

Access/Acceso:

Rising to the Challenge of Improving
Higher Education Opportunities for Latinos



by Charles B. Reed and Jack Scott

TOMÁS RIVERA LECTURE SERIES



AMERICAN ASSOCIATION OF HISPANICS IN HIGHER EDUCATION

Access/Acceso:

Rising to the Challenge of Improving Higher Education Opportunities for Latinos



The 26th Tomás Rivera Lecture
presented at the annual conference
of the American Association of
Hispanics in Higher Education (AAHHE),
Costa Mesa, CA
March 5, 2010

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California State University
&
Jack Scott, Chancellor
California Community Colleges

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PREFACE

Educational Testing Service is pleased to join with the American Association of Hispanics in Higher Education (AAHHE) to publish the 2010 Tomás Rivera Lecture. AAHHE's annual conference departed from tradition by presenting two distinguished speakers instead of one: Charles B. Reed, Chancellor, California State University (CSU), and Jack Scott, Chancellor, California Community Colleges.

We applaud AAHHE for presenting two leaders from the nation's largest university system and community college system — adding them to a roster of prestigious lecturers who, for a quarter century, have honored the legacy of the late Tomás Rivera. He was an ETS trustee from 1981 until his death in 1984, and a much-revered advocate for greater educational opportunity for Hispanic Americans.

Chancellors Reed and Scott follow Marta Tienda's 2009 lecture. The Princeton University professor focused on demographic trends and barriers, as well as policies and practices that can help close achievement gaps. This year, our focus shifts to our largest state, our largest state university system, and our largest state community college system. California also has the greatest number of Latinos and English-language learners.

The two chancellors understand the demographics, are deeply committed to increased educational opportunity, and are keenly aware of the challenges Hispanics confront in seeking and completing higher education. Of particular interest is Chancellor Reed's description of CSU's Parent Institute for Quality Education (PIQE) that helps parents encourage their children to get into and finish college, just one of CSU's initiatives relating to increasing Latino educational opportunities.

Chancellor Scott, former chair of the state senate's budget subcommittee on education, understands the economics of education. He offers data on Latino enrollment in community colleges nationally, as well as in California, and points to policies and initiatives to increase educational opportunity. He cites the Puente program that's used in California Community Colleges. Our report also includes part of the lively Q&A session that followed the chancellors' presentations.

California has an enviable reputation as a trendsetter. This year's lectures shed light on education challenges and opportunities in California that can offer much of value to the rest of the nation.

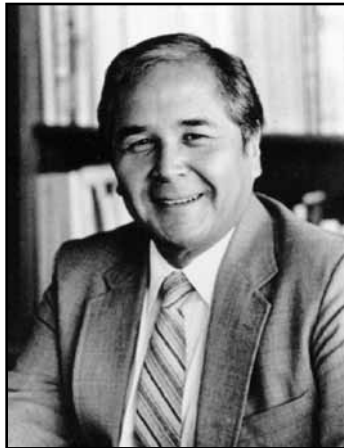


Kurt M. Landgraf
President and Chief Executive Officer
Educational Testing Service

ABOUT THE TOMÁS RIVERA LECTURE

Each year a distinguished scholar or prominent leader is selected to present the Tomás Rivera Lecture. In the tradition of the former Hispanic Caucus of the American Association for Higher Education, AAHHE is continuing this lecture at its annual conference. It is named in honor of the late Dr. Tomás Rivera, professor, scholar, poet, and former president of the University of California, Riverside.

About Tomás Rivera



Author, poet, teacher, and lifelong learner, Tomás Rivera was born in Texas to farm laborers who were Mexican immigrants. Neither parent had a formal education.

He received B.S. and M.Ed. degrees in English and administration from Southwest Texas State University, and his M.A. in Spanish literature and a Ph.D. in Romance languages and literature from the University of Oklahoma. Rivera also studied Spanish culture and civilization at the University of Texas, Austin and in Guadalajara, Mexico.

He taught at Sam Houston State University and was a member of the planning team that built the University of Texas, San Antonio, where he also served as chair of the Romance Languages Department, associate dean, and vice president.

In 1978, Rivera became the chief executive officer at the University of Texas, El Paso, and in 1979, he became chancellor of the University of California, Riverside. Rivera was an active author, poet, and artist. By age 11 or 12, he was writing creatively about Chicano themes, documenting the struggles of migrant workers. He did not write about politics and did not view his work as political. He published several poems, short prose pieces, and essays on literature and higher education.

He served on the boards of Educational Testing Service, the Carnegie Foundation for the Advancement of Teaching, the American Association for Higher Education, and the American Council on Education. In addition, Rivera was active in many charitable organizations and received many honors and awards. He was a founder and president of the National Council of Chicanos in Higher Education and served on commissions on higher education under Presidents Carter and Reagan.

Tomás Rivera Lecturers

| | | | |
|------|------------------------------|------|------------------------------|
| 2010 | Charles B. Reed & Jack Scott | 1997 | Albert H. Kauffman |
| 2009 | Marta Tienda | 1996 | Rolando Hinojosa Smith |
| 2008 | Jaime Merisotis | 1995 | Ronald Takai |
| 2007 | Sonia Nazario | 1994 | Norma Cantú |
| 2006 | Michael A. Olivas | 1993 | Gregory R. Anrig |
| 2005 | Raul Yzaguirre | 1992 | Henry Cisneros |
| 2004 | Angela Oh | 1991 | Toni Morrison |
| 2003 | Piedad Robertson | 1990 | Tomás Arciniega |
| 2002 | Harold L. Hodgkinson | 1989 | David Hamburg |
| 2001 | Félix Gutiérrez | 1988 | Arturo Madrid |
| 2000 | David Hayes-Bautista | 1987 | Ann Reynolds |
| 1999 | Jim Cummins | 1986 | Alfredo G. de los Santos Jr. |
| 1998 | Samuel Betances | 1985 | John Maguire |

ACKNOWLEDGMENTS

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At Educational Testing Service, editorial and production direction and support were provided by Sally Acquaviva, Shanay Bell, Richard Coley, Frank Gómez, Marita Gray, and Bill Petzinger. The authors gratefully acknowledge the guidance and support of AAHHE and particularly its President, Loui Olivas, in the publication of the lectures by ETS. Errors of fact or interpretation are those of the authors.

WELCOME

Good evening. My name is Lou Monville, and I'm a member of both the Board of Directors at AAHHE and the Board of Trustees at the CSU. It is my distinct honor to preside over the Tomás Rivera Lecture and introduce tonight's speakers. Before introducing them, I would like to note that the CSU relies on much of the work that AAHHE does in both training and recruiting the next generation of Hispanic faculty and scholars, as well as in developing and identifying future Hispanic administrators and leaders in our institutions.

Tonight, you will get an opportunity to hear two of the most distinguished leaders in higher education in the United States who are, certainly, on the forefront of what's happening in California. One thing I want to share with you about Charlie is that I don't think that there is anyone in higher education who is more committed to improving the access, recruitment, retention, and graduation of underrepresented students, particularly Hispanics, than him.

As for Jack, running the largest community college system in the nation is a big job. But he's definitely the right leader for it, because he has such a passion for higher education and great wisdom and knowledge on the subject.

I know both of these speakers have much insight to share with us, and I'm looking forward to their remarks.

Lou Monville
26th Tomás Rivera Lecture
5th Annual AAHHE National Conference
March 5, 2010

INTRODUCTION

The Tomás Rivera Lecture Series has a rich history of showcasing prominent lecturers, dating back to 1985. This year's lecture, the 26th in the series, features two influential and well-respected leaders in higher education, Chancellors Charles B. Reed and Jack Scott. Each brings a different perspective about the issues confronting higher education, while providing an overview of the possible solutions that could resolve the unique challenges the nation faces in this area.

Charles Reed oversees the largest higher education system in the nation, with 23 campuses, 433,000 students, and 11,712 full-time faculty members. As a champion of improving access and achievement for Latinos in higher education, Reed has led in the effort to vastly improve the admittance and graduation rates of Latino undergraduate and graduate students. He has also been instrumental in a strategy to increase the number of Latinos hired for tenure-track positions.

As a former state senator for California, Jack Scott served on the California Legislative Rules Committee that was known for its foresight and expertise on community colleges. During his tenure in the California Legislature, Scott was instrumental in the formulation, foundation, and development of value-added features of the California Community Colleges system. He understands the changing demography of college enrollments and the life-changing opportunities that a college education can provide for many Latino students entering the workforce. As Chancellor for the California Community Colleges, Scott leads a system of 140,000 students with 18,744 full-time faculty members.

In their lectures, these two leaders addressed an array of subjects, from access and recruitment to retention and graduation of underrepresented students. They also discussed approaches for improving Latino higher education in general and focused on higher education issues that affect California specifically.

KEYS TO THE HIGHER EDUCATION KINGDOM

Address by Chancellor Charles B. Reed

The California State University (CSU) is focusing on Hispanic-Latino advancement. Why? Well, that's what universities must do to stay relevant in this country, especially in California. More than half of all the students in the K-12 pipeline in California are Latino-Hispanic students, and their numbers will only continue to grow. More than one-fifth of the students in the United States are Latino, and by 2050, which is not that far away, more than one-third of all the students in the United States will be Hispanic-Latino.

Also, many Latino-Hispanic students come from non-English-speaking homes and have parents who did not attend a college or university. These students are special to the CSU, and five years ago, we started reaching out to them. Now, universities throughout the United States must hire faculty members who represent and understand these students.

One of the things that I committed the CSU to do was to prepare more Hispanic teachers in California because our schools need more teachers who reflect the diversity of our student populations. How do we create an environment that will nurture the academic experiences of Hispanic students and faculty members at our institutions? We do so by focusing on roots and wings. At the administrative level, we like to talk in terms of pipeline and recruitment. At the CSU, we have focused a great deal of our energy over the past five years on roots, or the pipeline, for Latino-Hispanic students.

Let me share a little bit about our outreach efforts to Hispanic-Latino students in the community. First, the presidents of the university partnered with the Parent Institute for Quality Education, also known as PIQE*. This organization helps Latino-Hispanic parents, who live in the underserved communities of this state, prepare their kids to go to college. We have been doing this for five years, and we work with these parents who have kids in our middle schools. What that means is, night after night, for nine straight weeks each semester, we work with these parents so that they understand what courses these kids need to take, what studying means, and how to encourage their kids to study and do their homework.

*More information about PIQE is featured on page 20.



Preparing Latino-Hispanic Students for College

We need to do more to help students get ready to attend a higher education institution, even if they've never talked about going to a college or university and no one in their schools has suggested it to them. What the CSU did was create a poster campaign — How to Get to College — in eight languages. What was really important was to translate this poster into Spanish, so that Latino parents were comfortable considering higher education and preparing their kids for it, even though their children were in the sixth, seventh, eighth, or ninth grades. The poster is very descriptive, and it tells you exactly what classes to take.



Now, I'm going to share something. We overemphasize algebra in the posters because taking algebra can give students the keys to the higher education kingdom. If you show me a student who takes algebra 1 and 2 and gets a B, or even a B-minus, I'll show you a student who's going to graduate from college. This poster also explains financial aid — how to get it, when to sign up, how to apply, how to go online, how to look at the state website, and how to walk through the application and admission process while applying for financial aid. The CSU has distributed four million of these posters, and our partner, the Boeing Co., loves it. When I call every fall and ask for more money, the Boeing Co. asks, "How much?" because the poster is featured on four million walls in people's homes throughout California.

The poster campaign was such a good idea that our friends at Univision, the media company, and the Bill & Melinda Gates Foundation decided to replicate it. For the next two years on Univision, the company will promote ways to prepare for and get into college. The ultimate goal is to improve high school completion rates, college readiness, and graduation rates among Hispanic

students throughout the United States. We've already seen good results from the poster campaign. Among the Hispanic students in California, year over year, our applications for admission have increased more than 20 percent.

In addition, our PIQE program accomplishes two of our goals. First, at the end of the nine weeks, we hold a graduation ceremony for the parents. When we go to the cafeteria in the schools, they are packed with family: uncles, husbands, wives, partners, children, and parents. We give the graduates a graduation certificate, and the president of the university in that area, the president of PIQE, and I sign that certificate.

Second, one night during the nine-week program, we ask parents to bring their children to the middle school or junior high school, and we take their children's pictures but we don't tell them why. When the parents get their graduation certificate, we ask them to invite their children to come with them. The kids receive a student ID card from one of the 23 campuses in the CSU system — it says CSU Fullerton, or Northridge, or Fresno. On the back of the ID, it explains that if students do the things listed, they will be admitted to the CSU. We want families to use that ID over the next several years to visit the library, go to sporting events, visit theaters, or go to other places on campus. They really appreciate that.

Improving College Graduation Rates, Aid to Higher Education Institutions

In addition to recruiting more students and preparing them to go to college, the CSU and our trustees are seeking to increase our graduation rates through a new major initiative. This past year, 93,000 students graduated from the CSU. We have set a goal to increase the graduation rates of all of our students by 8 percent over the next six years. At each of our 23 campuses, we have established a goal to increase the graduation rates among students of color, especially Latino students. That ambitious goal will require some heavy lifting, since we will need to increase the rates anywhere from 7 to 14 points. As far as national targets, President Barack Obama has set a goal that by 2020, America will have the highest number of certificated or degreed workers in the world. The only way that President Obama is going to reach that goal is through students of color. Without increasing their graduation rates, we will never achieve that goal.

Speaking of the President, in my discussions with leaders in his administration, I've been promoting something that I call "A Title I Program for Higher Education," where institutions receive aid. Right now, higher education aid goes to students through supplemental loans, the Pell program, work study, etc. What I've asked officials in Obama's administration is that if Title I has been as successful as it's been shown to be, and the federal government has given Title I money to schools that serve underserved students for 12 years, why do we cut the funding off at the end of the 12th year? Whether students attend community colleges or four-year institutions, they need the same kind of assistance. They need student services. They need more academic advising. They need tutoring. If we provided those types of institutional services and assistance, the Pell program would be much more successful.

“Whether students attend community colleges or four-year institutions, they need the same kind of assistance. They need student services. They need more academic advising. They need tutoring.”

“We should do everything we can to continue our push to hire more faculty within our ranks who look like our students.”

Creating a Successful Pipeline for Educators of Color

Another area we must focus on is creating a pipeline of qualified faculty to teach our students.

I would like to first point out that when Jack Scott was in the California Legislature, the state, for the first time in 50 years, mandated the California State University to offer an education doctorate. That directive offered access to higher education for many people of color who have become education leaders. Sen. Scott did that. Now we have 10 campuses that offer this pipeline of success by making an education doctorate available.

In addition to that, I'm proud of our Chancellor's Doctoral Incentive Program, which recruits students of color to pursue their degree at the CSU. The way it works is the CSU Chancellor's office will lend you money to get your doctorate. The way we want graduates to pay us back is through teaching at one of the California State Universities.

Today, we have 156 Hispanic faculty members in the CSU. About 30 percent of our faculty members have earned their doctorate through this program. In addition, 8.2 percent of our full-time faculty is Hispanic, while 20 percent of our staff and administration are Hispanic. It's a major disappointment for me that the faculty numbers have not changed a lot in the past five years. Some people blame the lack of change in those numbers on the enactment of Proposition 209, which says we can't consider ethnicity in the hiring process. But what my experience tells me is this: faculty members hire faculty members. And when you are a faculty member from a majority population, you probably don't have the connection, the pipeline, or the access to Hispanics or African Americans that a Hispanic and African-American faculty member may have. As a result, one of the things I've requested is for every faculty search committee to include a faculty member who is Latino or African American. If we have diverse representation on the committee, we will have access to another pipeline of talent. We should do everything we can to continue our push to hire more faculty within our ranks who look like our students.

FULFILLING THE AMERICAN DREAM THROUGH HIGHER EDUCATION

Address by Chancellor Jack Scott

“We hold these truths to be self evident, that all men are created equal, that they are endowed by their Creator with certain inalienable rights, that among these are life, liberty and the pursuit of happiness.” — U.S. Declaration of Independence

This dream of equality, enunciated by Thomas Jefferson and endorsed by our other founding fathers, was not fully realized when the Declaration of Independence was signed in 1776. In fact, 20 percent of Americans were enslaved African Americans and only White, male property owners could vote. Nonetheless, equality was promoted as the dream of America.

The dream was, to some degree, fulfilled after the Civil War, when slavery was abolished; in the 20th century with the civil rights movement and the women’s movement; and during the Latino, as well as other movements. In the 21st century, it’s my judgment that the leading civil rights issue will be education because it’s the key to equal opportunity. We know that not all public schools are equal, and we want to strive to do more to change that. We also know that not all individuals have an equal opportunity to pursue higher education. But one of the keys to fulfilling the American dream is through higher education.

A recent study indicated that the difference between the earnings of an individual with a high school diploma versus an individual with a college degree was about \$1 million over a lifetime. So to stand shoulder-to-shoulder with you in this great movement of ensuring that the American dream of higher education is fulfilled among our Latino population is a movement I am glad to join.

President Obama has said that he wants America to be, once again, the best-educated country in the world by 2020. We’ve slipped in that regard. Unfortunately, Americans between the ages of 25 and 45 aren’t as well educated as those between the ages of 45 and 65. It’s imperative that we offer greater access to education, particularly among our Latino population, which is by far the fastest-growing in this nation.

Between 1990 and 2000, the most rapidly growing group, the Latino population, increased by 57 percent, whereas the population of America as a whole only increased by 13 percent. By 2004, 41 million Americans were Latino. It’s estimated that by 2020, 40 percent of the workforce in California will be Latino, and by 2025, 43 percent of the population. If we don’t rise to this challenge of increasing access to higher education, then California is going to be a much poorer state.

“In the 21st century, it’s my judgment that the leading civil rights issue will be education because it’s the key to equal opportunity.”

“To many individuals, such as recent immigrants whose exposure to education may have been quite limited, college is like a foreign country. We must break through that barrier by doing more outreach and ensuring better access to higher education.”

“Make no mistake; the future of California’s economy is tied to higher education.”

The Relationship Between Latinos and Community Colleges

Community colleges are clearly a viable option among Latinos, as 55 percent of Hispanics in the United States in higher education attend these institutions. Among the population in community colleges in California, 30 percent are Latino. And, of course, there are many four-year colleges in our state where a majority of the students are Latino. As far as access goes, we’re doing a pretty good job in the area of community colleges — not as well as we would like — but we do open the door of opportunity. Yet, we must work harder to ensure that more Latinos finish high school, and then go on to attend and finish college.

When I was in the California State Senate, I authored a bill that is now being carried out in our seventh-grade classes. The bill states that each student will receive information about college and financial aid, and take this information home to show it to their parents. Then that student will sign a pledge saying, “I’m going to college.” Now, will that be a cure-all? Of course not. But at least it points the young person in the right direction. Also, I believe that too often, those of us who knew something about college when we were in junior high or high school assumed that the general population knew about it, as well.

A recent poll indicated that 65.7 percent of Latino parents are not knowledgeable about how to get to college. To many individuals, such as recent immigrants whose exposure to education may have been quite limited, college is like a foreign country. We must break through that barrier by doing more outreach and ensuring better access to higher education.

Beyond ensuring that all students have access to college, we must also make sure that they succeed once they get there. Unfortunately, the budget in California is not helping us in this regard — 8 percent in state funding was cut from the budget for community colleges this year. You hear about community colleges not offering all of the courses that they once did, but that’s not because community colleges don’t want to offer them. It’s because financial survival makes it necessary for us to offer fewer courses than we did last year.

Also, nearly all of our classes are filled to capacity, and waiting lists for some courses are very long. De Anza College in Cupertino, CA, for example, had over 2,000 students on the waiting list. I wish that we didn’t have to deal with such crowding issues. California needs to rise up and recognize that when you cut off and choke higher education, you cut off and choke the future. Make no mistake; the future of California’s economy is tied to higher education.

Staying the Course to Earn a College Diploma

As for retaining students once they are accepted into college, there are steps we can take to increase retention rates. One highly successful program, the Puente program, was started 25 years ago in the California Community Colleges. Its mission is to increase the number of educationally disadvantaged students who enroll in four-year colleges and universities, earn college degrees, and return to the community as mentors and leaders.

Today, there are some 14,000 students in the program, and other states have established similar Puente programs. My wife, who is a retired community college teacher from Cerritos College in Norwalk, CA, was a teacher in the Puente program. She was thrilled that this program positively affected the lives of so many Latino students. The program has been broadened to include students of other racial/ethnic groups, but the vast majority of the students who work in that program are Latino.

We also have the Extended Opportunity Programs and Services (EOPS) program in the California Community Colleges, where 35 percent of the participants are Latino students. This program is designed to help those who are economically disadvantaged, as well as offer tutoring and other assistance. Unfortunately, we've had to cut back on some of our tutors and counselors because of the paucity of state funds.

There are also steps we can take to make sure students are as prepared as they should be, especially in the areas of math and English, once they are accepted into college. We need to do more to improve students' basic skills at the high school level because too many of our students who start in the basic skill courses end up dropping out. A wonderful program that focuses on improving basic skills is being piloted at Cabrillo College in Aptos, CA, by Diego Navarro. This program accelerates basic skill courses by forming cohorts and working through to successful completion.



I do want to note that a student who needs to take basic skills courses can still go on to have a successful future. One such success story involves Giovanni Jouquera, a young man my wife and I got to know from one of her classes. Giovanni graduated high school with less than a 2.0 GPA and joined the Marines. After completing his service, he realized, "I've got to go to college." That led him to Cerritos College. He initially had to enroll in a remedial class. But as he began to recognize the value of higher education, he became

the president of the student body at Cerritos, transferred to the University of California (UC) at Berkeley, and now holds a great job in a corporation.

Another success story involves a Latina named Berta Barraza. She enrolled at East Los Angeles College in the summer of 1996. At that time, she was a single mother, did not speak English, and had not graduated from high school.

With the help of the Puente program, EOPS, and financial aid, Berta persisted in getting an associate degree from Riverside Community College, transferred to UC-Riverside where she received her bachelor's degree in sociology, and now has a doctorate degree in management and leadership. Today, Berta owns her own home and has a great job with benefits as an EOPS counselor at a local community college. Those are the kind of success stories we want to see repeated over and over again.



Hiring Staff Who Share Cultural Bonds with Their Students

Also, we need to do a great deal more in terms of hiring more Latino teachers, staff members, and administrators.

Fortunately, among the chancellors and presidents in the California Community Colleges, 21 percent of them are Latino. And 25 percent of our classified staff is Latino. Unfortunately, we don't have a great record in hiring faculty; presently, only 12.5 percent of our faculty is Latino. We have to make sure that faculty members aggressively increase hires of people of color because some faculty may be myopic when considering cultures outside of their own. Let me cite my own experience as a community college president as anecdotal evidence.

When I was at Pasadena City College, I talked to our music department staff and said, "Did you ever look around here and notice that you have no Latino teachers in the music department? If you want to attract Latino students to come here and take your courses, such as music theory, you should have Latino teachers and include Latino music in your curriculum." Furthermore, I encouraged our staff to host cultural events, such as the Mexican celebration "Day of the Dead," so that our Latino students would feel at home on campus. That's the kind of environment that we need to create.

Other ways we can foster a welcoming atmosphere is by developing and publicizing our colleges' diversity goals. While it's true that Proposition 209 outlaws quotas, we can have goals calling for more diversity in our faculty. Colleges can also employ consulting organizations that specialize in minority recruitment, publicize openings in minority publications, and search for administrative candidates through nontraditional pipelines, such as public schools or the military.

Although California is going through a rough patch economically, I'm confident about the future. As Chancellor of the California Community Colleges, I want to say that I believe we can join AAHHE in accomplishing our mutual goals of improving access to college for Latino students and cultivating a supportive environment that enables Latino students to succeed in the classroom and in life.

"As Chancellor of the California Community Colleges, I want to say that I believe we can join AAHHE in accomplishing our mutual goals of improving access to college for Latino students and cultivating a supportive environment that enables Latino students to succeed in the classroom and in life."

Q&A SESSION*

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Speakers: C.R.—Charles B. Reed
J.S.—Jack Scott

Q It was stated that 55 percent of Latinos are in community college. My research shows that as little as 10 percent will transfer to Cal State or the UC system. They may get into community college but they don't get the degree. There's no retention. As far as the diversity of faculty issue, I believe Cal State Long Beach has 63 Latino faculty members. How diverse is your institution?

C.R. A little over 8 percent of the CSU faculty members are Hispanic. The pipeline that supplies faculty members for Ph.D.s is less than half of that, so we are about double what the production of Ph.D.s of Hispanics is. Now, that has to increase. If that increases, then that will help us improve our faculty numbers. What I've said is that faculty members hire faculty members. We can use the bully pulpit, and we can talk and push. But we have got to get more faculty reaching out to Latino pipelines and inviting Latino faculty to our campuses who have their doctorate or are working on their doctorate. This allows them to become a part of the network that we're recruiting from.

Q What do you have to say to students who are not getting into the CSU, who are not going to get an education even though they follow the proper steps, because of budgets cuts? What are you doing to help undocumented AB-540 students? I know they represent a very small minority at our campuses. Nevertheless, these are the students who suffer most.

C.R. The community colleges, CSU, and UC suffered a 20-percent reduction in our budget. That was \$565 million lost overnight. Now, there is a relationship between how many students you can educate with quality and the amount of money you have. I regret that we had to decrease the number of students we're educating this year. But I need to send a clear message to the governor and to the Legislature that you need to fund access to the CSU if we're going to continue to take the top one-third of students. It's going to cost \$306 million. Now, if we get the money, there's no one who will take the students any faster than I will. But there is that relationship to consider.

*Questions and answers were condensed for brevity and clarity.

As for AB-540 students, I was one of the first people to testify on their behalf when Gray Davis was the governor. I support AB-540 students. I have testified in Washington, D.C., and written a letter for U.S. Sen. Dick Durbin from Illinois to enact a federal Dream Act, and I also have endorsed California State Sen. Gil Cedillo's bill for a California DREAM Act.* But again, it takes political courage and it takes a lot of people to push the legislators to do the right thing.

J.S. I did talk a lot about success in community colleges, and we could clearly do a lot better. There's no question of that. But keep in mind that not everyone who enrolls in a community college enrolls in order to transfer. We do have our career technical programs, in which people are enrolling in order to become a nurse, or to become a firefighter, or to become an auto mechanic or similar occupation. They receive a certificate or an associate degree, but they don't transfer.

Also, remember we are the open enrollment institution. That means we take the top 100 percent. We are quite willing to work with students who, for some reason or another, weren't very successful in high school. They are the most vulnerable students and, unfortunately, we are not always successful with them. This is not to excuse failures we may have but it does explain them. Frankly, I would like to see the state of California support us to a greater degree, so we could hire the counselors, and hire the tutors and hire the people who work in the EOPS program and the Puente program to help improve our success. We will work with all of the programs because we really want students to succeed. They don't always succeed but we will try. Certainly, we're very open to trying any methodology that we can in order to assist a student in reaching his or her goal.

C.R. I would like to say one thing about Sen. Durbin sponsoring the DREAM Act at the federal level. Congress members don't get very many good news letters. If you all wrote him a letter and thanked him for sponsoring the federal DREAM Act, that would go a long way toward motivating him to even do more.

*Editor's Note: The **Development, Relief and Education for Alien Minors Act**, or DREAM Act, is a bipartisan bill introduced into the Congress in March, 1999. It would create a pathway to citizenship for students brought to the United States as children and who meet the requirement of the legislation.

Q What are you doing to support the passage of the DREAM Act?

C.R. I went to Illinois to meet with Sen. Durbin in October. I have met with Sen. Cedillo. I have endorsed his bill. I have spoken in support for it.

J.S. We can't violate the law, and currently the law does not permit us to give financial aid to undocumented students. However, that doesn't mean we can't support changing the law, which we'd like to see happen.

Q You all could be extremely successful with your efforts, but there's a third education component in California, and that's the University of California system. If you don't carry along all three components, we're moving toward a model which is separate but equal, which never works. So I compliment you on what you're doing; but if you do a really good job, in some sense you're letting the UC system off the hook and I don't like that.

C.R. The How to Get to College poster campaign lists the same requirements, so the students can get access to UC if they take the required courses. I'd also like to mention that there is a great partnership between community colleges, CSU, and UC.

Q Both of you said that you support our student tuition struggle and that the Legislature is the problem. How much of your pay have you cut so we can get more funding for education and you get less pay?

C.R. I'll just say this — 48,000 faculty, staff, administrators, presidents, and chancellors in the CSU all took a 10 percent pay cut this year, so I think that really helped with our 29 percent budget reduction. Now, that was not fair. No one took any workload away. We're asking everybody to do everything that they've been doing in the past, but we did reduce their compensation.

J.S. In the Chancellor's office of the California Community Colleges, we took a 14-percent cut, including me and everyone else. Unfortunately, when we're talking about a multi-billion-dollar budget in higher education, what we did is simply a symbol. It may be a helpful symbol, but Chancellor Reed and I could forfeit our entire salary, and it wouldn't solve this problem.

Q Since we did not receive federal funds from the Obama administration for our Race to the Top application, what do you think we can do as a state, given your experiences and leadership roles, to better prepare an application that will ensure we will receive this funding, especially during these fiscally constrained times?

J.S. The Race to the Top application involved the public school system, not higher education. However, perhaps there was a failure on the part of California to react as quickly as it should. Unfortunately, the teacher's union in California opposed allowing the test scores of students to be used in the evaluation, and the Race to the Top application made it very clear that this prohibition had to be removed. After a big fight in the Legislature, that prohibition was removed. Frankly, I think the conflict harmed us. There were many other factors, too. I guess every state in the union applied for the Race to the Top funding. However, considerably less than 50 percent of the states got the first round of the grants. California will continue to try. But keep in mind that Race to the Top has to do with the K–12 system, not with higher education.

C.R. Sixteen states were identified yesterday for Race to the Top funds. Chancellor Scott, President Mark Yudof from the University of California, and I all wrote letters of support for California's proposal. But one of the things that happened was that California only put its proposal together over a three-week period of time. They had to wait for the Legislature to pass legislation about teacher evaluation, as Chancellor Scott said. I know states like North Carolina, Louisiana, New York, and Pennsylvania spent five months putting their proposals together. You can guess why they got chosen compared to those states that spent three weeks on a proposal.

PARENT INSTITUTE FOR QUALITY EDUCATION



The Parent Institute for Quality Education, also known as PIQE, is a statewide, community-based, nonprofit organization that strives to connect families, schools, and communities through a partnership that advances the education of children in California.

PIQE uses a research-based model to develop innovative educational reforms and programs that teach and motivate parents on such issues as navigating the public school system and seeking the best educational opportunities for their children. Specifically, the programs educate parents on taking a participatory role in encouraging and enabling their children to:

- Stay in school
- Improve their academic performance
- Develop healthy and constructive relationships with their parents, teachers, and counselors
- Focus on a postsecondary education

Many studies have affirmed the effectiveness of PIQE programs. According to a Stanford Research Institute study, PIQE graduates have experienced statistically significant increases in several behaviors that enhance their children's academic development.

Chancellor Charles B. Reed of the California State University (CSU) system pledged to spend \$2.8 million from 2006–2010 to implement PIQE classes in 25 schools in each of the CSU's 23 campus regions. Also, PIQE actively partners with the 23 CSU presidents.

"What will not be cut are two outreach programs geared toward enrolling underrepresented minorities," Reed has said. "Both California State University's Super Sunday program and PIQE will survive, despite California's current economic strains."

Visit www.piqe.org for more information.



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