers, particularly, African
6 American males, in general. But teaching, in general,
7 we're not getting the candidates to fill those roles.

8 I would love to hear your thoughts overall
9 on what school districts can do, what states can do,
10 what the department can do just to recruit quality
11 individuals to the profession if you go into the next
12 administration.

13 MR. KING: Yeah.

14 UNIDENTIFIED FEMALE SPEAKER: (inaudible-off
15 mic).

16 MS. TOUSSAINT: That actually was going to
17 be my question, too. But -- and, not but -- and in
18 addition to the attracting, we know that retention is
19 a huge issue and especially with our African American
20 teachers, who -- as with everything else, there's a
21 gap in the amount of retention that we see with them.

22 As we look at the factors in the report that

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1 Linda and her team put out, those factors
2 disproportionately impact teachers of color. So if
3 you can add the retention to the recruitment, that
4 would be great.

5 MR. KING: Yeah, so a few thoughts on that.
6 One is we just put out guidance on Title II and the
7 use of Title II dollars. And then there's an
8 opportunity for states and districts to reevaluate how
9 they've used Title II in the past.

10 You know, I think we all know that our
11 districts that where there's, instead of professional
12 development activities, they engage in that -- they
13 engage in every year because they always have, then
14 haven't necessarily stopped to reevaluate whether
15 those are the best use of Title II dollars.

16 So what we tried to do in that guidance was
17 describe how you would build a strong teacher
18 pipeline, really, all the way through the career
19 experience -- so quality -- investing Title II dollars
20 in quality preparation; quality induction support
21 early in the career because we know we lose a lot of
22 teachers, particularly teachers of color in that first

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1 five years of teaching; mentoring and career ladder
2 opportunities so that folks can see a path to advance
3 that allows them to stay in the classroom rather than
4 feeling like they have to leave and become an
5 administrator.

6 So Title II is one kind of source of
7 resources that I think states and districts can now
8 reevaluate in light of that guidance and the new law.

9 Two, President proposed something called
10 Best Job in the World, a billion dollars for --
11 really, again, for the teacher career ladder. That
12 would include investments in preparation and support
13 and career ladders, focus on teachers in higher needs
14 communities. So if we can get Congress to move on
15 that budget proposal, that would be an additional
16 source of resources.

17 The president also proposed increasing
18 teacher loan forgiveness because we know folks are
19 making, you know, oftentimes, a significant investment
20 in their education and then not having as easy a time
21 paying it back as they would have if they went into
22 medicine or law or investment banking, or what have

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1 you.

2 So President proposed increasing teacher
3 loan forgiveness up to \$25,000 for folks who have
4 attended a quality teacher prep institution and are
5 committed to teaching higher needs communities.

6 So that's, again, our budget proposal.
7 We'll try and get Congress to move on that.

8 The other thing I'd say is I think trying to
9 make sure that folks are as well prepared as possible
10 on the -- on -- at the start so that their first years
11 go as well as possible -- I just did a bus tour around
12 the south, really, six states. One of the programs I
13 visited was a teacher preparation residency program in
14 Monroe, Louisiana, with Louisiana Tech. And it was
15 striking how much better prepared the new teacher
16 candidates felt as a result of the year-long
17 residency.

18 Now, it costs a little more, and they've
19 used Race to the Top dollars to support that. But in
20 the end, the sort of per-long-term teacher cost I
21 suspect will be lower than shorter programs wherein
22 there's lots of turnover because people aren't feeling

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1 as prepared.

2 One of the alumni from this teacher
3 preparation program talked about how, because he had
4 the year-long residency, his start of the school year
5 went very smoothly because he'd been in a classroom
6 the prior year at the start of the school year. He'd
7 seen what the first month of school should look like,
8 what it was like to build routines, build
9 relationships with students. And he pointed out that
10 if he'd done a 10-week student-teacher placement in
11 the second semester like many of his classmates, he
12 wouldn't ever even known where to start at the
13 beginning of the school year.

14 And the mentor teachers talked about how
15 much they valued having the student teachers made them
16 better and allowed them to support their students more
17 effectively.

18 So I think if we can invest in those kinds
19 of residency programs and then the continued induction
20 support so that in your first couple of years you've
21 got that mentor who is regularly supporting you in the
22 classroom, that could go a long way.

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1 And then I think that the last point I'd
2 make is I wrote a piece of this (ph) for the
3 Washington Post about the invisible tax that teachers
4 of color pay. And that, to me, is really about
5 institutional commitment. I know you were doing this
6 as a superintendent.

7 But I think there are districts that are not
8 mindful of that invisible tax. And the tax comes in a
9 variety of forms. It comes in the African American
10 male teacher who gets, you know, asked to be the
11 mentor for boys who are struggling -- not that anyone
12 doesn't want to do it, but that's time and that's an
13 additional responsibility. And are folks getting
14 recognized for that?

15 Or you know, the teacher of color who's
16 told, you know, oh, it's African American history
17 month, what are we going to do this month, right? And
18 the responsibility falls on the teacher.

19 Or you know, we see this a lot with our
20 Latino educators who are expected to be the translator
21 for families. And again, it's not that folks don't
22 want to play those roles, but they're often not

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1 recognized for them. They're not given -- you know,
2 they're not given commensurate recognition in terms of
3 how their responsibilities are assigned or
4 compensation.

5 And that then -- they then -- they also end
6 up bearing the weight of the -- of trying to create a
7 culturally competent school community environment.
8 And it shouldn't be the responsibility of teachers of
9 color to do that. It should be everyone's
10 institutional responsibility.

11 So the one sort of thing that doesn't have a
12 cost, necessarily, but is really about will is the
13 commitment of districts to create an environment that
14 takes the responsibility for culturally competent
15 pedagogy as everybody's responsibility and takes the
16 responsibility for intervening with, you know, the
17 boys who are struggling as everybody's responsibility
18 and then recognizes the roles and contributions that
19 teachers of color have.

20 DR. HRABOWSKI: Other question? Uh-huh.
21 Commissioner.

22 UNIDENTIFIED FEMALE SPEAKER: Thank you,

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1 Secretary King, for being here.

2 One of the things I wanted to ask is around
3 -- I spoke to some teachers about their voice and
4 their voice, particularly, around professional
5 development and the types of professional development
6 that they want and need for themselves.

7 I was told that they were told that they did
8 not have a voice or the type of professional
9 development they thought best fit them was not on the
10 list and then how can they have a voice.

11 I know equity plans are being written, and
12 they're still not sure how they get a real voice in
13 those equity plans -- and the fact that they're being
14 listened to but translated very differently than what
15 was meant and not getting their needs met.

16 So is there any kind of assurance? I know
17 we have a different set of oversights currently than
18 we had prior. So what can teachers do -- and I'm
19 going to go there and say if I as a teacher wanted to
20 be an accomplished teacher and have embedded
21 professional development around that, how can I assure
22 that I get to use Title II funds in order to make that

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1 happen?

2 MR. KING: Well, the shortest path now is
3 the -- is participation in this ESSA plan stakeholder
4 engagement, right? And states are forming many time -
5 - many of the states are doing it as well, forming
6 multiple committees to develop different aspects of
7 their ESSA implementation plan. That's a place where
8 teachers can have a voice.

9 And the states that are doing it as well are
10 also not just engaging with the folks with -- who are
11 on the committee, but have a strategy for gathering
12 broader input from educators.

13 You know, I think there are advantages, not
14 to do a commercial for National Board, but I think
15 there are advantages to structures that allow
16 educators to define their path but in ways that we
17 know aren't evidence-based and supported by research.
18 And I feel like National Board strikes a good balance
19 in that teachers, as they are -- you know, they are
20 writing their pieces, they're doing their videos,
21 they're able to choose what aspect of their teaching
22 they're focused on. But it's within the parameters of

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1 an evidence base.

2 You know, as you know, I'd love to see more
3 districts taking advantage of National Board as a
4 strategy for supporting folks' professional
5 development. We tried to highlight in our Title II
6 guidance examples of districts that are really
7 leveraging teacher leaders to drive professional
8 development. So it's colleague-to-colleague and
9 embedded in just the way you were describing.

10 But there's no silver bullet solution for a
11 teacher who feels like her district isn't doing that.
12 It's really an -- kind of an -- a bottom-up advocacy
13 strategy.

14 UNIDENTIFIED FEMALE SPEAKER: Thank you.

15 DR. HRABOWSKI: Let me ask a question about
16 the future as we think about topics that we can
17 recommend. We have spent quite a bit of time looking
18 at those groups who are often under-represented, even
19 among discussions about African Americans, well, going
20 from early learning in children who are not getting
21 the benefit all the way to LGBTQ to disability groups.
22 So we've been doing these summits, and I'm very proud

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1 of that we have all been taught a lot about some of
2 the challenges that young people face.

3 On the other end, when we think about
4 educational excellence, the question is how might we
5 frame our discussion for the future when we look at
6 such factors as the small percentage of African
7 Americans and others of color in the professoriate.
8 We had an excellent discussion earlier about
9 universities and the challenges there -- so from the
10 professoriate and all the way over to the fact that
11 not one national agency can say that even 1 percent of
12 the scientists in those agencies are Black.

13 And so when we talk about educational
14 excellence, it's both dealing with all the other
15 representation, of course, and things in K through 12.
16 But it's also university level through the
17 professions, the fact that there's been a decline in
18 the percentage of Black males in medicine.

19 What would you suggest that we might do as
20 we frame our discussion to add on to the areas of
21 priority that we will continue to have?

22 MR. KING: Yeah. A couple of thoughts on

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1 that -- one is I think part of the problem there
2 starts in K-12 and African American students,
3 particularly low-income African American students, not
4 having access to advanced coursework, not being able
5 to take the sequence of courses that would allow them
6 to enter. And you and I have talked about this as --

7 DR. HRABOWSKI: Sure.

8 MR. KING: -- one of the major STEM
9 challenges.

10 DR. HRABOWSKI: Sure.

11 MR. KING: You know, our civil rights data
12 collection, survey data, shows we've got kids going to
13 schools where they can't take Algebra II and
14 chemistry, and physics. So if you can't take Algebra
15 II, chemistry, and physics, you are already not on a
16 path to STEM success, not to mention advance placement
17 courses or international baccalaureate courses.

18 One thing states could do in their ESSA
19 accountability system is built in access to and
20 success in advance coursework. But that's a state-
21 level decision. So one question would be that access
22 at the secondary level to advance coursework.

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1 Another question -- and you know, this is a
2 Maryland question that we see a lot -- is who gets
3 into the advance work classes. And do you have to
4 have the social capital to know that the test is on
5 the third Saturday of whatever month? Or is there
6 universal administration of the assessment so that all
7 students have equitable access to the advance work in
8 elementary and middle school.

9 Then at the higher-end level, you know, I
10 think we've got to see more investment in programs
11 that are succeeding. And the First in the World
12 initiative that was funded for two years -- and Thomas
13 (ph), you didn't fund it last year; we'd like to see
14 it funded again -- is really about using evidence-
15 based practice to improve completion ratings (ph) for
16 students who are at risk.

17 And so we know that there are programs that
18 have real tremendous success. You've got them, right
19 -- tremendous success ensuring that students of color
20 graduate with STEM degrees, graduate with the pre-med
21 -- prerequisites that they need to go on to medical
22 school, graduate with computer science background that

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1 they need. And we should be investing in those and
2 scaling them.

3 DR. HRABOWSKI: Yes.

4 MR. KING: And that was part of the premise
5 of First in the World. We've put in our budget. We'd
6 like to see it funded again.

7 And the president also proposed a similar
8 program targeted at HBCUs because we know HBCUs
9 produce a disproportionate share of our STEM
10 graduates. That's a place where we could make a very
11 prudent investment and improving outcomes and scaling
12 best practice.

13 So I -- that's certainly something we're
14 going to fight for the rest of this year. And then I
15 think it becomes a question for the next
16 administration as well to carry on.

17 DR. HRABOWSKI: Any final questions from
18 anyone? Anyone?

19 Let's give him a round of applause.

20 (Applause.)

21 MR. JOHNS: I'm sorry. Kent McGuire sent a
22 text message.

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1 Brother Kent, are you still on the phone?

2 MR. MCGUIRE: I am, but just I wanted to say
3 that I enjoyed hearing you very much.

4 MR. KING: Thanks. Thanks for joining us.

5 MR. JOHNS: If I could ask for two more
6 minutes of the secretary's time?

7 MR. KING: Sure.

8 MR. JOHNS: Can we take a group picture --

9 MR. KING: Yeah, let's do it.

10 MR. JOHNS: -- downstairs. And we can all
11 join in front of a local queue. We'll set us up.
12 We'll take a quick picture and then say thank you
13 again to the secretary and to each of you for your
14 support of this work.

15 (Off the record.)

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