7th Annual Minority Serving Institutions Technical Assistance National Training Conference

National Innovative Science and Technology Conference
September 23-25, 2013
NIST, Gaithersburg, MD

msicopc.org

CREATING A PRESENCE 2013

2013

Creating a Presence

Community of Partners Council
COPC
MSI
Minority Serving Institutions

WELCOME
Creating A Presence 2013

Welcome to the seventh Annual Minority Serving Institutions – Technical Assistance National Training Conference, *Creating a Presence*. Our theme this year is National Innovative Science and Technology. If this is your first time attending the conference **WELCOME** and if you attended the conference before **WELCOME BACK and it's good to see you again!**

Conference Co-sponsors include:

- *U.S. Department of Commerce*
- *Tennessee State University*
- *DJA & Associates, LLC*

This year the National Training Conference will highlight strategies for partnering with Federal Agencies. The workshops will offer information about partnering with small businesses, developing international partnerships, myths, mysteries and mistakes about intellectual property, cyber security, cloud computing, and forensic science opportunities. The agenda is packed with topics of interest to faculty and administrators. The National Training conference offers a wealth of information for ***National Innovative Science and Technology.***

Creating a Presence

2013

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Creating a Presence 2013
National Innovative Science and Technology Conference
Conference Organizers

U.S. Department of Commerce

Office of the Secretary – Office of Civil Rights.....Senora Coggs
National Institute of Standards and Technology.....Donna Kimball

Tennessee State University

.....Cassandra Marbury
.....Dr. Lonnie Sharpe

DJA & Associates, LLC

.....Deborah J. Akwei

MSI-COPC NATIONAL TRAINING CONFERENCE

The 2013 National Training Conference will address:

Collaborative Research and Joint Program Implementation

Collaboration is the touchstone of scientific and technological advancement. Scientists, students, faculty, professionals, and participating institutions advance their goals through Federal agencies' MSI programs.

Economic and Community Development

Agencies foster economic and community development through business consulting services, entrepreneurship support, and commercial and residential development. Agencies also, protect businesses' competiveness in the global marketplace and increase access to telecommunications, particularly broadband infrastructure.

Outreach and Customer Relations

Federal agencies inform and educate academic and minority communities about their missions. In addition, agencies work with MSI communities to create innovative, effective, and mutually beneficial partnerships.

Recruitment

Agencies recruit and hire through a variety of resources such as career fairs, trade magazines, advertisements, onsite interviews, internship programs, student employment programs, and informational sessions for student organizations.

Technical Assistance and Capacity Building

Agencies assist MSI's applying for Federal funding, entering into partnership agreements, or referring qualified students and graduates for employment.

WHITE HOUSE INITIATIVES

Executive Orders (Minority Serving Institutions)

EO 13515, October 2009: White House Initiative on Asian Americans and Native American Pacific Islander (AANAPIs)

- **Executive Director:** Kiran Ahuja
- **Website:** http://www.whitehouse.gov/administration/eop/aapi
- http://www.facebook.com/WhiteHouseAAPI

EO 13532, February 2010: White House Initiative on Historically Black Colleges and Universities (HBCUs)

- **Executive Director:** Dr. George Cooper
- **Website:** http://www.ed.gov/edblogs/whhbcu/category/events/

EO 13555, October 2010: White House Initiative on Educational Excellence for Hispanic Americans (HSIs)

- **Executive Director:** Alejandra Ceja
- **Website:** http://www2.ed.gov/about/inits/list/hispanic-initiative/index.html
- http://www.facebook.com/W.H.I.onEducationExcellenceforHispanics

EO 13592, December 2011: Improving American Indian and Alaska Native Educational Opportunities and Strengthening Tribal Colleges and Universities (AI/NA (TCUs))

- **Executive Director:** William Mendoza
- Website: http://www.ed.gov/edblogs/whiaiane/

MINORITY SERVING INSTITUTIONS – COMMUNITY OF PARTNERS COUNCIL (MSI-COPC) • msicopc.org

Did You know?

Enrollment in MSIs is growing at a faster rate than at other institutions 2.3 million total students, or 13% of all college students in the US.

Tuition rates at MSIs are, on average, 50% less than that of majority institutions.
Source: http://www.luminafoundation.org/publications/Minority_Serving_Institutions.pdf

Minority Serving Institutions award 41% of all STEM degrees held by African-Americans and 54% by Hispanics, and graduate approximately half of people of color with teaching degrees.
Source: http://chronicle.com/article/Minority-Serving-Institutions/130279/

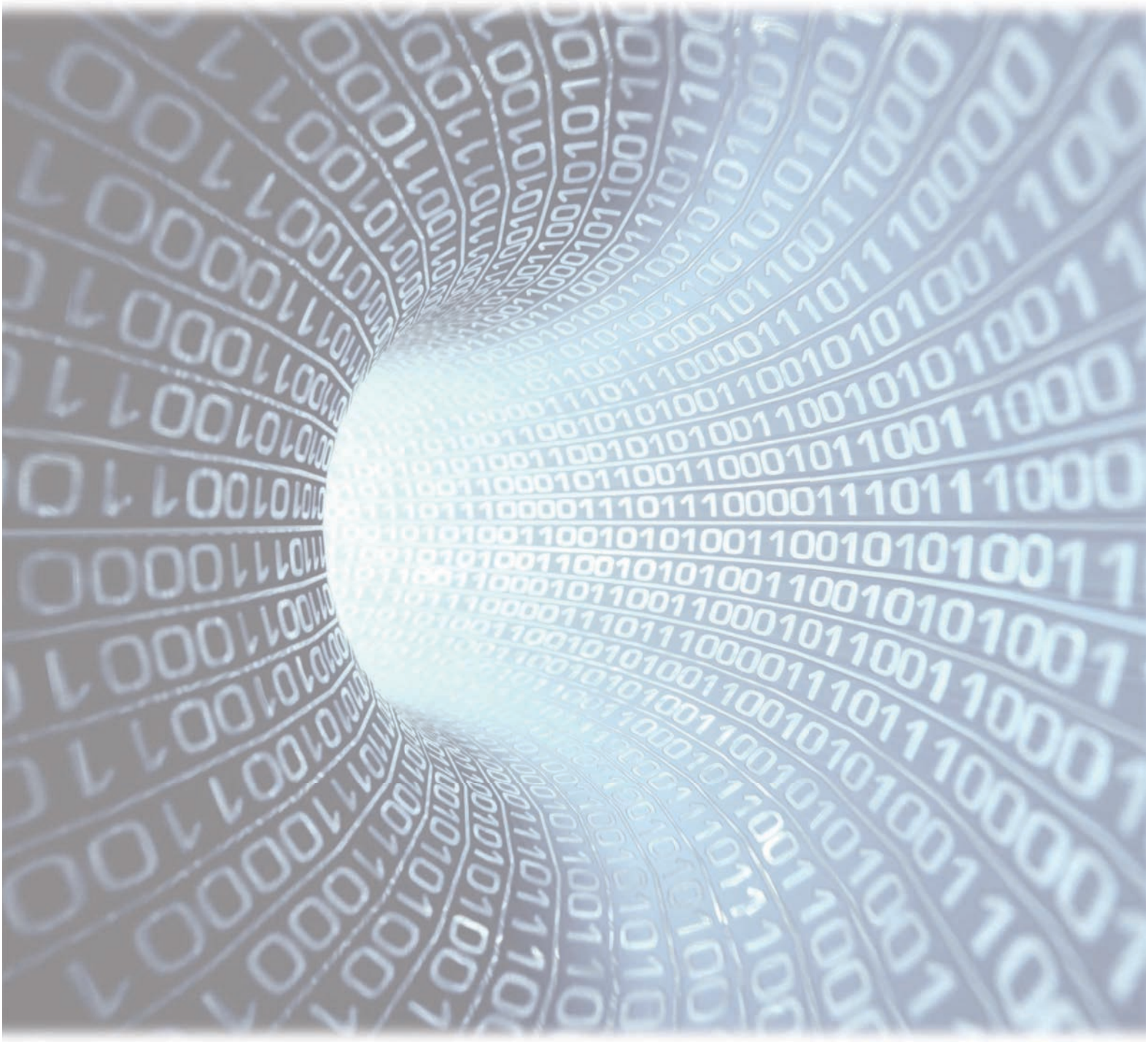
Asian American and Native American Pacific Islander Serving Institutions (AANAPISIs): 8.8 % of AAPI enrollment is based on the 21 AANAPISIs currently funded by the government. Among these 21 institutions, 7.6% of students obtain associates degrees and 5.7% receive bachelor's degrees. All designated AANAPISIs make up 26.9% of AAPI enrollment with 22.1% obtaining bachelor's degrees and 22.4% obtaining associates degrees.
Source: http://diverseeducation.com/article/54198/#

Hispanic Serving Institutions (HSIs): HSIs constitute 9% of American postsecondary institutions; HSIs enroll 54% of Hispanic undergraduates.
Source:
http://advocacy.collegeboard.org/sites/default/files/11b_4853_HSBC_PolicyBrief_WEB_120110.pdf

54% of Latino undergraduates were enrolled at HSIs in 2011-12. In 2011-12, there were 250 emerging HSIs (defined as institutions with 15-24% undergraduate fulltime equivalent Hispanic enrollment). Emerging HSIs were located in 28 states; 38% were public 2-year institutions and 36% were private not-for-profit 4-year institutions. Of the 356 HSIs, 133 offer graduate degrees in 2011-12 (63 offer master's degrees and 60 offer doctoral degrees). The largest number of HSIs with graduate programs was in Puerto Rico (35) and California (31). In one year (2011-12), the number of HSIs grew from 311 to 356, the largest growth of HSIs (45) from one year to the next.

Historically Black Colleges and Universities (HBCUs): According the Integrated Postsecondary Education Data System (IPEDS), Historically Black Colleges and Universities (HBCUs) produce 23% of all bachelor's degrees, 13% of all master's degrees, and 20% of all first professional degrees. In fact, for those minority students who pursue advanced studies, 50% are HBCU graduates.
Source: http://www.uncfsp.org/wp/index.php/2011/04/staying-the-course-supporting-our-minority-serving-institutions/

Tribal Colleges and Universities (TCUs): Native Americans are the most underrepresented groups in education. Only 14% of Native Americans have completed a bachelor's degree. TCUs serve more than 18,000 academic students each year. Overall, more than 250 Indian tribes are represented at TCUs. Source: http://www.aihec.org/resources/documents/reports/BreakingThrough.pdf



ORGANIZATIONS PRESENTING

FEDERAL AGENCIES

Economic Development Administration

National Aeronautics and Space Administration

- SBIR/STTR Program

National Science Foundation

- International and Integrative Activities
- SBIR/STTR Program

National Security Education Program

Peace Corps

U.S. Department of Agriculture

- SBIR/STTR Program

U.S. Department of Commerce

- Office of Civil Rights (OCR)
- Office of Economic Development Administration
- National Institute of Standards and Technology
- National Oceanic and Atmospheric Administration
- National Telecommunications and Information Administration
- Patent and Trademark Office

U.S. Department of Defense

- National Security Education Program
- SBIR/STTR Program

U.S. Department of Education

- White House Initiative on Asian American and Native American Pacific Islander
- Serving Institutions (AANAPISIs)
- White House Initiative on Historically Black Colleges and Universities
- Office of Postsecondary Education
- SBIR/STTR Program

U.S. Department of Energy

- National Nuclear Security Administration
- SBIR/STTR Program

U.S. Department of Health and Human Services

- Administration for Children and Families
- Health Resources and Services Administration
- National Institutes of Health
- National Institutes of Health -SBIR/STTR Program
- Office of Minority Health Resource Center
- Public Health Service Commissioned Corps
- Substance Abuse and Mental Health Services Administration

U.S. Department of Homeland Security

- SBIR/STTR Program

U.S. Department of Transportation

- SBIR/STTR Program

U.S. Environmental Protection Agency

- SBIR/STTR Program

ORGANIZATIONS PRESENTING

COLLEGES, UNIVERSITIES, and PRIVATE INDUSTRY

Morgan State University

- School of Engineering

Tennessee State University

University of Maryland (College Park)

District of Columbia Small Business Technology and Innovation

Ember Media

LMH Strategies, Inc.

Michigan Small Aircraft Transportation Systems

United Research Services Corporation

Urban Cyberspace

REGISTRATION AND EXHIBITS

Monday, September 23, 2013

I. Registration 12:00 p.m. – 4:00 pm
Hilton Washington DC North- Gaithersburg, MD
Rockville Potomac Room

II. Reception 6:00 pm – 7:30 pm
Hilton Washington DC North- Gaithersburg, MD
Rockville Potomac Room

Tuesday, September 24, 2012

I. Registration 7:15 am – 4:00 pm
Administration Building
Green Auditorium Lobby
National Institute of Standards and Technology (NIST)

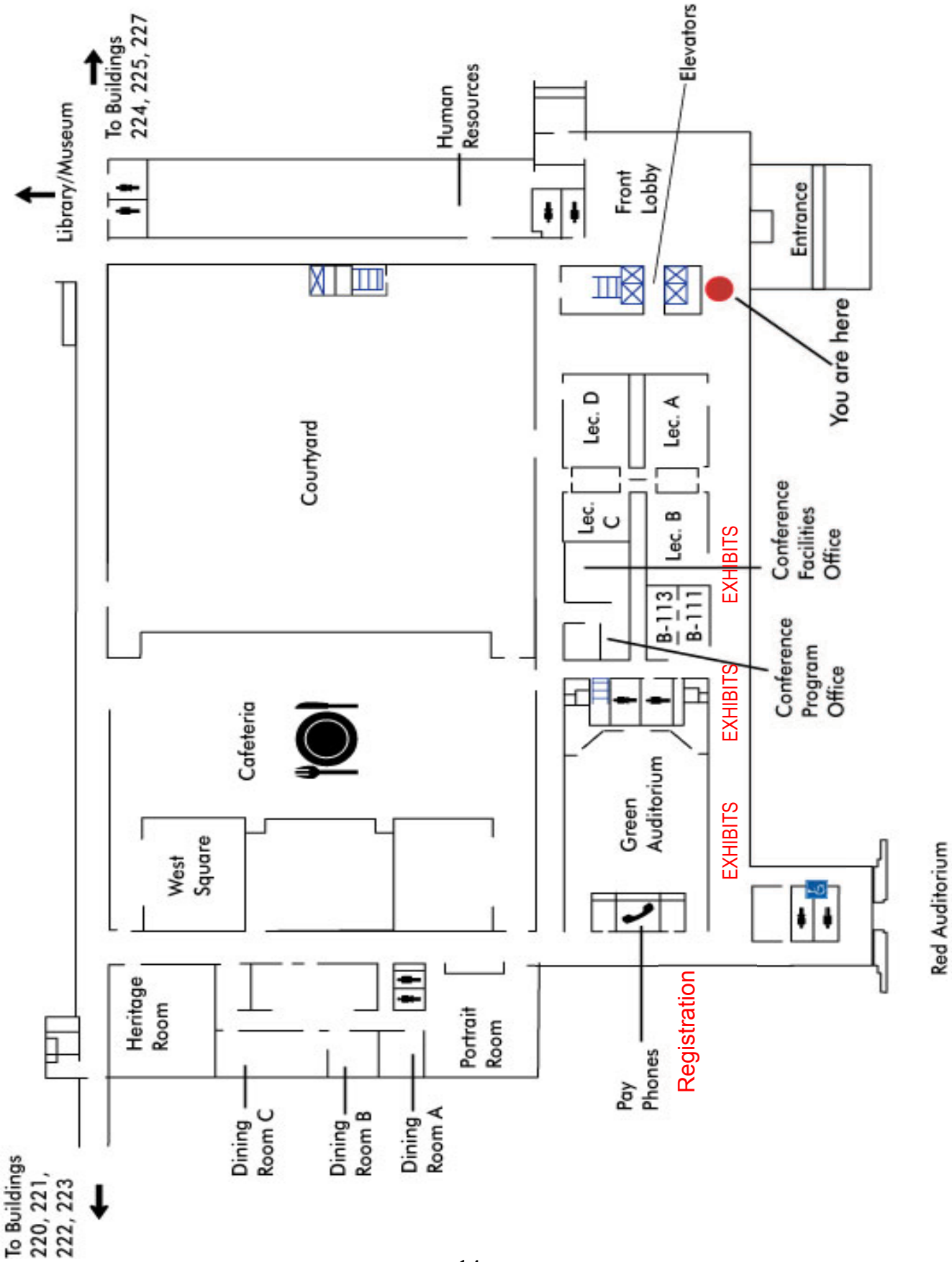
II. Exhibits 9:30 am - 4:30 pm
Administration Building
Exhibitor's Hall
National Institute of Standards and Technology (NIST)

Wednesday, September 25, 2013

I. Registration 7:15 am – 12:00 pm
Administration Building
Green Auditorium Lobby
National Institute of Standards and Technology (NIST)

III. Exhibits 9:30 am - 12:30 pm
Administration Building
Exhibitor's Hall
National Institute of Standards and Technology (NIST)

MAP of CONFERENCE AREA



CONFERENCE SCHEDULE AT A GLANCE

Monday, September 23, 2013

TIME	SESSION
12:00 p.m. – 4:00 p.m.	Registration – Hilton Washington DC North-Gaithersburg, MD, 620 Perry Pkwy., Gaithersburg, MD
1:30 pm. – 2:15 p.m.	OPENING PLENARY SESSION: Welcome to the 7th Annual – Minority Serving Institutions Technical Assistance – National Training Conference – *Rockville Potomac Room* Conference Committee Members Dr. Willie E. May Associate Director for Laboratory Programs and Principal Deputy, Office of the Director, National Institute of Standards and Technology, U.S. Department of Commerce Dr. Leonard L. Haynes III Senior Director, Institutional Service, Office of Postsecondary Education, U.S. Department of Education
2:15 p.m. – 3:45 p.m.	GENERAL SESSION – INTELLECTUAL PROPERTY: Copyright Law and Academic Institutions (Copyrights for the Educator) Susan Anthony, US Patent and Trademark Office
3:45 p.m. – 5:00 p.m.	GENERAL SESSION – SBIR: The SBIR Program as a Catalyst for Local, Regional, and National Economic Development, Edsel Brown, Small Business Administration
6:00 p.m. – 7:30 p.m.	SOCIAL NETWORKING – *Rockville Potomac Room*

CONFERENCE SCHEDULE AT A GLANCE

Tuesday, September 24, 2013

TIME	SESSION				
7:15 a.m. – 8:00 a.m.	**Early Morning Meet and Greet Networking – *Green Auditorium Lobby and Exhibitor's Hall***				
7:15 a.m. – 4:00 p.m.	**Registration – *Green Auditorium Lobby***				
9:00 a.m. – 4:30 a.m.	**EXHIBITS OPEN – *Exhibitor's Hall***				
8:00 a.m. – 9:00 a.m.	**GENERAL SESSION - SBIR/STTR: Pathway to Academic and Scientific Entrepreneurship, Christopher Rinaldi, Department of Defense - *Green Auditorium***				
9:00 a.m. – 10:30 a.m.	**-- STEM Track --**		**-- SBIR/STTR Track --**		
	STEM		**SBIR/STTR**		
	Green Auditorium		***Portrait Room***		
Sessions	What is HOT in STEM: Emerging Science	National Initiative for Cybersecurity Education (NICE): (NICE): Shaping the Future of Cyber- security Education, Dr. Matthew Scholl Fundamental Science Units and Redefining the Kilogram, Dr. James Olthoff Forensics@NIST Susan Ballou	SBIR Overview: National Science Foundation Department of Education National Institute of Standards and Technology National Institutes of Health	Lindsay D'Ambrosio Vanessa L. Tesoriero Mary Clague Robert Vinson	
10:30 a.m.- 10:45 a.m.	**BREAK and EXHIBITS – *Green Auditorium Lobby and Exhibitor's Hall***				

CONFERENCE SCHEDULE AT A GLANCE

Tuesday, September 24, 2013

TIME	SESSION					
10:45 a.m. – 12:00 p.m.	**-- Training Track --**		**-- SBIR Track --**		**-- Training Track --**	
	Information Technology		**SBIR/STTR**		**Resource Center**	
	Green Auditorium		***Portrait Room***		***Lecture Room B***	
Sessions	Envisioning the Digital Future of MSIs: Providing a Model to Transform MSIs into Digital Economic Leaders	Doug McGowan, CEO, Urban Cyberspace Bruce Lincoln, CTO, Urban Cyberspace Clayton Banks, President, Ember Media	National Aeronautics and Space Administration Department of Transportation Department of Homeland Security	Joseph Grant Melissa Wong Elissa Sobolewski	Grant Development Writing Competing, Managing and Lessons Learned ** working lunch for attendees*	Margaret Korto, Office of Minority Health Resource Center, Department of HHS
12:00 p.m. – 1:00 p.m.	**LUNCH – *West Side Cafeteria – seating in cafeteria, courtyard***					
1:00 p.m. – 1:30 p.m.	**GENERAL SESSION - Workforce: Creating the Present and Future Workforce for the Corporate Environment; David Hollan, CRS – *Green Auditorium***					
1:40 p.m. – 2:45 p.m.	**-- Training Track --**		**-- SBIR/STTR Track --**		**-- STEM Track --**	
	Technology Transfer		**SBIR/STTR**		**STEM**	
	Green Auditorium		***Portrait Room***		***Lecture Room B***	
Sessions	Intellectual Property: Giving Students a Competitive Edge in Today's Tough Job Market	Susan Anthony Dennis Forbes Lynn Bristol, Patent and Trademark Office	Department of Agriculture Environmental Protection Agency Department of Energy	Jodi Williams April Richards Manny Oliver	Energy Efficiency/Renewable Energy Programs	Dr. Douglas Wyatt, Jr., CRS
2:45 p.m. 3:00 p.m.	**BREAK and EXHIBITS – *Green Auditorium Lobby and Exhibitor's Hall***					

CONFERENCE SCHEDULE AT A GLANCE

Tuesday, September 24, 2013

TIME	SESSION					
3:00 p.m. – 5:00 p.m.	**Resource Center**		**SBIR/STTR**		**International Partnerships**	
	Green Auditorium		***Portrait Room***		***Lecture Room B***	
Sessions	MSIs and Minority Health Services	Dr. Tia-Nicole Leak Captain Jeanean Willis-Marsh, D.P.M., Health Resources and Services Administration LCDR Monique Richards, MSW, Substance Abuse and Mental Health Services Administration (SAMHSA) Irene Dankwa-Mullan MD, MPH, National Institutes of Health LCDR Nahleen Lopez, PharmD. Public Health Service Commissioned Corps Department of Health and Human Services	Department of Defense National Oceanic and Atmospheric Administration	Christopher Rinaldi Alan Rhodes	National Security Education Program International Student Program Climate Change Initiative	Roy Savoy, Department of Defense Meldon Hollis, WHI-HBCU Dr. Dong Hee Kang, Morgan State University

5:00 p.m.	**DEPART NIST – BUS TRANSPORTATION PROVIDED BACK TO THE HOTEL:** ***Meet at front entrance of Administration Building***
6:00 p.m. – 7:15 p.m. ***Hilton Washington DC North-Gaithersburg, MD**	**GENERAL SESSION - The Business of Higher Education in the Federal Government for HBCU/MSI's; Lamont Haynes –** ***Hilton Washington DC North Hotel, Rockville Potomac Room***

CONFERENCE SCHEDULE AT A GLANCE

Wednesday, September 25, 2013

TIME	SESSION					
7:45 a.m. – 8:30 a.m.	**Early Morning Meet and Greet Networking – *Green Auditorium Lobby and Exhibitor's Hall***					
7:45 a.m. – 12:00 p.m.	**Registration – *Green Auditorium Lobby***					
9:00 a.m. – 1:00 p.m.	**EXHIBITS OPEN – *Exhibitor's Hall***					
8:30 a.m. – 9:00 a.m.	**GENERAL SESSION – STEM: Educational Partnership Program – National Atmospheric and Oceanic Administration (NOAA), Dr. Marlene Kaplan - *Green Auditorium***					
9:00 a.m. – 10:00 a.m.	**GENERAL SESSION – RESOURCE CENTER: White House Initiative on Asian American and Native American Pacific Islander Serving Institutions - "AANAPISI 101", Philip Olaya – *Green Auditorium***					
10:00 a.m. – 10:15 a.m.	**BREAK and EXHIBITS – *Green Auditorium Lobby and Exhibitor's Hall***					
10:15 a.m. – 11:15 a.m.	**-- STEM Track --**		**-- SBIR/STTR Track --**		**-- Training Track --**	
	STEM		**SBIR/STTR**		**Technology Transfer**	
	Green Auditorium		***Portrait Room***		***Lecture Room B***	
Sessions	Office of International and Integrative Activities	Dr. Bernice Anderson, National Science Foundation	The Business of SBIR Intellectual Property, The Proposal Writing Process, and Technology Transfer and Commercialization	Julianna Sarr, S. Sid Siddiqi Julians Sarr S.Sid Siddqi Michigan Small Aircraft Transportation Systems, (MISATS)	Technology Transfer in Educational Institutions	Dr. Tanaga Boozer and Anthony Knight, US Patent and Trademark Office

CONFERENCE SCHEDULE AT A GLANCE

Wednesday, September 25, 2013

TIME	SESSION					
11:15 a.m. – 12:15 p.m.	**-- Training Track --**		**-- SBIR/STTR Track --**		**-- Training Track --**	
	Workforce		**SBIR/STTR**		**Resource Center**	
Sessions	Federal Government's Changing Workforce	David Glines Department of Energy	Creating an environment for innovation and commercialization. How do small businesses and MSIs identify and form successful SBIR and STRR Partnerships? Conclusion: How does success look? Examples of successful university/small business SBIR and STTR partnerships and technology transfer	Philip Reeves-DC Small Business Technology and Innovation	Economic Development Administration	Alma Plummer, Office of Economic Development Administration
12:15 p.m. – 1:15 p.m.	**LUNCH – *West Side Cafeteria – seating in cafeteria, courtyard***					
1:15 p.m. – 2:30 p.m.	**SBIR/STTR – SBIR Match Making: Sign up and be connected to SBIR Program Managers, SBA and advanced technology support organizations in your state**					
2:30 p.m.	**DEPART NIST – BUS TRANSPORTATION PROVIDED BACK TO THE HOTEL or NIST SHUTTLE TRANSPORTATION TO SHADY GROVE METRO: *Meet at front entrance of Administration Building***					
2:30 p.m. – 3:45 p.m.	**NIST LABORATORY TOURS: Groups A, B, C** **Topic Areas Include: Forensics, Nanotechnology, Electronics, Polymers, Biometrics**					
4:00 p.m.	**DEPART NIST – BUS TRANSPORTATION PROVIDED BACK TO THE HOTEL or NIST SHUTTLE TRANSPORTATION TO SHADY GROVE METRO: *Meet at front entrance of Administration Building***					

WORKSHOP DESCRIPTIONS

Information Technology Envisioning the Digital Future of MSIs: Providing a model to Transform MSIs into Digital Economic Leaders	Envisioning the Digital Future of Minority Serving Institutions (EDFMSIs) will focus on strategic visioning of technology's role in advancing the sustainability of institutions of higher education and the minority communities they serve. The session will inform MSIs about government, foundations, and corporate funding and leveraging the intellectual capital of faculty, students, and staff throughout the entire institution to create jobs and programs for their communities. Experts from the private sector and representatives from the public sector come together to build on the idea of strengthening MSI's in the growing Digital economy. Although there has been progress made in Broadband connectivity and adoption for MSI's, there still remains the challenge for these institutions to compete in the digital economy. This session will guide the audience in co-envisioning a roadmap to the next stage of university driven technological and economic development.

Intellectual Property Copyright for the Educator	Many educators are confused and confounded by copyright law and the responsibilities it imposes on academic institution, faculty, and administrators. This workshop will cover what copyright is, how it applies in educational settings, what the "educational guidelines" are, what efforts have been undertaken to update the guidelines, the impact of "distance learning," and the Teach Act on these issues. We also shall put workshop participants "to work," in which we shall look at common copyright scenarios for educators and, together, identify the issues and appropriate actions.
Intellectual Property Intellectual Property: Giving Students a Competitive Edge in Today's Tough Job Market	In this workshop, we will explore intellectual property, the roles it plays in academic institutions, what students of today think about intellectual property, the existing levels of instruction on intellectual property in academic institutions in the US, what role academic institutions can take in helping students understand intellectual property, job opportunities and competitive edge a foundation in intellectual property can provide to students in the job market and their own entrepreneurial undertakings.

International Programs National Security Education Program Department of Defense (DoD)	Expanding foreign language capacity remains a high priority for the DoD. The National Security Education Program (NSEP) is uniquely positioned to identify for DoD and other federal agencies a flow of extraordinarily qualified candidates with demonstrated and superior proficiencies in critical languages and cultures and, who are highly motivated to work in the public sector. It is our hope we can help steer interested college students to pursue the study of foreign languages and culture as part of their academic programs to make them global citizens.
International Programs	A recent analysis by the International Panel on Climate Change (IPCC) revealed that climate change may increases extreme weather events such as extreme heat, drought, heavy precipitation, and the highest wind speeds of

International Panel on Climate Change (IPCC)	tropical storms. In 2012, the high temperatures in the United States, the record low levels of Arctic sea ice, and the heavy rain in northern Europe and eastern Australia occurred. The researches revealed that natural climate fluctuations and human-caused climate change are two main factors contributing to the extreme weather events (Explaining Extreme Events of 2012 from a Climate Perspective released September 5, 2013 by the Bulletin of the American Meteorological Society). Sea levels rising by ocean water warm and increased glaciers and ice sheets melting due to climate change potentially affect to the natural and built infrastructure occurring along coastlines such as increased storm damage to coastal infrastructure, more rapid coastal erosion, shoreline change, saltwater intrusion into aquifers and surface waters, and rising water tables. In addition, subsidence by excessive groundwater extraction is also a main problem in costal neighborhoods at the developing countries as well as a being a common problem in the developed countries. The combination of sea level rising by climate change and subsidence by excessive groundwater withdrawal may cause the serious affect to major metropolises located in near coastal area.
International Programs Student Program	Expanding the global reach of MSIs to the International Student program and Brazilian Student Program is a program that extends and exposes students to the international arena.

Resources Asian American and Native American Pacific Islander Serving Institutions "AANAPISI 101" White House Initiative on Asian American and Native American Pacific Islander Serving Institutions	The workshop will provide information about Asian American and Native American Pacific Islander Serving Institutions (AANAPISIs), and detail opportunities for federal agencies to invest, partner with, and develop grant opportunities for AANAPISIs. Speakers will include a representative from the U.S. Department of Education's Office of Postsecondary Education to provide a primer about the AANAPISI program, including eligibility requirements and the grant application cycle. Additional speakers will include an administration official from an institute of higher education to highlight the advantages of being an AANAPISI, and a federal government representative who will provide examples of the types of investments government agencies can make to support these schools.
Resources The Business of Higher Education in the Federal Government for HBCU/MSI's	The objective of the Business of Higher Education for Historically Black Colleges and Universities and Minority Serving Institutions workshop is to: a) Build the immediate and long term capacity of HBCU/MSI's to participate in Federally funded programs; b) Pursue Federal funding opportunities that strengthen institutional resources and increases its ability to attract, retain, and graduate outstanding students; c) Diversity institutions' revenue streams and increase its share of Federal awards that allow of maximizing unrestricted revenue; and d) Increase competitiveness in a rapidly
Resources Grant Development and Writing	The Department of Health and Human Services (HHS) Office of Minority Health Resource Center (OMHRC) workshop will focus on grant development and writing to increase MSIs capacity to locate, compete for, and manage private and federal grants. The training will be conducted by

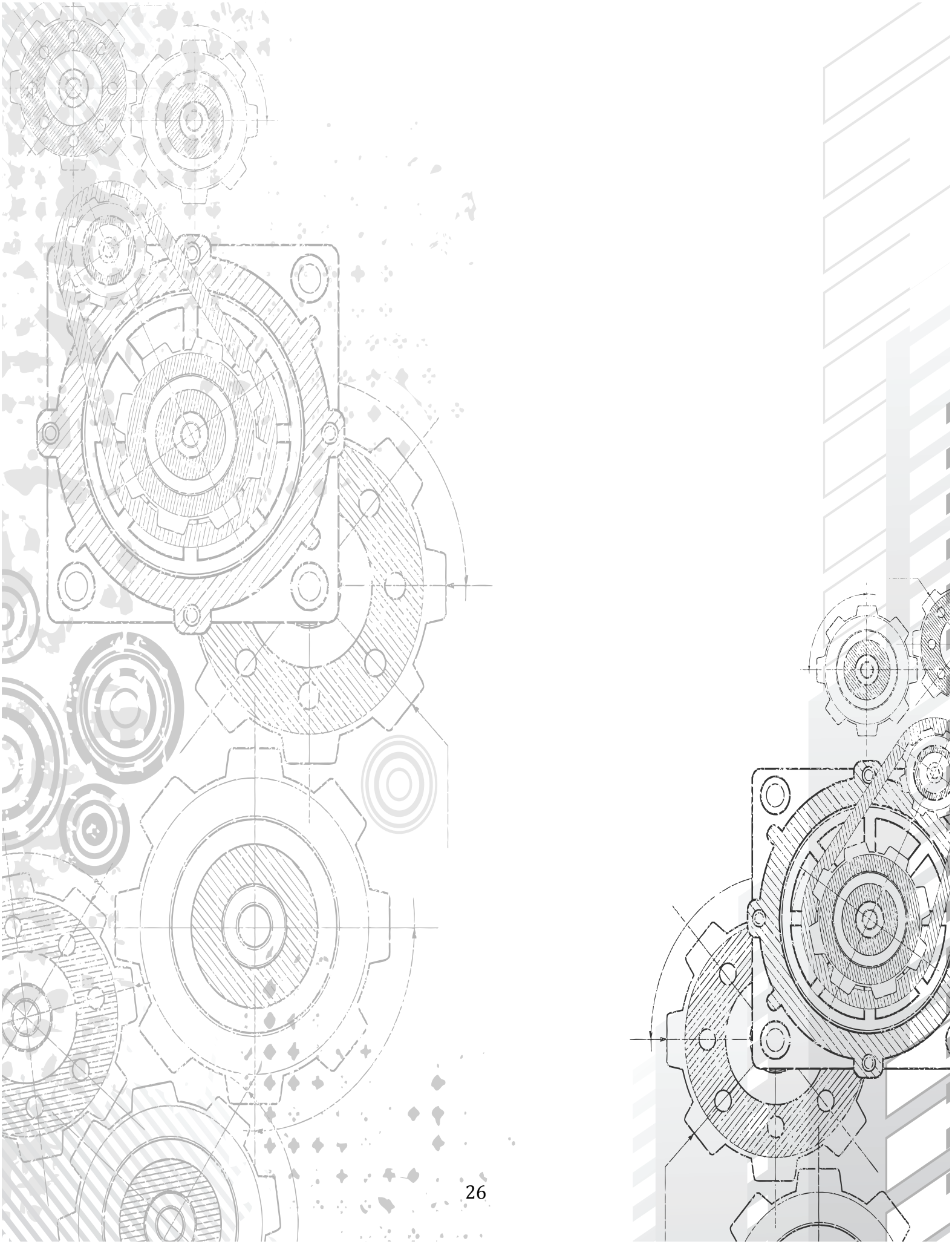
Competing, Managing and Lessons Learned	the Office of Minority Health Resource Center's Capacity Building Division.
Resources Postsecondary Programs Department of Education	Greetings from the Department of Education, Postsecondary Programs.
Resources SBIR/STTR: Pathway to Academic and Scientific Entrepreneurship	This briefing will discuss how college and university students can participate in the SBIR/STTR program as a pathway to academic and scientific entrepreneurship. This session will provide a broad overview of the federal-wide SBIR/STTR program and prepare the audience for specific agency briefings that follow.
Resources Small Business Innovation Research and Small Technology Transfer (SBIR/STTR)	The objective of this Small Business Innovation Research and Small Business Technology Transfer (SBIR/STTR) Overview session is to provide an introduction and overview to MSI and students and to encourage them to explore the many critical technologies and areas of research and development needed by presenting agencies. During the presentations, program managers provide information on the needs of their agency. During the Business of SBIR session, support agencies and small businesses from DC, MD, and VA provide examples of how SBIR support might be provided in your state. Some of the information includes how states help to support entrepreneurs to start their businesses, respond to a SBIR/STTR solicitation, and provide additional technical and funding resources to help you succeed. Other information includes guidance on how to form university and small business partnerships, and how to develop and grow a successful business. By including qualified MSIs, other research universities, and small businesses in the nation's R&D arena, high-tech innovation is stimulated and the United States gains entrepreneurial spirit as it meets its specific research and development needs. The SBIR/STTR programs also providing faculty, students, and universities the opportunity to create research opportunities for students, help grown an entrepreneurial community that originates from the university, and benefit the university, city, and state through the development of technology companies, high paying jobs, and a stronger tax base. The SBIR and STTR programs are highly competitive program that encourages domestic small businesses and research institutions to engage and partner on Federal Research/Research and Development (R/R&D) that has the potential for commercialization. Through a competitive awards-based program, SBIR enables small businesses to explore their technological potential and provides the incentive to profit from its commercialization. All colleges and universities are also able to team with small businesses on SBIR research. The STTR Program is specifically developed to allow small businesses the opportunity to partner with universities and take advantage of their human and research resources.

STEM Educational Partnership Programs National Oceanic and Atmospheric Administration (NOAA)	Through the Educational Partnership Program with Minority Serving Institutions, NOAA provides funding to eligible MSIs, on a competitive basis, to educate, train and graduate students in NOAA sciences, particularly atmospheric, oceanic, environmental, marine science, remote sensing and scientific environmental technology. In addition, scholarship and fellowship programs provide experiences for students at NOAA facilities.
STEM What is HOT in STEM: Emerging Science	3 Hot areas in innovative research—let's talk about what is new, updated, and reinvented—why you should get in on the ground floor. National Initiative for Cyber security Education (NICE): "Shaping the Future of Cyber- security Education" Fundamental Science Units and Redefining the Kilogram Advanced Manufacturing
STEM Energy Efficiency/Renewable Energy Programs	The human need for energy continues to grow globally. Not just because the world population is growing, but because energy is the cornerstone which serves as the tool, system, and economic driver for quantitative measurement in the quality of life. People in advanced societies expect readily available energy to supply light switches by the front door, a quick fill-up at the gas station, and gadgets such as iPhones. To supply this demand, identification of diverse forms of energy and how it is used falls under the constraints of scientific discovery. A need exists for energy research. This knowledge requires the process of understanding - leading to discovery, conversion, transmission, and utilization - before it can be beneficial. To meet this objective, a broad body of educational requirements is needed in science, engineering and technology to advance energy research. Ultimately, the development of an educated workforce and energy savvy public will drive cost-effective and environment-friendly solutions. We will discuss the global need for energy and the work force needs and skills necessary to meet national and global demand.
STEM MSIs and Health Services Department of Health and Human Services	The Department of Health and Human Services (HHS) panel will discuss federal opportunities to address diversity and training of the healthcare workforce. MSIs participation in HHS programs has encompassed internships, mentoring, fellowship programs; research and development; program evaluation; training; internships, traineeships, recruitment, and arrangements under the intergovernmental personnel act; student financial assistance, scholarships, and other aid; third party collaborations; and other activities. In addition, HHS will provide opportunities for MSI faculty and students to gain experience working in public health and human service agencies through recruitment, fellowships, internships, and traineeships.
STEM Broadening Participation in STEM: NSF Funding Opportunities for	NSF has taken a variety of approaches to broaden participation across it many programs. This session will highlight funding opportunities for conducting research on broadening participation and establishing multi-institutional collaborations for interdisciplinary research. Funding for cutting-edge research instrumentation and support for promoting globally

Minority-Serving Institutions	engaged scientists and engineers from diverse backgrounds at all career stages will be discussed. The session will also focus on increased involvement of MSIs in leveraging regional resources to promote economic development and transformative research and technology-based solutions of societal benefit. After presenting an overview of a range of funding opportunities, a team of program directors will be available for Q&A.
STEM NIST Tours	Topic Areas: Forensics, Nanotechnology Materials, Electronics, Polymers. Biometrics

Workforce Creating the Present and Future Workforce for the Corporate Environment	Global Trends in STEM Program across the world. URS approach to acquire talent Relationship building with higher education and business and industry Addressing the gaps in resource needs in the STEMS area How business tend to use resources in-house as oppose to taking a risk in using a new student graduate because of lack of world experience Creating a presence – what are students/universities doing to create a presence with business and industry and what are the strategic plans of universities of getting students jobs when they graduate
Workforce Critical Skills for Faculty, Staff and Students	What do you need to know, and what can we do better to help students transition from universities and colleges to the workplace, especially the Federal workplace? What are the critical skills for faculty to help their students, and for students to begin a career in the Federal government? In this interactive session, David Glines will share his knowledge and experience from the private sector, as well as from the Federal government.

Technology Transfer Technology Transfer in Educational Institutions	In this workshop, we shall explore what technology transfer is, the parties involved in technology transfer with a focus on the role of the academic institution, the benefits to the public and to academic institutions from technology transfer partnerships, and any changes that have occurred because of the America Invents Act (AIA).



PRESENTERS

Linda Akli
Linda Akli, As Assistant Director of Training, Education and Outreach, Southeastern Universities Research Association (SURA) promotes and facilitates the awareness and use of cyberinfrastructure systems and services. Ms. Akli establishes liaisons to new and underrepresented research communities that could benefit from exposure to and use of high performance computing and advanced digital service, and collaborates to increase awareness and usage of such technologies. She plans and delivers training, education and outreach activities with regional and national partners including regional workshops on HPC, Computational Science, Scientific Visualization and Advanced Data Analysis, and Data Management Planning. Recommends, develops and coordinates education, training, and outreach programs through collaborations to deliver training events or materials identified. SURA PI for XSEDE MSI Outreach providing promotion, training, community building, and deep engagement with faculty researchers ready to engage with HPC, visualization, and data analysis services. SURA PI for Longhorn Remote Visualization Services Outreach and training for researchers from MSIs and underrepresented communities coordinating training for new communities and new users.

As Senior Program Associate at American Association for the Advancement of Science (AAAS), she was the BiosciEdNet Collaborative digital library project manager: responsible for facilitatitng the technical development and evolution of the BEN digital library portal site. Facilitated technical working committees, worked to develop consensus, negotiated opposing positions, and ensured technical decisions support project goals and were aligned with emerging standards. Provided liaison between technical working committees and the BEN Coordinating Council. Coordinated project outreach activities. http://www.biosciednet.org/portal/

Project Manager for the Packard HBCU Graduate Scholars program: included developing and maintaining contracts with insitutions; tracking scholars' progress and the development of intervention strategies as needed; tracking and reporting on disbursements and financial reports; and scholars survey; and the management/development of the annual scholars meeting. http://ehrweb.aaas.org/packard/site/

Project Manager for the Merck/AAAS Undergraduate Science Research Program: responsible for the identification, recruitment, and distribution of applications. Communicated with prospective applicants considering or preparing proposals. Coordinated program promotion and outreach via print ads, use of the website, presentations and exhibiting at conferences. Coordinated and facilitates the awards selection committee. Liaison with Merck Research Labs and the Merck Company Foundation. Coordinated Merck Scholars participation in the Annual Meeting. http://php.aaas.org/programs/education/merck/

Coordination of outreach to young scientists and students including: Joshua Niemark Travel Assistance Awards for student and young faculty poster presenters; National Association of Academy of Sciences (NAAS) honorary student memberships and high school research grants; coordination of Annual Biomedical Research Conference for Minority Students (ABRCMS) and Emerge Workshop (http://www.emergeworkshop.gatech.edu) student research presentation winners participation in the AAAS Annual Meeting.

Susan Anthony
Susan Anthony is an attorney in the Global Intellectual Property Academy (GIPA), in the Office of Policy and International Affairs (OPIA), United States Patent and Trademark Office (USPTO), Alexandria, Virginia. Susan handles policy matters relating to copyright, trademark, and domain name issues within the U.S. and internationally and has a broad range of experience and expertise in almost all facets of intellectual property protection and enforcement. Within GIPA, Susan heads up the USPTO's educational outreach initiative for US small- to medium-sized businesses (US SMEs), focused on helping small businesses and

student entrepreneurs to protect and enforce their intellectual property rights. She also is a member of the USPTO China Team and the USPTO Africa Team. Prior to joining the USPTO, Susan worked in the corporate and private law firm sectors. She may be reached at (571) 272-1500 or susan.anthony@uspto.gov.

Clayton Banks

Clayton Banks is the Founder, President and Executive Producer of Ember Media Corporation. He has been a pioneer in the cable and communications industry for over two decades. He leads the vision for Ember Media, a development group that builds digital solutions and interactive applications for top brands and non-profit organizations, across multiple platforms. Known as a pragmatic visionary, Banks has developed and deployed leading edge technology and applications for tablets, network cloud, gaming consoles, social media, augmented reality and recently developed the More Than A Mapp mobile app and website that features over 300
African American landmarks and points of interests.

Banks has implemented multi-platform strategies for MTV, ESPN, Budweiser, Essence Music Festival, Urban Latino, Prudential, New York Institute of Technology, United Technologies, Denny's, Scholastic, and other top brands. He has produced multimedia and broadband content for Discovery Networks, HBO, Pepsi, Bloomberg TV, Showtime Networks, Bermuda tourism, the British Tourist Authority, Monaco Tourism, and countless other companies and organizations
around the world.

Banks has worked with former President of the United States Bill Clinton to publish a first-of-its-kind interactive college guide series called "The Key", that targets under-served communities and features Historically Black Colleges and Universities and Hispanic Serving Institutions. The Key was featured on CNN, NY1, Univision, and several other media outlets around the country.

Banks spent over 10 years in the cable and entertainment industry. Prior to Ember Media, he served as Vice President of Affiliate Relations for Comedy Central. While at Comedy Central, he was part of the launch of South Park, the Daily Show with Jon Stewart, and the Upright Citizens Brigade. Banks established the New York and Chicago Affiliate Relations offices, recruited, hired, and managed a senior sales team and was instrumental in the successful launch of the
animated series South Park.

Prior to Comedy Central, Banks served as Senior Vice President of Sales and Marketing to launch Sega Channel. Sega Channel was the first interactive cable service available to US subscribers. In his capacity at Sega Channel, Banks collaborated with all aspects of the product including technical infrastructure, product content, and distribution. Banks negotiated affiliation agreements for distribution of the service with the top cable companies in the US. Including
Comcast, Cablevision Systems, Time Warner, and Charter Communications. Sega Channel has been credited by many media experts for moving the cable industry toward interactivity.

Prior to Sega Channel, Banks served as Regional Director at Showtime Networks, where he was responsible for launching The Movie Channel in New York City and overseeing overall growth of Showtime Networks among assigned multiple system operators.

Banks served as the President of the National Association of Minorities in Communications (NAMIC) from 1996-1998 and was instrumental in working with the FCC to include Minority owned business incentives in the 1996 Telecommunications Act. As NAMIC's President he championed programs such as the Patrick Mellon Mentoring Program and the NAMIC chapter leadership forum to increase the number of minorities in senior management in the Cable
Television business. Currently, Banks serves as a Board of Director for the Armory Track and Field Foundation, a board member for the Academy of Innovative Technology High School and is an active

participant in the Principal for a Day program in New York City. He has published several white papers on the Interactive experience and participates as a moderator and speaker at several industry events.

Banks attended California State University at Fullerton, where he received degrees in Business Administration and Speech Communications. Banks also completed a CTAM/NAMIC sponsored Executive Management program at Harvard Business School.

Tanaga Boozer

Dr. Tanaga Boozer is a Program Advisor in the Office of Education and Outreach at the USPTO where she develops and implements intellectual property (IP) educational outreach programs and collaborations with external organizations, academic institutions and federal agencies. Prior to joining the USPTO, Ms. Boozer was the Director of Technology Transfer at Florida A&M University with a dual teaching appointment in the College of Pharmacy and Pharmaceutical Sciences. She worked with faculty researchers to disclose, file and license their patented inventions. While at FAMU she also developed and taught a graduate level course in intellectual property for scientists and engineers as well as hosted a summer invention camp for middle and high school students. Other past work experience includes positions at Procter & Gamble, Insmed Biopharmaceutical Company, the National Institute of Standards and Technology and the USPTO (where she served as a chemical patent examiner). Ms. Boozer earned a Bachelor of Science degree in Chemistry from Rust College, an MBA from Prairie View A&M University, and a J.D. degree from the University of Mississippi.

Lynn Bristol

Dr. Lynn Bristol, PhD, JD (Primary Patent Examiner (AU 1643); GIPA Attorney- Advisor, detailee). Ms. Bristol spent several years after graduating with a B.A. from the University of Chicago and a Ph.D. from the University of North Carolina, pursuing basic research in the study of immunology, inflammation, neurosciences and molecular biology. The scope of her research focused on its applications and use towards furthering the understanding of the mechanisms of disease processes. With an eye on a bigger picture, and as a co-inventor, she obtained U.S. patents on some of her inventions. Her recognition of the importance of intellectual property as a foundation for business development drew her to the field of intellectual property law. With a law degree from the University of Maryland, she transitioned to working in private law firms in all matters related to patents, e.g., prosecution, interference, opinion work, and licensing. As a primary patent examiner for the past 7.5 years with the U.S. Patent and Trademark Office, she has rounded her expertise on patents and the bridge they help create towards building new and better businesses.

Edsel M. Brown, Jr.

Mr. Brown has served with the U.S. Small Business Administration (SBA) since 1990. He is currently the Assistant Director, Office of Innovation & Technology. In this position he provides oversight over the Small Business Innovation Research (SBIR) and Small Business Technology Transfer (STTR) Programs. He has served in several other positions during his tenure at SBA including: Assistant Administrator for Management & Technical Assistance, Office of Business Development; Deputy Assistant Administrator, Office of Small Disadvantaged Business; and Financial Analyst, Office of Small Business Investment Companies.

He has been very active in community affairs and has belonged to a number of organizations including Rotary International, YMCA, NAACP, Calvert County (MD) Economic Development Commission, Alpha Phi Alpha Fraternity, and a Board Member of several Chambers of Commerce. A native of Plainfield, NJ, Mr. Brown holds B.A. (Government) and M.A. (Public Administration) degrees from Ohio University. He also holds a J.D. (Law) degree from the University of Toledo College of Law.

Charles Cleland

Charles Cleland received his B.A. from Wabash College in 1961, and a Ph.D. in Plant Physiology from Stanford University in 1966. He spent two years at Michigan State University (1966-68) as a postdoctoral

research fellow studying the hormonal control of flowering. He continued his research on the physiology and biochemistry of flowering as an Assistant Professor of Biology at Harvard University (1968-74), Visiting Assistant Professor of Botany at the University of North Carolina-Chapel Hill (1974-75), and Plant Physiologist at the Smithsonian Institution Environmental Research Center (1975-87). During this period, he authored over 30 scientific publications. Dr. Cleland joined the US Department of Agriculture (USDA) as Director of the SBIR program in May of 1987. In 1998 he received a National Tibbetts Award in recognition of his contributions to the SBIR program. Today he continues to work with the USDA SBIR program as one of six National Program Leaders with responsibility for different parts of the SBIR Program.

Cindy Crump

Cindy Crump is Founder, President & CEO of AFrame Digital, Inc. The company specializes in clinically validated, real-time mobile health and safety care management solutions for seniors, patients managing chronic conditions and other at-risk individuals. The Virginia-based company was founded in 2005 and its systems are commercially deployed across all care settings including ACOs, hospitals, rehabilitation facilities and private homes in the US and abroad. Cindy developed the vision and mission for the company from start-up through product design, development, testing, FDA 510(k) Class II clearance and commercial launch. She is inventor or co-inventor of a number of patents in the field and has received a number of awards for her groundbreaking innovations in the use of advanced analytics and machine learning to personalize healthcare. Prior to founding AFrame Digital, Cindy held technical executive and senior management positions in both Fortune 500 companies and start-ups including Caspian Networks, MCI, CyberCash, Freddie Mac and DHL Worldwide. Cindy is also an Affiliate Faculty Member of George Mason University's Center for the Study of Chronic Illness and Disability in the College of Health and Human Services. Since 2005, AFrame Digital has received support from the Defense Advanced Research Projects Agency (DARPA) and the National Institutes of Health, and continues to work closely with medical researchers in large military treatment facilities. Cindy holds an M.A. in Economics from Virginia Polytechnic Institute and State University and a B.A. in Economics from George Mason University.

Jude Paul Dizon

Jude Paul Dizon is Coordinator for Asian Pacific American Student Involvement & Advocacy at the University of Maryland-College Park. He holds a Master of Education degree in Higher Education and Student Affairs from the University of Vermont. Jude Paul has worked with Asian American and Pacific Islander communities and issues on issues ranging from education access to immigration to labor. Jude Paul has served AAPI and other underrepresented students in the San Francisco Bay Area, the Northeast, and most recently, the University of Maryland.

Lindsay D'Ambrosio

Lindsay D'Ambrosio helps lead the outreach, broadening participation, and evaluation/assessment efforts at the National Science Foundation in the Division of Industrial Innovation and Partnerships (IIP). IIP houses the NSF industry/academe collaboration programs in addition to the Small Business Innovation Research (SBIR) and Small Business Technology Transfer (STTR) programs. IIP has a strong focus on broadening participation, with an emphasis on outreach. Although diverse students, scientists, engineers, and entrepreneurs often successfully compete for funding, a participation barrier remains. Included in this outreach to broaden participation is assessment of those activities in order to maximize future efforts. Lindsay received a B.S. in Bioengineering from the University of Maryland- College Park in 2009 and an M.S. from the University of North Carolina- Chapel Hill in 2011 studying Marine Microbiology. Before coming to the NSF, Lindsay worked in outreach and program coordination at the American Council on Renewable Energy in Washington, DC.

David Glines

David (Management & Program Analyst (Workforce Planning)) joined NNSA in 2009 to lead strategic workforce planning. Previously, he managed the human capital program for the National Institute of Standards and Technology where he was responsible for HR strategy and accountability. His experience in the federal government includes a stint with the Department of Commerce where he worked with 13

bureaus to develop HR accountability systems. Before that, he led the Washington Service Center at the Office of Personnel Management (OPM), providing reimbursable services to scores of federal agencies, from recruitment strategy and employment branding to staffing, employee relations and the development of SES candidate development programs. He started at OPM as a Presidential Management Intern in 2000, looking at best practices across the HR community. David began his career in the private sector where he served as organization development and training manager for the World Famous San Diego Zoo and Wild Animal Park.

Joseph Grant

Dr. Grant is employed with the National Aeronautics and Space Administration (NASA) in Space Technology Mission Directorate. He currently serves as the Deputy Program Executive in the Small Business Innovation Research (SBIR)/Small Business Technology Transfer (STTR) programs. Dr. Grant has worked with NASA for the last 20 years and has held various positions in the field of Optics and Photonics research before going to NASA headquarters to work with the SBIR program. Dr. Grant has more than 15 years research and development experience in the area of Optics and Photonics before starting work as a Program Manager at NASA headquarters. Dr. Grant has worked at several of the NASA centers beginning with the Marshall Space Flight Center (MSFC) where he served as an Electronics Technician; an Electronics Engineer and an Optical Physicist; at Stennis Space Center (SSC) where he served as a Program Risk Manager in the SSC program office; a Technical Manager in the Applied Science program office; a Technical Manager in the Innovative Partnerships Office; and currently at NASA headquarters in the Program Executive Office. He has published more than 20 articles in journals and proceedings. Dr Grant earned his PhD from Alabama A&M University in Applied Physics.

Lamont Hames

Lamont Hames is President and CEO of LMH Strategies, Inc., (LMH) a business strategy-consulting firm that advises higher education institutions, small businesses, and non-profit organizations on doing business with the federal government and industry. LMH Strategies is based in Washington, DC.

Mr. Hames is a thought leader bringing a unique combination of executive level federal, private sector, non-profit organizational experience, and holds a Top Secret clearance. He is an expert on the Federal procurement process, maintains vast relationships with Government program officials, and positions clients with business opportunities that help them meet revenue objectives. LMH consultants provide business development, proposal support, and project management services that augment university Sponsored Program offices to free up critical time and resources. LMH engages HBCU capabilities with Federal and Private sector opportunities to enable participation and remain competitive in a rapidly changing higher education environment.

As Chief Development Officer for UNCF Special Programs Corporation (UNCFSP) he represented the organization by advocating on behalf of minority higher education community before the Department of Defense, Federal Agency's and Industry. He promoted policies and initiatives to increase the level of funding programs to HBCU/MSI's in grants and more increasingly, government contracts. He successfully guided UNCFSP to receive its GSA MOBIS schedule, which allows an easier ability to do business with the Government; organized a delegation of institutions to attend the World Diversity Leadership Summit in St. Louis, and developed a UNCFSP Knowledge Forum on STEM, Small Business & Entrepreneurship that brought together C-Suite leaders from Government, Business, and Academia to promote HBCU capabilities, resources, and success stories of HBCU's working on mission critical research and technology programs.

Before entering the higher education space, Mr. Hames held executive level appointments with two technology and media small businesses with P&L, strategy, business development, marketing, proposal and program management responsibility in the Federal government marketplace. Having spent six years between these two firms, he won new business contracts totaling $30 million, managed multiple contracts, hired key personnel, and implemented business operations improvement processes leading to ISO9001 certification.

Mr. Hames began his career as a Presidential Management Fellow and spent 15 years at NASA's Office of Small and Disadvantaged Business Utilization (OSDBU) in wide-ranging roles including appointments on Capitol Hill, the NASA's Jet Propulsion Laboratory in Pasadena, CA and rising to the rank of OSDBU Chief of Staff with Agency-Wide oversight of Small Business Specialists managing regional supplier development programs. He executed strategies, programs, and advocacy leading the Agency to record annual achievement for thirteen years and consistently ranked the number one Federal Agency in percentage of awards to small, minority, and women owned businesses, which included HBCU's and MSI's. In recognition of his advocacy for underrepresented businesses and universities, he was requested to be the commencement speaker at Lane College, in Jackson, TN in 2004. Mr. Hames is credited for providing thought leadership, creativity and a management approach that resulted in NASA's Supplier Diversity program awarding a record $3.6 Billion dollars in contracts and subcontracts to small businesses by 2006.

Mr. Hames has a Master of Science Degree in Management Information Systems from Bowie St. University, Bowie, MD and a Bachelor of Science Degree in Computer Science from St. Augustine's University, Raleigh, NC.

Leonard L. Haynes, III

Dr. Leonard L. Haynes, III, Ph.D., Senior Director, Institutional Service, Office of Postsecondary Education, U.S. Department of Education. After an outstanding tenure as Executive Director of the White House Initiative on Historically Black Colleges and Universities (WHIHBCU) in April of 2010 Haynes was named Senior Director of Institutional Service (IS) for Office of Postsecondary Education which administers the programs authorized by the Higher Education Reauthorization Act of 1965 impacting higher education development. These programs include Title III for Historically Black Colleges, Hispanic Serving Institutions, and Tribally Colleges, Title V for Hispanic Serving Institutions, and the Historically Black College Capitol Finance Program. The budget for the Institutional Service area is approximately $900 million. Prior to leading the Office of Institutional Services and the WHIHBCU office Haynes served as Director for the Fund for the Improvement of Postsecondary Education in the Department of Education's Office of Postsecondary Education.

Dr. Haynes previously served as Executive President of the Southern University System, U. S. Assistant Secretary for Postsecondary Education, Director of Academic Programs for the United States Information Agency, Senior Assistant to the President of American University, Acting President of Grambling State University, and as a Senior Advisor to the Superintendent of the District of Columbia's Public Schools. He has been a member of the faculties of Howard University, University of Maryland, and Southern University and a fellow with the Brookings Institution.

Haynes earned the B.A. degree in History from Southern University, a M.A. in American History from Carnegie-Mellon University, and the Ph.D. in Higher Education Administration from The Ohio State University. He is a career member of the Senior Executive Service for the United States and a member of many notable societies, boards, commissions, civic organizations, and professional organizations, including, History Makers, Who's Who in America, Who's Who in Black America, Phi Delta Kappa, The Cosmos Club of Washington, D.C., Sigma Pi Phi Fraternity, and the Omega Psi Phi Fraternity.

He has been the recipient of numerous recognitions and honors. In this regard he was inducted into the Hall of Fame for Ohio State University's College of Education in 2012 and a recipient of The John Glenn School of Public Service and Management of The Ohio State University annual award for Public Service in 2006. He is also listed in the 2011 publication: From Excellence to Eminence: 100 Years of African American Achievement at The Ohio State University. In 2011 during the centennial celebration of Omega Psi Phi Fraternity Haynes was recognized for his work in the field of education. Also noteworthy, the Congressional Black Caucus honored Dr. Haynes in 2011 with its Mountain Top Achievement Award.

Haynes is the recipient of thirteen honorary degrees, including one from The Ohio State University. Haynes is a noted author and an expert on the effects of desegregation on public higher education and has been

recognized for his efforts in the field of international education. He is also an accomplished speaker and presenter. He is a member of Asbury United Methodist Church in Washington, DC.

David E. Hollan
David E. Hollan is the Vice President of Human Resources & Communications for URS' Global Management and Operations Services (GMOS) Group, a position he has held since 2008. Mr. Hollan is responsible for the development of strategic objectives and tactical execution of corporate leadership that includes organization & talent development, communications, security, and human resources for domestic and international markets.

He began his career with URS in Fayetteville, NC, and over the past 20 years has held positions of increasing responsibility at numerous URS locations across the United States. Beginning in 1991, he managed human resource functions at the Savannah River Site, and in 1997 he was integral in the business startup of the URS Safety Management Solutions, an engineering consulting firm of 500 employees operated out of Aiken, SC. Currently, Mr. Hollan's focus is providing corporate support to URS businesses that engage with the U.S. Department of Energy and the United Kingdom's Nuclear Decommissioning Authority. His leadership provides direction and management services support for a business that has approximately 20,000 employees and $4 billion in revenue in the United States, Europe, and Canada.
He is a 1987 graduate of the University of North Carolina, Chapel Hill with a degree in Economics and Industrial Relations.

Meldon Hollis
Meldon Hollis is Associate Director of the White House Initiative on Historically Black Colleges and Universities. In that capacity, he works with federal departments and agencies to assure HBCU access to federally sponsored programs. Prior to joining the Initiative, he served as a Coordinator of Intergovernmental Affairs at the Federal Emergency Management Agency (FEMA). He has served as Vice President for University Relations at Texas Southern University and taught Government and Political Science at Howard University, University of Maryland and Northeastern University.

He has served on the Board of Directors of Friends of the National Zoo (FONZ) in Washington, DC, on the Board of Trustees of the Massachusetts Bay Community College and as a Court Appointed Special Advocate for Abused and Abandoned Children in Northern Virginia. He has also served as a member and as President of the Baltimore City School Board, Chairman of the Board of the Baltimore Urban League and as a talk show host on WEAA –FM in Baltimore for nine years.

He received his education at the U.S. Military Academy, the University of Maryland at College Park, Harvard University, and the University of Legon in Ghana, West Africa. He holds a Master's Degree in Government and Politics from the University of Maryland at College Park, a Master's Degree in Public Administration and a JD degree from Harvard University.
He was born in Charleston, S.C. and raised in various countries around the world in a military family. He has lived in Alexandria, Virginia for fifteen years, but he calls the Fort Benning and Columbus, Georgia area home. Meldon is the oldest of nine children

Ronald W. Kaese
Mr. Kaese, Director, Federal Programs Maryland Technology Development Corporation (TEDCO)), came to TEDCO from the NASA Goddard Space Flight Center, where he retired after 32 years of government service. He has worked in an R&D environment with the U.S. Army and NASA. He served as the Acting Chief, NASA Goddard Technology Commercialization Office before retiring. Mr. Kaese's work experience also includes serving in the U.S. Air Force and working in COMSAT Labs, U.S. Army Materiel Command and U.S. Army Europe, and the Maryland Department of Business and Economic Development, Investment Finance Group. He has been working in Technology Transfer and Economic Development since 1998.

He holds an MBA and MS in Technology Management from the University of Maryland University College, an ME in Industrial Engineering from Texas A&M, and a B.S. in Electronic Engineering from the University of Maryland at College Park.

Mr. Kaese has presented regionally, nationally, and to foreign delegations on the topic of technology based economic development. Presentation forums include: The National Academies, National and Mid-Atlantic Region Federal Lab Consortium, The National Association of Seed and Venture Funds, Connecticut's National SBIR Conference, and Create West Virginia. Foreign delegation presentations include: Japan, China, Brazil, Iraq, and the UK. He also serves on several economic development related boards/committees.

Dong Hee Kang

Dr. Dong Hee Kang has expertise in the area of contaminant fate and transport at soil and groundwater. Dr. Kang had been granted an M.S degree in hydrology area at Chung-Ang University (Seoul, Korea) and Ph.D. in environmental engineering from Purdue University. Dr. Kang has conducted and studied the potential for phytoremediation of cyanide contaminated soils using cyanogenic plants. The use of phytoremediation to reduce landfill leachate volume, and cyanide and fluoride concentrations in groundwater was also assessed. Dr. Kang worked as a research scientist at the University of Minnesota. His research included the characterizing water retention, hydraulic conductivity, shear strength, resilient modulus, and leaching characteristics of several recycled materials used in roadbed construction. Another major effort at University of Minnesota was a study into "Fate and transport of antibiotics in vegetated soils". Currently, Dr. Kang is working at Morgan State University as Research Associate of DOE Samuel P. Massie Chair of Excellence. His researches are focused on theoretical development of a new governing equation in velocity field, development of a 3D numerical program for land movement, investigation of constitutive laws of sedimentary material, and modeling and prediction of land movement

Marlene Kaplan

Dr. Marlene Kaplan, Deputy Director of Education, National Oceanic and Atmospheric Admiration, has over 30 years of experience at NOAA working across the spectrum of policy and management issues and more recently on education. In 2002, she came to NOAA's Office of Education and has been instrumental in expanding it from a $1 million planning office to a $30 million office with major programmatic responsibilities including grants, scholarships and partnership programs. The largest program she oversees is the Educational Partnership Program (EPP) with Minority Serving Institutions. EPP currently funds four Cooperative Science Centers at MSI and partner institutions with the goal of increasing participation of underrepresented groups in NOAA sciences. She also oversees undergraduate scholarships that provide tuition support, paid internships and NOAA mentors to over 100 students per year. Dr. Kaplan holds B.S. and M.S. degrees in biochemistry and a doctorate in environmental science and engineering (D. Env) from UCLA. Information on NOAA's education programs can be found at education.noaa.gov.

Anthony (Tony) Knight

Mr. Anthony (Tony) Knight is Associate Commissioner for Innovation Development (Acting), at the United States Patent and Trademark Office. Tony is a graduate of Drexel University, where he earned a Bachelor's of Science Degree in Mechanical Engineering in 1985. Upon graduation he joined the United States Patent and Trademark Office as an examiner in the technology of pipefittings. While working at the USPTO, Tony attended George Mason University School of Law and earned his Juris Doctorate in 1990. From 1990 until 1992, he was in private practice. Tony has prosecuted applications for various technologies throughout the USPTO. In 1992, Tony returned to the USPTO. After achieving the grade of primary examiner, he was promoted to Supervisory Patent Examiner in 1998 and has supervised examiners in such diverse fields as hinges and hardware to computer controls. In 2007 he was named to the position of Supervisor in the Office of Petitions and in March 2010 he became Director of the Office of Petitions. In June 2013, he was asked to serve as the Acting Associate Commissioner for Innovation Development.

Margaret Korto
Mrs. Margaret Korto, MBA, is a Senior Program Analyst within the Office of Minority Health Resource Center's Capacity Building team. She is responsible for the development and implementation of programs aimed at African Immigrants and African Americans. Currently Mrs. Korto is spearheading the National African Immigrant Program. This program conceived in 2006/07 focuses on identifying and providing capacity building services to African Immigrant organizations to reduce the disparity of HIV/AIDS. Mrs. Korto also works with state and local health departments and major healthcare systems seeking guidance on working with African Immigrant clients especially around the issue of HIV/AIDS. Mrs. Korto is known nationwide for her work with African Immigrants in this regard. Mrs. Korto received her BS from University of Maryland in Business Administration and Paralegal Studies with a minor in Health Management and also a Master in Business Administration and Healthcare Administration. A native of Ghana, she works nationally and internationally with both governmental and non-governmental organizations providing training on a number of health issues, facilitating conferences, developing strategic and organizational plans.

Tia-Nicole Leak
Dr. Tia-Nicole Leak, is a Social Science Analyst/ Project Officer for the Centers of Excellence and Health Careers Opportunities Programs in the Division of Public Health and Interdisciplinary Education (DPHIE) at the Health Resources and Services Administration (HRSA). Most recently, she was appointed as the Bureau of Health Professions (BHPr) lead for diversity-related activities. Dr. Leak is a Cultural Anthropologist by training and has broad social science research and practice experience in social inequities in health in the U.S. and sub-Saharan Africa. She is the recipient of numerous research fellowships and awards including serving as a NIH/NIMH Doctoral Fellow, Ford Foundation Fellow and a Fulbright-Hayes Fellow for her research on HIV/AIDS prevention strategies among semi-urban and rural women of KwaZulu Natal, South Africa. Dr. Leak comes to HRSA from the University of California, San Francisco where she focused on socio-economic and racial and ethnic inequalities in chronic diseases, and maternal and infant health and health care. While new to federal service, she has nearly 18 years of experience working directly with medically underserved populations in community-based, non-profit organizations in California and New York, including community-based program development and management, training and curriculum development and program monitoring and evaluation. Dr. Leak earned her Masters of Arts and Doctoral degree from the University of California, Santa Cruz.

Maureen A. Lewis
Maureen Lewis joined the National Telecommunications and Information Administration (NTIA) as the Director of Minority Telecommunications Development in 2000. NTIA, an agency of the U. S. Department of Commerce, is the executive branch agency principally responsible for advising the President on telecommunications and information policy. In her role, Ms. Lewis develops and advocates policies to promote minority ownership of media and telecommunications enterprises and affordable access to information technology. She and several colleagues authored "Exploring the Digital Nation: America's Emerging Online Experience," which NTIA released in June, 2013, as the latest in its report series on broadband and computer use at home. An alumna of Georgetown University Law Center and Spelman College, Ms. Lewis began her legal career as an antitrust attorney at the Federal Trade Commission and then as an advisor to a commissioner. She next served as senior counsel for Howard University and then as general counsel for an advocacy organization urging ubiquitous, affordable broadband access. Ms. Lewis is a member of the bar of the District of Columbia and of the United States Supreme Court.

Bruce Lincoln
Bruce Lincoln is the Founder and Chief Design Scientist of the Urban Cyberspace Company. The Urban Cyberspace Company is a design consulting and marketing firm specializing in broadband Internet technologies.

Bruce Lincoln has been involved in cutting edge technology product development and technology commercialization since the late 80's, when as the first Ford Fellow in Educational Technology, he was one

of the early CD ROM content developers for the Apple Macintosh computer. In 1995, after successfully developing the first commercial website for the America's Cup and producing the first project to put the high speed Internet and the World Wide Web in New York's public schools, Bruce founded the Urban Cyberspace Company based upon his vision of a ubiquitous Internet. Bruce incorporated Urban Cyberspace in 1998 to commercialize the intellectual properties, business processes, procedural methodologies and the hardware and software design prototypes developed over the course of a five-year cycle of three advanced technology diffusion projects: The Harlem Renaissance 2001 (HR2K1) Project; the New York Online Neighborhood Educational Network (NY ONE-Net); and the New York City Community Technology Center Bank (NYC CTC Bank) representing a research and development investment based upon funding, in-kind services and support and intellectual sweat equity in the amount of five million dollars.

Bruce is an Affiliated Scholar at the Columbia Institute for Tele-Information at the Graduate School of Business and from May 2008 until June 2011, he was the Entrepreneur-in-Residence at the Center for Technology, Innovation and Community Engagement (CTICE), Fu Foundation School of Engineering and Applied Science.

Lieutenant Commander Nahleen Lopez
LCDR Nahleen Lopez, PharmD., is a pharmacy officer for the United States Public Health Service. She received her Bachelor of Science degree in chemistry and then continued her graduate studies to complete her doctorate of pharmacy from the University of Oklahoma. LCDR Lopez's first duty station was the Bureau of Prisons in El Reno, Oklahoma where she served as the Chief Pharmacist. From March 2013 to the present her current job title is a recruitment specialist for the Division of Commissioned Corps Personnel and Readiness.

Captain Jeanean Willis-Marsh
CAPT Jeanean Willis Marsh, DPM, Director, Division of National Health Service Corps Bureau of Clinician Recruitment and Service, Health Resources and Services Administration. She is an officer in the United States Commissioned Corps and has held several positions in the Health Resources and Services Administration during her federal career. She has worked in both the Office of Minority Health and the Bureau of Health Professions on initiatives that targeted underserved and minority populations. Her work with these populations continues today in her current position as the Director of the Division of the National Health Corps. Prior to federal service, CAPT Willis Marsh served as an Assistance Clinical Professor at the Temple University School of Podiatric Medicine.

Doug McGowan
Doug McGowan is Chief Executive Officer of the Urban Cyberspace Company. Urban Cyberspace is a design consulting and marketing firm specializing in broadband Internet technologies.

Prior to Urban Cyberspace, Mr. McGowan spent 24 years at Hewlett-Packard Company where he held a number of engineering management and general management positions. Since leaving HP, Mr. McGowan held a number of executive positions in smaller companies. These include CTO of Systemsfusion/Global Data Logistix, a South African company that developed a ground-breaking Business Support System (BSS) solution for Telco's and ISPs. He was also COO of IT Global Solutions a service company that designed and implemented networking solutions for corporate customers.

Mr. McGowan holds a Masters degree in Computer Science from the University of California at Berkeley and a Bachelor's degree from the University of Michigan.

Irene Dankwa-Mullan
Dr. Irene Dankwa-Mullan is the acting director, Division of Scientific Programs at the NIH's National Institute on Minority Health and Health Disparities (NIMHD). In her position, she is responsible for the management of the Institute's extramural scientific research portfolio aimed at reducing health disparities. Her role also includes fostering collaborations within the NIH, across the U.S. Department of Health and

Human Services (DHHS) and other federal agencies, including partnerships to cultivate health disparities reduction initiatives. Currently she is the NIMHD liaison, and coordinates the Federal Collaboration on Health Disparities research (FCHDR), a consortium of federal agencies established to explore the complex nature of determinants of health inequalities, promote scientific coordination and collaboration, and disseminate interagency health disparities research into practice and policy. She is dedicated to mentoring young investigators, and promoting education in health disparities research. She lectures on health disparities research and related topics at the NIH Clinical Center and Foundation for Advanced Education in the Sciences (FAES) to interns and fellows. Prior to her role at NIH, she served as a public health physician and medical director within the Montgomery County, Maryland Public Health Department, providing leadership for public health and community-based participatory programs. She was trained in Internal Medicine at the Johns Hopkins Bayview Medical Center, received a Master's in Public Health from Yale University and a Doctor of Medicine degree from Dartmouth Medical School.

Phil Olaya
Phil Olaya is Policy Advisor for the White House Initiative on Asian Americans and Pacific Islanders where he works on education issues. He received his JD from Rutgers School of Law – Newark and a BA in English and International Relations from Tulane University in New Orleans.

Pearson Owens
Pearson Owens has been employed with the United States Department of Education (ED) since 2008 and is the program manager for the Asian American Native American Pacific Islander Serving Institution (AANAPISI) program and program officer for the Strengthening Institution Program (SIP). Prior to joining ED, he served two years in Botswana as a Peace Corps volunteer. Mr. Owens also worked as a financial analyst in New York City. He holds a MBA from Clark Atlanta University and B.S. in Business Administration from the University of South Carolina.

Manny Oliver
Manny Oliver has been serving as the Director of the SBIR/STTR Programs Office within the Department of Energy (DOE) since December 2010. Prior to joining DOE, Manny spent 16 years leading applied R&D and technology commercialization efforts at Motorola in Li ion polymer batteries, microfluidic biochips, haptics, and mobile surveillance. He has previously held positions as an Assistant Professor in the Department of Materials Science and Engineering at MIT and as a Member of Technical Staff at AT&T Bell Laboratories. He received both his B.S and Ph.D. degrees in Materials Science from MIT.

Alma R. Plummer
Ms. Plummer serves as the Economic Development Representative for Maryland, District of Columbia, U.S. Virgin Islands, and the Commonwealth of Puerto Rico for the US Department of Commerce – Economic Development Administration. Specifically, she develops and manages economic development investments on behalf of EDA. She has a key role in the solicitation, analysis, monitoring and quality assurance of investments in line with EDA's funding priorities and strategy. She cultivates relationships with key businesses, educational institutions, civic community organizations, and local government partners; assessing regional economic trends, strengths, and weaknesses in order to identify the highest-impact policy-priority projects in development-ready distressed communities.

She formerly served nine years as Vice President of Project Management and Planning at the Philadelphia Industrial Development Corporation (PIDC). Ms. Plummer's role was instrumental in the economic development activities for the City of Philadelphia. During this tenure, she implemented critical EDA investments on behalf of PIDC which resulted in the 2005 EDA Excellence in Innovation in Economic Development award. In previous work experience, she practiced architecture throughout the New York, New Jersey and Pennsylvania tri-state region. She holds a BArch/Urban Planning degree from New Jersey Institute of Technology.

Philip Reeves
Philip Reeves is the Manager of Small Business Technology and Innovation for the District of Columbia's Department of Small Business and Local Business Development. He has co-authored successful SBIR and STTR proposals. Previously, Philip worked at a small government contractor doing corporate and business development. He began his career on Wall Street working in private equity.

April Richards
April Richards is the Program Manager of the Small Business Innovation Research (SBIR) Program for the U.S. Environmental Protection Agency (EPA). The EPA's SBIR program focuses on developing and commercializing technologies needed to address high-priority environmental issues in areas such as manufacturing, pollution prevention, water treatment, air pollution control, climate change, environmental monitoring, and homeland security. She has worked as a fellow on the Senate Environment and Public Works Committee where she provided technical expertise on environmental issues. She worked for five years in private industry with an environmental engineering consulting firm in Florida primarily in the area of drinking water treatment. She has a Master's degree in Civil/Environmental Engineering and is a professional engineer.

Alan Rhodes
Alan Rhodes has been the Program Manager of the Small Business Innovation Research (SBIR) program at the National Oceanic and Atmospheric Administration (NOAA) Technology Partnerships Office (TPO) since May of 2013. Prior to joining NOAA, Mr. Rhodes was a Test Director and Project Manager for NASA working on the Constellation Program in Houston, TX, acted as the Foreign Comparative Test Project Manager for the submarine sonar program office for the US Navy in Washington, DC, and acted as a hydropower Project Manager for the US Army Corps of Engineers in Portland, OR. Mr. Rhodes has undergraduate degrees in Electrical Engineering and Spanish and a MBA in Global Management.

Lieutenant Commander Monique Richards
LCDR Monique Richards, MSW is a Program Management Officer stationed at the Substance Abuse Mental Health Services Administration (SAMHSA) in the Center for Mental Health Services. In this position, LCDR Richards serves as the agency's lead for SAMHSA's Minority Fellowship Program and also serves as a Program Officer overseeing the Protection and Advocacy for Individuals with Mental Illness grant program. Prior to her call to active duty, LCDR Richards served as the Manager of Youth Development and Social Services with the Youth Court of the District of Columbia, a youth diversion program. LCDR Richards received her Master's in Social Work from Howard University and has served in the Public Health Service for the past 6 years.

Christopher S. Rinaldi, P.E.
Mr. Rinaldi is the Program Administrator for the Department of Defense (DoD) Small Business Innovation Research (SBIR) and Small Business Technology Transfer (STTR) Program. He is responsible for policy and execution of an annual $1.4B research program designed to provide small high-tech businesses the opportunity to propose innovative research and development solutions to critical war-fighter needs.

Before joining DoD, Mr. Rinaldi served as the Program Manager for the Army SBIR program. There he directed and managed an approximately $300M annual program and a unique Venture Capital (VC) arrangement for the Army SBIR Commercialization Pilot Program (CPP).

Mr Rinaldi has held a variety of critical positions in the Army throughout his career. He has broad experience in a variety of warfare products to include armament, vehicles, communications, electronics, sensors, rotorcraft, missiles, soldier, biological and chemical systems, training and simulation. He has in-depth technical knowledge in weapons, munitions, fire control, heat transfer and advanced composites. He holds multiple patents and authored numerous publications in product development of weapon systems.

Mr. Rinaldi has received numerous honors and awards for his professional accomplishments including the Secretary of Defense Team Excellence Award, the US Army Research, Development and Engineering Award, and the US Army Acquisition Streamlining Excellence Award.

Mr. Rinaldi has a Bachelor of Science in Mechanical Engineering from Manhattan College and a Master of Science in Engineering Management from Rensslaer Polytechnic Institute. He is also a licensed Professional Engineer (PE).

Julianna Sarr

Julianna Sarr, is a Communication and Commercialization Strategist, for Michigan Small Aircraft Transportation Systems, MISATS. Sarr has worked across industries creating private-public partnerships to prepare the next generation of skilled workforce. Julianna has helped to design technology career pipeline programs for the Peninsula Council for Workforce Development and its industry partners. As regional manager for the former Peninsula Council for Economic Development, Sarr lead Industry Clusters in "advanced systems training initiatives for the future", helping to leverage resources. Sarr holds a MA in Strategic Communications and Leadership from Seton Hall University.

Since 2011, Julianna Sarr has worked as an Aviation Tech Cluster Specialist for MISATS, an Aircraft and Automobile Technology Consortium. MISATS' mission is to bring together Higher Education, Government, and Industry for partnerships on SBIRs/STTRs Recently, MISATS partners joined Hampton University, to develop a Department of Transportation proposal using industry technology IPs, and University researchers and Sarr's framework to support a Transportation Technology Cluster that brings partners together to develop processes and proposals to address the region's short and long-term transportation issues. Working within these partnerships with University researchers and industry professionals, Sarr and MISATS helps to create opportunities for knowledge transfer to the workforce, technology that leads to commercial products, as well as education curricula and training modules that meet industry needs for future transportation.

Sid Siddiqi

Sid Siddiqi is an Aeronautical Engineer, Director for Flight Technology Development, for Michigan Small Aircraft Transportation Systems (MISATS).

Sid works leads the MISATS consortium's Flight Technology R&D thrust and won several SBIR/STTR Phase IIs with consortium members. He has over 25 years in aeronautical design, development and manufacturing. Sid's design experience is gained in many NASA and aviation industry cockpit systems, design for manufacturing and FAA certification projects.

Sid currently uses *Lean Design*® and *Design Profit*® tools and methodologies to develop a new generation innovative aircraft designs that embody "lean thinking", and ensure affordable acquisition as well as passenger/customer fares. His workshop presentations stress that the pay-off of efficient aircraft design (quality, cost, weight savings, etc.) is a key for economic success. Sid has developed tools to teach participants how to measure and track "Total Design Cost Impact" rather than use "piece cost" measures.

Sid worked for 15 years with 2 aerospace Industry consortiums:
AGATE – **A**dvanced **G**eneral **A**viation **T**ransport **E**xperiments program, and its follow-up **SATS** - **S**mall **A**ircraft **T**ransportation **S**ystem program. At AGATE Sid worked Son BIR projects related to Heli-STAR (see Part 5). Sid was one of the industry lead for the Integrated Design & Manufacturing work package, where he applied the emerging Munro *Lean Design*® tools for ensuring that aircraft designs ensured manufacturing with little need for quality re-working and quick paths to FAA certification; assuring dramatic savings. In SATS Sid was the tech lead for the Michigan SATS Cockpit of the Future demonstration project as well as for the Laser Horizon project. He has a MS Engineering U of Illinois, B. Tech, IIT Bombay, India.

Elissa (Lisa) Sobolewski
Ms. Sobolewski (Department of Homeland Security SBIR Program Director) has over 25 years of experience managing high risk, high payoff R&D initiatives funded by the Departments of Homeland Security, Commerce and Defense. She joined the DHS Science and Technology (S&T) Directorate in January 2006, and became the DHS SBIR Program Manager in June 2006 and the DHS SBIR Program Director in January 2009. Prior to joining DHS, Lisa held numerous management and technical positions at the National Institute of Standards and Technology (NIST) in Gaithersburg, MD. She was a Program Manager at DARPA for nine years, responsible for managing the RF and microwave/millimeter wave programs. Lisa also held positions at the David Taylor Naval Ship Research and Development Center, and at the Department of Defense Technology Analysis Office. She worked for McDonnell Douglas Astronautics Company (Engineering Services) on various government contracts supporting the USMC. Lisa is an IEEE member and a member of the IEEE Microwave Theory and Techniques Society. She holds a B.S. degree in Mathematics from Duquesne University, and an MBA from George Mason University.

Tyrone Taylor
Tyrone C. Taylor brings an exceptional combination of hands on experience in technology development and commercialization. He has held senior management positions in the federal government, worked extensively in the R&D community, and is currently active in a leading private sector firm. He is the former director for Washington Relations at the West Virginia High Technology Consortium Foundation and is the founder and president of Capitol Advisors on Technology, a technology-consulting firm that serves the Washington, DC area. Capital Advisors represents industry, federal and non-profit clients and assists them in all aspects of technology commercialization. Mr. Taylor is well known within the federal research and development (R&D) associations and small business community as an authoritative source with hands on experience in launching new initiatives.

Vanessa Tesoriero
Vanessa Tesoriero is the Small Business Innovation Research (SBIR) Program Manager for the National Institute on Disability and Rehabilitation Research (NIDRR) in the Office of Special Education and Rehabilitative Services at the U.S. Department of Education (ED). The SBIR Program at NIDRR provides competitive grants to small businesses for research and development of technologies that enhance access, health and function, community living and participation, and learning for individuals with disabilities.

Prior to joining ED in 2011, Ms. Tesoriero was a researcher and teacher at Kendall Demonstration Elementary School on the campus of Gallaudet University in Washington, DC, a classroom teacher at the American Sign Language and English Lower School (PS 347) in New York City, and also at St. Francis de Sales School for the Deaf in Brooklyn, New York. She holds a Bachelor of Arts degree in Communication Science and Disorders (Audiology and Speech Pathology) from the University of Pittsburgh, Master of Arts and Master of Education degrees in Education of the Deaf and Hard of Hearing from Columbia University's Teachers College, and a graduate certificate in Administration and Supervision for Special Education Leaders from the Johns Hopkins University.

Robert Vinson
Mr. Robert Vinson serves as an Assistant Program Manager for the National Institutes of Health (NIH) SBIR/STTR Programs in the Office of Extramural Programs, Office of Extramural Research. In this role he is responsible for providing resources to Federal staffers and access to critical information for the small business community seeking early-stage Federal funding. His duties include serving as the Contracting Officer's Representative for the NIH Niche Assessment Program and the Commercialization Assistance Program. These programs provide technical assistance, market analysis, and commercialization guidance for NIH SBIR/STTR Phase I and Phase II awardees.

Prior to joining the SBIR/STTR Office, he was a Senior Grants Policy Analyst at the National Heart, Lung & Blood Institute (NHLBI). In that role, he managed initiatives and special projects on a variety of grants and administrative policy issues. Rob had been with NHLBI since 1993 where his career began as a Grants

Management Specialist and rose to the positions of Team Leader, Grants Management Officer (GMO), and Branch Chief. Rob also served on a short detail to the Department of Health and Human Services in the Office of the National Coordinator for Health Information Technology where he was part of a cadre of GMO's responsible for establishing Standard Operating Procedures and allocating American Recovery & Reinvestment Act funds. Additionally, for five years prior to joining NIH Rob was a commercial loan officer, with an emphasis on small business development and marketing concerns.

Wanda E. Ward

Dr. Wanda E. Ward is Office Head, Office of International and Integrative Activities at the National Science Foundation (NSF) and the Executive Liaison to the Congressionally-mandated Committee on Equal Opportunities in Science and Engineering. Throughout her tenure at NSF, Ward has served in a number of science and engineering policy, planning, and program leadership capacities, including Senior Advisor to the NSF Director; Assistant to the NSF Deputy Director for Human Resource Development; Deputy Assistant Director for Social, Behavioral, and Economic Sciences; and Deputy Assistant Director, Education and Human Resources. From 2001-2002 she was on assignment at the Council on Competitiveness as Chief Advisor to the initiative, BEST (Building Engineering and Science Talent), where she helped launch and develop this public-private partnership, established to carry out the implementation of a national diversity initiative called for by the Congressional Commission on the Advancement of Women and Minorities in Science, Engineering and Technology Development. From 2007-2009, she served as a U.S. member of the International Social Science Council (ISSC) Committee for Developing and Transition Economies (CoDATE) and currently serves as a member of the ISSC International Advisory Team for the World Social Science Fellows Programme.

Dr. Ward earned the B.A. in Psychology and the Afro-American Studies Certificate from Princeton University and the Ph.D. in Psychology from Stanford University. She was awarded the Ford Foundation Fellowship, the 2005 American Psychological Association Presidential Citation, the 2006 Federation of Behavioral, Psychological and Cognitive Sciences Richard T. Louttit Award for Excellence in Government, and the 2006 U.S. Presidential Rank Award for Distinguished Executive.

Jodi Williams

Dr. Jodi Williams is the National Program Leader in Food Safety at the U.S. Department of Agriculture (USDA) National Institute of Food and Agriculture located in Washington, DC. Dr. Williams provides leadership and direction essential to accomplishing the objectives of the National Integrated Food Safety Initiative, the Agriculture Food and Research Food Safety Challenge Area, the Food Safety, Nutrition and Health Foundational Program, and the Food Science and Nutrition topic area for the Small Business Innovation and Research Program. Dr. Williams received both her PhD and MS from Virginia Tech in Food Science and Technology with a focus on food chemistry/sensory analysis and her B.S from Delaware State University in Chemistry.

Janelle Wong

Dr. Janelle Wong is Director of the Asian American Studies Program. She received her PhD from the Department of Political Science at Yale University. She is also Associate Professor of American Studies at the University of Maryland.

Melissa Wong

Melissa Wong is the Program Manager for the Department of Transportation's (DOT) SBIR Program, which is administered by the Volpe National Transportation Systems Center in Cambridge Massachusetts. Melissa joined the Volpe Center and SBIR Program in December 2012. Her career spans both the private sector, as a consultant and small business owner, and public sector, in local, federal and non-profit organizations. She has a Master's Degree in Public Administration and a keen interest in helping government and the private sector work together more efficiently and effectively.

Scott D. Woods

As a Senior Communications Program Specialist and Federal Program Officer with the NTIA's Broadband Technology Opportunities Program (BTOP), Mr. Woods manages numerous grant recipients within the Comprehensive Community Infrastructure (CCI) portfolio, including projects in Virginia, Georgia, Louisiana, Texas, West Virginia, Arkansas, Hawaii, Puerto Rico, and U.S. Virgin Islands. His portfolio of projects includes complex, high-profile, high-risk and high-dollar broadband infrastructure construction projects with a total value over $750M. In addition, he serves as the principal liaison between the program office and BTOP-funded grantees, key strategic partners and external stakeholder groups, including representatives from state and local governments, telecommunications companies, for-profit and non-profit corporations and colleges/universities.

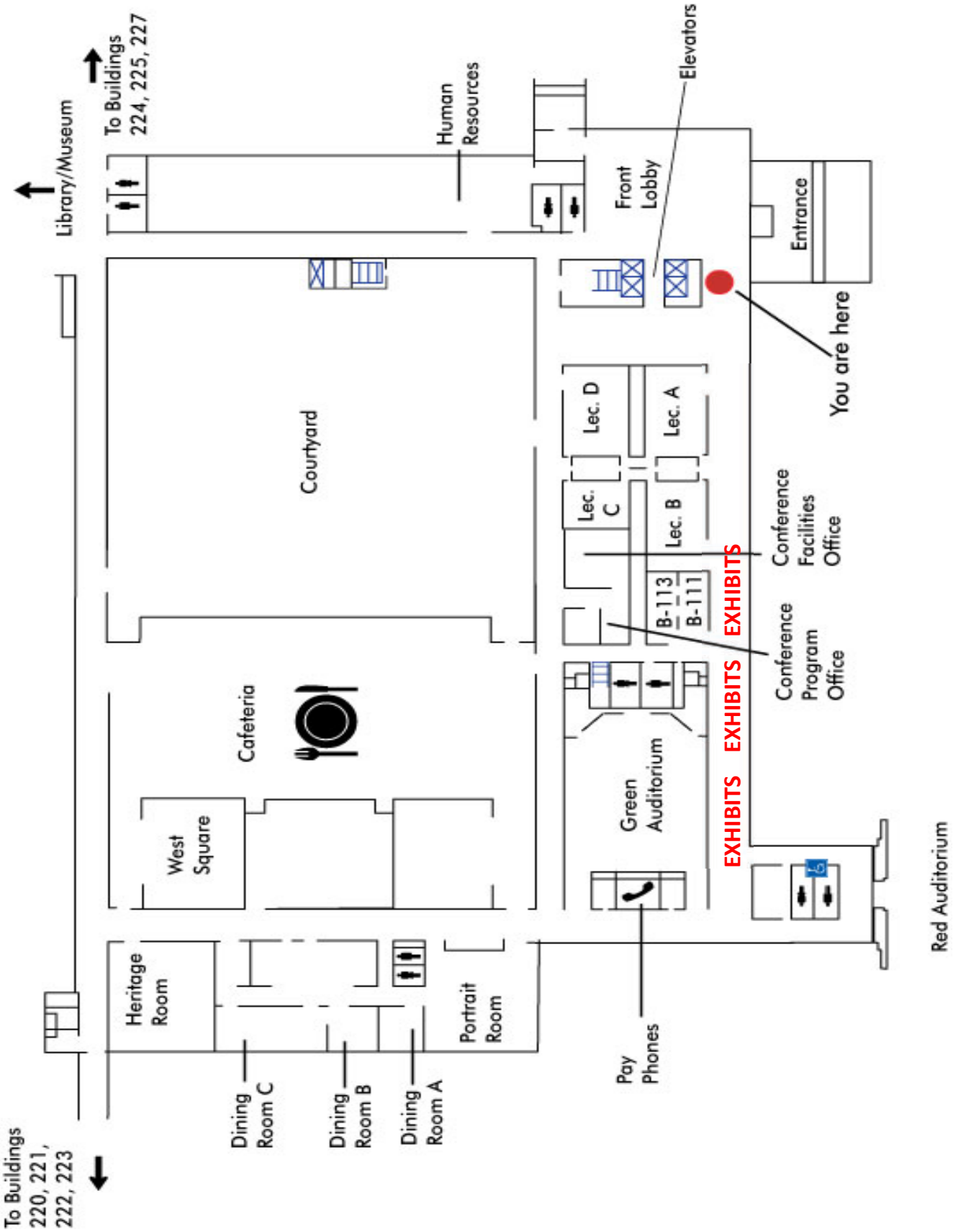
Prior to BTOP, Mr. Woods was an Associate Attorney in the Telecommunications, Media and Technology Group at Bingham McCutchen LLP in Washington, D.C. While at Bingham McCutchen, Mr. Woods: (1) represented telecommunications companies in regulatory proceedings before the Federal Communications Commission (FCC) and state public utility commissions; (2) advised public and private telecommunication companies on regulatory issues and business matters including contracts and other commercial agreements, commercial transactions and commercial disputes; (3) researched and evaluated the impact and applicability of federal laws, regulations and congressional legislation that affected the telecommunications industry; and (4) advised telecommunications companies regarding FCC and NTIA regulations and regulatory compliance requirements in the deployment of broadband and other communications network infrastructure. In addition, he served on the firm's Hiring and Recruitment Committee and co-chaired the Diversity Committee.
Mr. Woods' expertise and experience includes, but is not limited to the following key areas, wireline and wireless interconnection, broadband Internet deployment and access, telecommunications policy development and analysis, Internet neutrality, competitive carrier entry and certification, contract/tariff disputes, corporate mergers, state and federal agency investigations, antitrust and general commercial law.

Douglas E. Wyatt, Jr.
Doug Wyatt is the Director of Science Research for the URS Corporation, Research and Engineering Services contract, at the US Department of Energy (DOE) National Energy Technology Laboratory (NETL). Wyatt co-manages a joint commercial-academic research program responsible for creating, organizing and coordinating a multidisciplinary team of ~100 national and international staff scientists involved in 48 research projects utilizing 223 directed university research activities in support of the NETL federal research effort. For the URS Corporation Wyatt supports activities in fossil, nuclear and renewable energy markets. Wyatt advises DOE, URS, university partners and other governmental organizations on research programs and priorities and participates in policy and technology development and review activities on national and international research programs.

Wyatt received two BA's from the University of Tennessee in 1980, one in Zoology and one in Physical Geography, his MS in Geology and Geophysics from Vanderbilt University in 1985 and his Ph.D. in Geological Science from the University of South Carolina in 1995. He has 30+ years of progressive experience in the fossil, nuclear, water and environmental industries.
Wyatt is Registered Professional Geologist in Tennessee, Texas and North Carolina and an AAPG Certified Petroleum Geophysicist. He is a Research Professor in the Department of Biology and Geology at the University of South Carolina-Aiken where he teaches upper division courses in Global Energy and Environment. Wyatt has approximately 140 papers, presentations and articles. In 2011 Wyatt won the DOE Secretary of Energy Honor Achievement Award for work with the BP Macondo event.

EXHIBITORS

1. National Institute of Standards and Technology
2. National Science Foundation
3. Office of Patent and Trademark
4. Economic Development Administration
5. Department of Education – AANAPISI
6. Social Security Administration
7. National Oceanic and Atmospheric Administration
8. HHS-Office of Minority Health
9. Department of Agriculture (USDA SBIR)
10. Environmental Protection Agency (EPA SBIR)
11. Department of Energy (DOE SBIR)
12. Department of Commerce (NOAA SBIR)
13. National Aeronautics and Space Administration (NASA SBIR)
14. Department of Transportation (DOT SBIR)
15. Department of Homeland Security (DHS SBIR)
16. National Institutes of Standards and Technology (NIST SBIR)
17. National Science Foundation (NSF SBIR)
18. Department of Education (ED SBIR)
19. National Institutes of Health (NIH SBIR)
20. Department of Defense (DoD SBIR)
21. Small Business Administration Office of Technology
22. DJA & Associates


Library/Museum
To Buildings 224, 225, 227
Human Resources
Elevators
Front Lobby
Entrance
You are here
Courtyard
Lec. D
Lec. A
Lec. C
Lec. B
Conference Facilities Office
B-113
B-111
Conference Program Office
EXHIBITS
EXHIBITS
EXHIBITS
Cafeteria
Green Auditorium
West Square
Red Auditorium
Heritage Room
Portrait Room
Pay Phones
Dining Room C
Dining Room B
Dining Room A
To Buildings 220, 221, 222, 223

EXECUTIVE ORDERS

Executive Order 13592

Improving American Indian and Alaska Native Educational Opportunities and Strengthening Tribal Colleges and Universities

By the authority vested in me as President by the Constitution and the laws of the United States of America, I hereby order as follows:

Section 1. Policy. The United States has a unique political and legal relationship with the federally recognized American Indian and Alaska Native (AI/AN) tribes across the country, as set forth in the Constitution of the United States, treaties, Executive Orders, and court decisions. For centuries, the Federal Government's relationship with these tribes has been guided by a trust responsibility a long standing commitment on the part of our Government to protect the unique rights and ensure the well-being of our Nation's tribes, while respecting their tribal sovereignty. In recognition of that special commitment and in fulfillment of the solemn obligations it entails Federal agencies must help improve educational opportunities provided to all AI/AN students, including students attending public schools in cities and in rural areas, students attending schools operated and funded by the Department of the Interior's Bureau of Indian Education (BIE), and students attending postsecondary institutions including Tribal Colleges and Universities (TCUs). This is an urgent need. Recent studies show that AI/AN students are dropping out of school at an alarming rate, that our Nation has made little or no progress in closing the achievement gap between AI/AN students and their non-AI/AN student counterparts, and that many Native languages are on the verge of extinction.

It is the policy of my Administration to support activities that will strengthen the Nation by expanding educational opportunities and improving educational outcomes for all AI/AN students in order to fulfill our commitment to furthering tribal self-determination and to help ensure that AI/AN students have an opportunity to learn their Native languages and histories and receive complete and competitive educations that prepare them for college, careers, and productive and satisfying lives.

My Administration is also committed to improving educational opportunities for students attending TCUs. TCUs maintain, preserve, and restore Native languages and cultural traditions; offer a high quality college education; provide career and technical education, job training, and other career building programs; and often serve as anchors in some of the country's poorest and most remote areas.

Sec. 2. Definitions. (a) "Agency" means any executive department or agency designated by the Secretary of Education and the Secretary of the Interior to participate in this order.

(b) "Indian tribe" means an Indian or Alaska Native tribe, band, nation, pueblo, village, or community that the Secretary of the Interior acknowledges to exist as an Indian tribe pursuant to the Federally Recognized Indian Tribe List Act of 1994, 25 U.S.C. 479a.

(c) "American Indian and Alaska Native" means a member of an Indian tribe, as membership is defined by the tribe.

(d) "Public school" means a Head Start center or a pre kindergarten, elementary, or secondary school that is predominantly funded by public means through the Federal Government, a State, a local educational agency, or an Indian tribal government, including a school operated directly by or through contract or grant with the BIE, an Indian tribe, or a State, county, or local government.

(e) "Tribal Colleges and Universities" are those institutions that are chartered by their respective Indian tribes through the sovereign authority of the tribes or by the Federal Government, and defined in section 316 of the Higher Education Act of 1965 (20 U.S.C. 1059c).

Sec. 3. White House Initiative on American Indian and Alaska Native Education.

(a) Establishment. There is hereby established the White House Initiative on American Indian and Alaska Native Education (Initiative). The Secretary of Education and the Secretary of the Interior will co chair the Initiative. The Secretary of Education shall appoint an Executive Director who shall be responsible for overseeing implementation of the Initiative. This individual shall be a senior level, Department of Education official who shall serve as the Secretary of Education's senior policy advisor on Federal policies affecting AI/AN education.

The Executive Director shall work closely with the BIE Director and shall provide periodic reports to the Secretaries of Education and the Interior regarding progress achieved under the Initiative. The Executive Director shall coordinate frequent consultations with tribal officials and shall provide staff support for the National Advisory Council on Indian Education (NACIE), authorized by section 7141 of the Elementary and Secondary Education Act of 1965 (ESEA) (20 U.S.C. 7471).

(b) Mission and Functions. (1) The Initiative shall help expand educational opportunities and improve educational outcomes for all AI/AN students, including opportunities to learn their Native languages, cultures, and histories and receive complete and competitive educations that prepare them for college, careers, and productive and satisfying lives, by:

(i) working closely with the Executive Office of the President to help ensure AI/AN participation in the development and implementation of key Administration priorities;

(ii) strengthening the relationship between the Department of Education, which has substantial expertise and resources to help improve Indian education, and the Department of the Interior and its BIE, which directly operates or provides grants to tribes to operate an extensive primary, secondary, and college level school system for AI/AN children and young adults;

(iii) coordinating, in consultation with the Department of Education's Director of Indian Education, programs administered by the Department of Education and other executive branch agencies regarding AI/AN education;

(iv) serving as a liaison with other executive branch agencies on AI/AN issues and advising those agencies on how they might help to promote AI/AN educational opportunities;

(v) reporting on the development, implementation, and coordination of education policy and programs that affect AI/AN students;

(vi) furthering tribal sovereignty by supporting efforts, consistent with applicable law, to build the capacity of tribal educational agencies and TCUs to provide high quality education services to AI/AN children;

(vii) developing in partnership with tribal educational agencies a more routine and streamlined process for entering into agreements for educational studies conducted on tribal lands;

(viii) developing sufficient data resources to inform progress on Federal performance indicators, in close collaboration with the Department of Education's National Center for Educational Statistics;

(ix) encouraging and coordinating Federal partnerships with public, private, philanthropic, and nonprofit entities to help increase the readiness of AI/AN students for school, college, and careers, and to help increase the number and percentage of AI/AN students completing college; and

(x) developing a national network of individuals, organizations, and communities to share best practices in AI/AN education and encouraging them to implement these practices.

(2) In order to help expand educational opportunities and improve education outcomes for AI/AN students, the Initiative shall promote, encourage, and undertake efforts, consistent with applicable law, to meet the following objectives:

(i) increasing the number and percentage of AI/AN children who enter kindergarten ready for success through improved access to high quality early learning programs and services, including Native language immersion programs, that encourage the learning and development of AI/AN children from birth through age five;

(ii) supporting the expanded implementation of education reform strategies that have shown evidence of success in enabling AI/AN students to acquire a rigorous and well-rounded education and increasing their access to the support services that prepare them for college, careers, and civic involvement;

(iii) increasing the number and percentage of AI/AN students who have access to excellent teachers and school leaders, including effective science, technology, engineering, and mathematics (STEM), language, and special education teachers, in part by supporting efforts to improve the recruitment, development, and retention of effective AI/AN teachers and other effective teachers and school leaders, particularly through TCUs;

(iv) reducing the AI/AN student dropout rate and helping a greater number and percentage of those students who stay in high school to be ready for college and careers by the time of their graduation and college completion, in part by promoting a positive school climate and supporting successful and innovative dropout prevention and recovery strategies that better engage AI/AN youths in their learning and help them catch up academically;

(v) providing pathways that enable those who have dropped out to reenter educational or training programs and acquire degrees, certificates, or industry recognized credentials and obtain quality jobs, and expanding access to high quality education programs leading to career advancement, especially in the STEM fields, by supporting adult, career, and technical education;

(vi) increasing college access and completion for AI/AN students through strategies to strengthen the capacity of postsecondary institutions, particularly TCUs; and

(vii) helping to ensure that the unique cultural, educational, and language needs of AI/AN students are met.

(3) To facilitate a new partnership between the Department of Education and the Department of the Interior, to improve AI/AN education, the Executive Director shall work with the BIE Director and develop a Memorandum of Understanding (MOU) between the two Departments that will take advantage of both Departments' expertise, resources, and facilities. The MOU shall be completed within 120 days of the date of this order. Among other things, the MOU shall address how the Departments will collaborate in carrying out the policy set out in section 1 of this order.

(c) Funding and Administrative Support. Subject to the availability of appropriations, the Department of Education shall fund the Initiative, including NACIE. The Department shall also provide administrative support for the Initiative to the extent permitted by law and within existing appropriations.

(d) Interagency Working Group. There is established the Interagency Working Group on AI/AN education and TCUs, which shall be convened by the Initiative's Executive Director. The Working Group shall consist of senior officials from the Department of Education and the Department of the Interior and officials from the Departments of Justice, Agriculture, Labor, Health and Human Services, and Energy, the Environmental Protection Agency, and the White House Domestic Policy Council, as well as such additional agencies and offices as the Secretaries of Education and the Interior may designate. Senior officials shall be designated by the heads of their respective agencies and offices. The Secretaries of Education and the Interior shall serve as the co chairs of the Interagency Working Group.

(e) Federal Agency Plans. (1) Each agency designated by the co chairs as a member of the Interagency Working Group shall develop and implement a two part, 4 year plan of the agency's efforts to fulfill the purposes of this order, with part one of the plan focusing on all AI/AN students except for those attending TCUs, and part two focusing on AI/AN students attending TCUs. Each agency plan shall include:

(i) annual performance indicators and appropriate measurable objectives with which the agency will measure its success in meeting the goals of this order;

(ii) information on how the agency intends to increase the capacity of educational agencies and institutions, including our Nation's public schools and TCUs, to deliver high-quality education and related social services to all AI/AN students; and

(iii) agency efforts to enhance the ability of these educational agencies and institutions serving AI/AN students to compete effectively for grants, contracts, cooperative agreements, and other Federal resources with which to serve the education needs of AI/AN students, and to encourage eligible schools and colleges serving those students to apply for Federal grants and participate in Federal education programs, as appropriate. Agency plans may also emphasize access to high quality educational opportunities for AI/AN students, consistent with requirements of the ESEA, the Individuals with Disabilities Education Act, and other applicable Federal education statutes; the preservation and revitalization of tribal languages and cultural traditions; and innovative approaches to more seamlessly align early learning, elementary, and secondary education programs with the work of TCUs.

(2) Submission. Each agency shall submit its plan to the Initiative by a deadline established by the co chairs. In consultation with NACIE, the Initiative shall then review agency plans and develop, for submission to the President, a synthesized interagency plan to achieve the aims of this order.

(3) Annual Performance Reports. Each agency shall submit to the Initiative an Annual Performance Report that measures the agency's performance against the objectives set forth in its plan. In consultation with NACIE, the Initiative shall review and combine Annual Performance Reports from the various agencies into one annual report, which shall be submitted to the Secretaries of Education and the Interior for review.

(f) Private Sector. In consultation with NACIE, and consistent with applicable law, the Interagency Working Group, led by the Executive Director, shall encourage the private sector to assist State- and locally-operated public schools that serve large numbers of AI/AN students, including those attending our Nation's public schools, publicly funded preschools, and TCUs, through increased use of such strategies as:

(1) Providing funds to support the preservation and revitalization of Native languages and cultures;

(2) Providing funds to support increased institutional endowments;

(3) Helping these schools develop expertise in financial and facilities management, information systems, and curricula; and

(4) Providing resources for the hiring and training of effective teachers and administrators.

Sec. 4. Study. In carrying out this order, the Secretaries of Education and the Interior shall study and collect information on the education of AI/AN students.

Sec. 5. General Provisions. (a) NACIE shall serve as the Initiative's advisory committee.

(b) Insofar as the Federal Advisory Committee Act, as amended (5 U.S.C. App.), may apply to the Initiative, any functions of the President under that Act, except for those of reporting to the Congress, shall be performed by the Secretary of Education, in consultation with the Secretary of the Interior, in accordance with the guidelines issued by the Administrator of General Services.

(c) This order revokes Executive Order 13270 of July 3, 2002, Executive Order 13336 of April 30, 2004, and section 1(n) of Executive Order 13585 of September 30, 2011.

(d) The heads of agencies shall assist and provide such information to the Initiative as may be necessary to carry out its functions, consistent with applicable law.

(e) Nothing in this order shall be construed to impair or otherwise affect:

(1) authority granted by law to an executive department, agency, or the head thereof; or

(2) functions of the Director of the Office of Management and Budget relating to budgetary, administrative, or legislative proposals.

(f) This order is not intended to, and does not, create any right or benefit, substantive or procedural, enforceable at law or in equity by any party against the United States, its departments, agencies, or entities, its officers, employees, or agents, or any other person.

BARACK OBAMA

THE WHITE HOUSE
December 2, 2011.

EXECUTIVE ORDER 13515
INCREASING PARTICIPATION OF ASIAN AMERICANS AND PACIFIC ISLANDERS IN FEDERAL PROGRAMS

By the authority vested in me as President by the Constitution and the laws of the United States of America, it is hereby ordered as follows:

Section 1. Policy. The more than 16 million Asian Americans and Pacific Islanders (AAPIs) across our country have helped build a strong and vibrant America. The AAPI communities represent many ethnicities and languages that span generations, and their shared achievements are an important part of the American experience. They have started businesses and generated jobs, including founding some of our Nation's most successful and innovative enterprises. The AAPI communities have made important contributions to science and technology, culture and the arts, and the professions, including business, law, medicine, education, and politics.

While we acknowledge the many contributions of the AAPI communities to our Nation, we also recognize the challenges still faced by many AAPIs. Of the more than a million AAPI-owned businesses, many firms are small sole-proprietorships that continue to need assistance to access available resources such as business development counseling and small business loans. The AAPI community also continues to face barriers to employment and workplace advancement. Specific challenges experienced by AAPI subgroups include lower college-enrollment rates by Pacific Islanders than other ethnic groups and high poverty rates among Hmong Americans, Cambodian Americans, Malaysian Americans, and other individual AAPI communities. Additionally, one in five non-elderly AAPIs lacks health insurance.

The purpose of this order is to establish a President's Advisory Commission on Asian Americans and Pacific Islanders and a White House Initiative on Asian Americans and Pacific Islanders. Each will work to improve the quality of life and opportunities for Asian Americans and Pacific Islanders through increased access to, and participation in, Federal programs in which they may be underserved. In addition, each will work to advance relevant evidence-based research, data collection, and analysis for AAPI populations and subpopulations.

Sec. 2. President's Advisory Commission on Asian Americans and Pacific Islanders. There is established in the Department of Education the President's Advisory Commission on Asian Americans and Pacific Islanders (Commission).

(a) Mission and Function of the Commission. The Commission shall provide advice to the President, through the Secretaries of Education and Commerce, as Co-Chairs of the Initiative described in section 3 of this order, on: (i) the development, monitoring, and coordination of executive branch efforts to improve the quality of life of AAPIs through increased participation in Federal programs in which such persons may be underserved; (ii) the compilation of research and data related to AAPI populations and subpopulations; (iii) the development, monitoring, and coordination of Federal efforts to improve the economic and community development of AAPI businesses; and (iv) strategies to increase public and private-sector collaboration, and community involvement in improving the health, education, environment, and well-being of AAPIs.

(b) Membership of the Commission. The Commission shall consist of not more than 20 members appointed by the President. The Commission shall include members who: (i) have a history of involvement with the AAPI communities; (ii) are from the fields of education, commerce, business, health, human services, housing, environment, arts, agriculture, labor and employment, transportation, justice, veterans affairs, and economic and community development; (iii) are from civic associations representing one or more of the diverse AAPI communities; or (iv) have such other experience as the President deems appropriate. The President shall designate one member of the Commission to serve as Chair, who shall convene regular meetings of the Commission, determine its agenda, and direct its work.

(c) Administration of the Commission. The Secretary of Education, in consultation with the Secretary of Commerce, shall designate an Executive Director for the Commission. The Department of Education shall provide funding and administrative support for the Commission to the extent permitted by law and within existing appropriations. Members of the Commission shall serve without compensation, but shall be allowed travel expenses, including per diem in lieu of subsistence, as authorized by law for persons serving intermittently in the Government service (5 U.S.C. 5701-5707). Insofar as the Federal Advisory Committee Act, as amended (5 U.S.C. App.) (the "Act"),may apply to the administration of the Commission, any functions of the President under the Act, except that of reporting to the Congress, shall be performed by the Secretary of Education, in accordance with the guidelines issued by the Administrator of General Services.

(d) Termination Date. The Commission shall terminate 2 years from the date of this order, unless renewed by the President.

Sec. 3. White House Initiative on Asian Americans and Pacific Islanders. There is established the White House Initiative on Asian Americans and Pacific Islanders (Initiative), a Federal interagency working group whose members shall be selected by their respective agencies. The Secretary of Commerce and the Secretary of Education shall serve as the Co-Chairs of the Initiative. The Executive Director of the Commission established in section 2 of this order shall also serve as the Executive Director of the Initiative and shall report to the Secretaries on Initiative matters.

(a) Mission and Function of the Initiative. The Initiative shall work to improve the quality of life of AAPIs through increased participation in Federal programs in which AAPIs may be underserved. The Initiative shall advise the Co-Chairs on the implementation and coordination of Federal programs as they relate to AAPIs across executive departments and agencies.

(b) Membership of the Initiative. In addition to the Co-Chairs, the Initiative shall consist of senior officials from the executive branch departments, agencies, and offices and other executive branch departments, agencies, and offices as the President may, from time to time, designate.

At the direction of the Co-Chairs, the Initiative may establish subgroups consisting exclusively of Initiative members or their designees under this section, as appropriate.

(c) Administration of the Initiative. The Department of Education shall provide funding and administrative support for the Initiative to the extent permitted by law and within existing appropriations. The Co-Chairs shall convene regular meetings of the Initiative, determine its agenda, and direct its work.

(d) Federal Agency Plans and Interagency Plan. Each executive department and agency designated by the Initiative shall prepare a plan (agency plan) for, and shall document, its efforts to improve the quality of life of Asian Americans and Pacific Islanders through increased participation in Federal programs in which Asian Americans and Pacific Islanders may be underserved. Where appropriate, this agency plan shall address, among other things, the agency's efforts to:

(i) identify Federal programs in which AAPIs may be underserved and improve the quality of life for AAPIs through increased participation in these programs;

(ii) identify ways to foster the recruitment, career development, and advancement of AAPIs in the Federal Government;

(iii) identify high-priority action items for which measurable progress may be achieved within 2 Years to improve the health, environment, opportunity, and well-being of AAPIs, and implement those action items;

(iv) increase public-sector, private-sector, and community involvement in improving the health, environment, opportunity, and well-being of AAPIs;

(v) foster evidence-based research, data-collection, and analysis on AAPI populations and subpopulations, including research and data on public health, environment, education, housing, employment, and other economic indicators of AAPI community wellbeing; and

(vi) solicit public input from AAPI communities on ways to increase and improve opportunities for public participation in Federal programs considering a number of factors, including language barriers.

Each agency, in its plan, shall provide appropriate measurable objectives and, after the first year, shall provide for the assessment of that agency's performance on the goals set in the previous year's plan. Each agency plan shall be submitted to the Co-Chairs by a date to be established by the Co-Chairs. The Co-Chairs shall review the agency plans and develop for submission to the President a Federal interagency plan to improve the quality of life of AAPIs through increased participation in Federal programs in which such persons may be underserved. Actions described in the Federal interagency plan shall address improving access by AAPIs to Federal programs and fostering advances in relevant research and data.

Sec. 4. General Provisions.

(a) This order supersedes Executive Order 13125 of June 7,1999, and Executive Order 13339 of May 13, 2004.

(b) The heads of executive departments and agencies shall assist and provide information to the Commission, consistent with applicable law, as may be necessary to carry out the functions of the Commission. Each executive department and agency shall bear its own expenses of participating in the Commission.

(c) Nothing in this order shall be construed to impair or otherwise affect:

(i) authority granted by law to an executive department, agency, or the head thereof; or

(ii) functions of the Director of the Office of Management and Budget relating to budgetary, administrative, or legislative proposals.

(d) This order shall be implemented consistent with applicable law and subject to the availability of appropriations.

(e) For purposes of this order, the term "Asian American and Pacific Islander" includes persons within the jurisdiction of the United States having ancestry of any of the original peoples of East Asia, Southeast Asia, or South Asia, or any of the aboriginal, indigenous, or native peoples of Hawaii and other Pacific Islands.

(f) This order is not intended to, and does not, create any right or benefit, substantive or procedural, enforceable at law or in equity by any party against the United States, its departments, agencies, or entities, its officers, employees, or agents, or any other person.

BARACK OBAMA

THE WHITE HOUSE,
October 14, 2009.

Executive Order 13532

Promoting Excellence, Innovation, and Sustainability at Historically Black Colleges and Universities

By the authority vested in me as President by the Constitution and the laws of the United States of America, in order to advance the development of the Nation's full human potential and to advance equal opportunity in higher education, strengthen the capacity of historically black colleges and universities to provide the highest quality education, increase opportunities for these institutions to participate in and benefit from Federal programs, and ensure that our Nation has the highest proportion of college graduates in the world by the year 2020, it is hereby ordered as follows:

Section 1. Policy. Historically black colleges and universities (HBCUs) have made historic and ongoing contributions to the general welfare and prosperity of our country. Established by visionary leaders, America's HBCUs, for over 150 years, have produced many of the Nation's leaders in business, government, academia, and the military and have provided generations of American men and women with hope and educational opportunity. The Nation's 105 HBCUs are located in 20 States, the District of Columbia, and the U.S. Virgin Islands and serve more than 300,000 undergraduate and graduate students. These institutions continue to be important engines of economic growth and community service, and they are proven ladders of intergenerational advancement for men and women of all ethnic, racial, and economic backgrounds, especially African Americans. These institutions also produce a high number of baccalaureate recipients who go on to assume leadership and service roles in their communities and who successfully complete graduate and professional degree programs.

Sec. 2. White House Initiative on HBCUs.

(a) Establishment. There is established the White House Initiative on Historically Black Colleges and Universities (Initiative), to be housed in the Department of Education (Department).

(b) Mission and Functions. The Initiative shall work with executive departments, agencies, and offices, the private sector, educational associations, philanthropic organizations, and other partners to increase the capacity of HBCUs to provide the highest-quality education to a greater number of students, and to take advantage of these institutions' capabilities in serving the Nation's needs through five core tasks:

(i) strengthening the capacity of HBCUs to participate in Federal programs;

(ii) fostering enduring private-sector initiatives and public-private partnerships while promoting specific areas and centers of academic research and programmatic excellence throughout all HBCUs;

(iii) improving the availability, dissemination, and quality of information concerning HBCUs to inform public policy and practice;

(iv) sharing administrative and programmatic practices within the HBCU community for the benefit of all; and

(v) exploring new ways of improving the relationship between the Federal Government and HBCUs.

(c) Administration. There shall be an Executive Director of the Initiative. The Department shall provide the staff, resources, and assistance for the Initiative, and shall assist the Initiative in fulfilling its mission and responsibilities under this order.

(d) Federal Agency Plans. (1) Each executive department and agency designated by the Secretary of Education (Secretary) shall prepare an annual plan (agency plan) of its efforts to strengthen the capacity of HBCUs through increased participation in appropriate Federal programs and initiatives. Where appropriate, each agency plan shall address, among other things, the agency's proposed efforts to:

(i) establish how the department or agency intends to increase the capacity of HBCUs to compete effectively for grants, contracts, or cooperative agreements and to encourage HBCUs to participate in Federal programs;

(ii) identify Federal programs and initiatives in which HBCUs may be either underserved or underused as national resources, and improve HBCUs' participation therein; and

(iii) encourage public-sector, private-sector, and community involvement in improving the overall capacity of HBCUs.

(2) Each department and agency, in its agency plan, shall provide appropriate measurable objectives and, after the first year, shall annually assess that department's or agency's performance on the goals set in the previous year's agency plan.

(3) The Secretary shall establish a date by which agency plans shall be submitted to the Secretary. The Secretary and the Executive Director shall review the agency plans in consultation with the President's Board of Advisors on HBCUs, established in section 3 of this order, and shall submit to the President an annual plan to strengthen the overall capacity of HBCUs.

(4) To help fulfill the objectives of these plans, the head of each department and agency identified by the Secretary shall provide, as appropriate, technical assistance and information to the Executive Director for purposes of communicating with HBCUs concerning program activities of the department or agency and the preparation of applications or proposals for grants, contracts, or cooperative agreements.

(5) To help fulfill the goals of this order, each executive department and agency identified by the Secretary shall appoint a senior official to report directly to the department or agency head with respect to that department's or agency's activities under this order, and to serve as liaison to the President's Board of Advisors on HBCUs and to the Initiative.

(e) Interagency Working Group. There is established the Interagency Working Group, which shall be convened by the Executive Director and that shall consist of representatives from agencies designated by the Secretary, to help advance and coordinate the work of Federal agencies pursuant to this order, where appropriate.

Sec. 3. President's Board of Advisors on HBCUs.

(a) Establishment. There is established in the Department the President's Board of Advisors on Historically Black Colleges and Universities (the Board). The Board shall consist of not more than 25 members appointed by the President. The President shall designate one member of the Board to serve as Chair, who shall coordinate with the Executive Director to convene meetings and help direct the work of the Board. The Board shall include representatives of a variety of sectors, including philanthropy, education, business, finance, entrepreneurship, innovation, and private foundations, as well as sitting HBCU presidents.

(b) Mission and Functions. Through the Initiative, the Board shall advise the President and the Secretary on all matters pertaining to strengthening the educational capacity of HBCUs. In particular, the Board shall advise the President and the Secretary in the following areas:

(i) improving the identity, visibility, and distinctive capabilities and overall competitiveness of HBCUs;

(ii) engaging the philanthropic, business, government, military, homeland-security, and education communities in a national dialogue regarding new HBCU programs and initiatives;

(iii) improving the ability of HBCUs to remain fiscally secure institutions that can assist the Nation in reaching its goal of having the highest proportion of college graduates by 2020;

(iv) elevating the public awareness of HBCUs; and

(v) encouraging public-private investments in HBCUs.

(c) Administration. The Executive Director of the Initiative shall also serve as the Executive Director of the Board. The Department shall provide funding and administrative support for the Board to the extent permitted by law and within existing appropriations. Members of the Board shall serve without compensation, but shall be reimbursed for travel expenses, including per diem in lieu of subsistence, as authorized by law. Insofar as the Federal Advisory Committee Act, as amended (5 U.S.C. App.), may apply to the Board, any functions of the President under that Act, except for those of reporting to the

Congress, shall be performed by the Secretary, in accordance with guidelines issued by the Administrator of General Services.

(d) Report. As part of the annual report of the Initiative, the Board shall report to the President and the Secretary on their progress in carrying out its duties under this section.

Sec. 4. General Provisions. (a) For the purposes of this order, "historically black colleges and universities" shall mean those institutions listed in 34 C.F.R. 602.8.

(b) This order shall apply to executive departments and agencies designated by the Secretary. Those departments and agencies shall provide timely reports and such information as is required to effectively carry out the objectives of this order.

(c) The heads of executive departments and agencies shall assist and provide information through the White House Initiative to the Board, consistent with applicable law, as may be necessary to carry out the functions of the Board. Each executive department and agency shall bear its own expenses of participating in the Initiative.

(d) Nothing in this order shall be construed to impair or otherwise affect:

(i) the authority granted by law to an executive department, agency, or the head thereof; or

(ii) the functions of the Director of the Office of Management and Budget relating to budgetary, administrative, or legislative proposals.

(e) This order shall be implemented consistent with applicable law and subject to the availability of appropriations.

(f) This order is not intended to, and does not, create any right or benefit, substantive or procedural, enforceable at law or in equity by any party against the United States, its departments, agencies, or entities, its officers, employees, or agents, or any other person

(g) Executive Order 13256 of February 12, 2002, is hereby revoked.

BARACK OBAMA

THE WHITE HOUSE,
February 26, 2010.

EXECUTIVE ORDER 13555

WHITE HOUSE INITIATIVE ON EDUCATIONAL EXCELLENCE FOR HISPANICS

By the authority vested in me as President by the Constitution and the laws of the United States of America, to restore the country to its role as the global leader in education, to strengthen the Nation by expanding educational opportunities and improving educational outcomes for Hispanics and Latinos (Hispanics) of all ages, and to help ensure that all Hispanics receive an education that properly prepares them for college, productive careers, and satisfying lives, it is hereby ordered as follows:

Section 1. Policy. At more than 52 million strong, including 4 million in Puerto Rico, Hispanics constitute the country's largest and fastest growing minority group. They have had a profound and positive impact on our country through, among other things, their community's strong commitment to family, faith, hard work, and service. Many Hispanics contribute to this Nation bilingually in the English and Spanish languages -- a true asset for our country in an increasingly global, interdependent world.

Hispanic students are the largest minority group in our Nation's schools, numbering more than 11 million in our public elementary and secondary school system, and constituting more than 22 percent of all pre-K–12 students. Hispanic students face educational challenges of crisis proportions. Fewer than half of all Hispanic children participate in early childhood education programs, and far too few Hispanic students graduate from high school; of those who do complete high school, many are not adequately prepared for college. Only 12 percent of adult Hispanics have a bachelor's degree, and just 3 percent have completed graduate or professional degree programs. At the same time, large numbers of Hispanic adults lack the education or literacy skills they need to advance their careers; they also are less likely than members of other groups to have taken job- or career-related courses, with the exception of basic education classes, such as English as a second language.

Our country was built on and continues to thrive on its diversity, and there is no doubt that the future of the United States is inextricably linked to the future of the Hispanic community. To reach the ambitious education goals we have set for our Nation, as well as to ensure equality of opportunity for all, we must provide the opportunities that will enable Hispanic students to raise their educational attainment at every level of the American education system. America's future competitiveness in our global economy will be substantially enhanced by improving educational outcomes for Hispanics.

Sec. 2. White House Initiative on Educational Excellence for Hispanics.

(a) Establishment. There is established the White House Initiative on Educational Excellence for Hispanics (Initiative), to be housed in the Department of Education (Department). The mission of the Initiative shall be to help restore the United States to its role as the global leader in education and to strengthen the Nation by expanding educational opportunities and improving educational
outcomes for Hispanics of all ages and by helping to ensure that all Hispanics receive a complete and competitive education that prepares them for college, a career, and productive and satisfying lives.

(b) Initiative Administration.
There shall be an Executive Director of the Initiative, to be appointed by the Secretary of Education (Secretary). The Initiative shall be advised by the Commission established under section 3 of this order and supported by the Working Group established under subsection (c) of this section. The Department shall provide the staff, resources, and assistance for the Initiative and the Working Group. To the extent permitted by law, departments, agencies, and offices represented on the Working Group shall provide resources, including personnel detailed to the Initiative, to assist the Department in meeting the objectives of this order.

(c) Interagency Working Group.

(1) There is established the Federal Interagency Working Group on Educational Excellence for Hispanics (Working Group), which shall be convened and chaired by the Initiative's Executive Director.

(2) The Working Group shall consist of senior officials from the Department, the White House Domestic Policy Council, the Department of Labor, and the Department of Health and Human Services, as well as such additional departments, agencies, and offices as the President may designate. Senior officials shall be designated by the

heads of their respective departments, agencies, and offices.

(3) The Initiative's Executive Director may establish subgroups of the Working Group to focus on different aspects of the educational system or educational challenges facing Hispanics, such as early childhood education, K–12 education, higher education, career and technical education, language acquisition, and adult education.

(d) Initiative Objectives.

(1) To expand educational opportunities, improve education outcomes, and deliver a complete and competitive education for all Hispanics, the Initiative shall, consistent with law, promote, encourage, and undertake efforts designed to meet the following objectives:

(i) increasing general understanding of the causes of the educational challenges faced by Hispanic students;

(ii) increasing the percentage of Hispanic children who enter kindergarten ready for success by improving access by Hispanics to high-quality programs and services that encourage the early learning and development of children from birth through age 5;

(iii) implementing successful and innovative education reform strategies and practices in America's public schools to ensure that Hispanic students, like their peers, receive a rigorous and well-rounded education, and have access to student support services that will prepare them for college, a career, and civic participation;

(iv) ensuring that all Hispanic students have access to excellent teachers and school leaders, in part by supporting efforts to improve the recruitment, preparation, development, and retention of successful Hispanic teachers and school leaders and other effective teachers and school leaders responsible for the education of Hispanic students;

(v) reducing the dropout rate of Hispanic students and helping Hispanic students graduate from high school prepared for college and a career, in part by promoting a positive school climate and supporting successful and innovative dropout prevention and recovery strategies that better engage Hispanic youths in their learning, help them catch up academically, and provide those who have left the educational system with pathways to reentry;

(vi) increasing college access and success for Hispanic students and providing support to help ensure that a greater percentage of Hispanics complete college and contribute to the goal of having America again lead the world in the proportion of college graduates by 2020, in part through strategies to strengthen the capacity of Hispanic-Serving Institutions, community colleges, and other institutions of higher education serving large numbers of Hispanic students; and

(vii) enhancing the educational and life opportunities of Hispanics by fostering positive family and community engagement, improving the quality of, and expanding access to, adult education, literacy, and career and technical education, as well as increasing opportunities for education and career advancement in the fields of science, technology, engineering, and mathematics.

(2) In working to fulfill its mission and objectives, the Initiative shall, consistent with law:

(i) help ensure that Federal programs and initiatives administered by the Department and other agencies are serving and meeting the needs of Hispanic children, youths, and adults;

(ii) work closely with the Executive Office of the President on key Administration priorities related to the education of Hispanics;

(iii) increase the Hispanic community's participation in, and capacity to participate in, the Department's programs and education-related programs at other executive departments and agencies;

(iv) advise Department officials and, through the Working Group, other agency officials on issues related to the Hispanic community and the educational attainment of Hispanic students;

(v) advise the Secretary on the development, implementation, and coordination of educational programs and initiatives at the Department and other agencies designed to improve educational opportunities and outcomes for Hispanics of all ages;

(vi) encourage and develop partnerships with public, private, philanthropic, and nonprofit stakeholders to improve Hispanics' readiness for school, college, and career, as well as their college persistence and completion; and

(vii) develop a national network of individuals, organizations, and communities to share and implement best practices related to the education of Hispanics.

(3) The Initiative shall periodically publish reports on its activities. The Secretary and the Executive Director of the Initiative, in consultation with the Interagency Working Group and the Chair of the Commission established under section 3 of this order, may develop and submit to the President recommendations designed to advance

and promote educational opportunities and attainment for Hispanics, including recommendations for short- and long-term initiatives.

(e) Collaboration Among White House Initiatives.
The White House Initiatives on Educational Excellence for Hispanics, Historically Black Colleges and Universities, Tribal Colleges and Universities, and Asian-American and Pacific Islanders shall work together whenever appropriate in light of their shared objectives.

Sec. 3. President's Advisory Commission on Educational Excellence for Hispanics.
There is established the President's Advisory Commission on Educational Excellence for Hispanics (Commission) in the Department.

(a) Commission Mission and Scope.
The Commission shall advise the President and the Secretary on matters pertaining to the educational attainment of the Hispanic community, including:

(1) developing, implementing, and coordinating educational programs and initiatives at the Department and other agencies to improve educational opportunities and outcomes for Hispanics of all ages;
(2) increasing the participation of the Hispanic community and Hispanic-Serving Institutions in the Department's programs and in education programs at other agencies;
(3) engaging the philanthropic, business, nonprofit, and education communities in a national dialogue regarding the mission and objectives of this order; and
(4) establishing partnerships with public, private, philanthropic, and nonprofit stakeholders to meet the mission and policy objectives of this order.

The Commission shall meet periodically, but at least twice a year, and may work through task forces composed exclusively of Commission members, as appropriate.

(b) Commission Membership and Chair.

(1) The Commission shall consist of no more than 30 members appointed by the President. The Commission may include individuals with relevant experience or subject matter expertise that the President deems appropriate, as well as individuals who may serve as representatives of a variety of sectors, including the education sector (early childhood education, elementary and secondary education, higher education, career and technical education, and adult education), labor organizations, research institutions, corporate and financial institutions, public and private philanthropic organizations, and nonprofit and community-based organizations at the national, State, regional, or local levels.
(2) The President shall designate one of the members to serve as Chair of the Commission, who shall work with the Initiative's Executive Director to convene regular meetings of the Commission, determine its agenda, and direct its work, consistent with this order.

(c) Commission Administration.
The Executive Director of the Initiative shall also serve as the Executive Director of the Commission and administer the work of the Commission. The Department shall provide funding and administrative support for the Commission, to the extent permitted by law. Members of the Commission shall serve without compensation but shall be allowed travel expenses, including per diem in lieu of subsistence, as authorized by law for persons serving intermittently in the Government service (5 U.S.C. 5701-5707). Insofar as the Federal Advisory Committee Act, as amended (5 U.S.C. App.) (Act), may apply to the administration of the Commission, any functions of the President under the Act, except that of reporting to the Congress, shall be performed by the Secretary, in accordance with the guidelines issued by the Administrator of General Services.

Sec. 4. General Provisions.
(a) This order supersedes Executive Order 13230 of October 12, 2001.
(b) This order is not intended to, and does not, create any right or benefit, substantive or procedural, enforceable at law or in equity by any party against the United States, its departments, agencies, or entities, its officers, employees, or agents, or any other person.

BARACK OBAMA
THE WHITE HOUSE,
October 19, 2010.

EXECUTIVE ORDER 13621

White House Initiative on Educational Excellence for African Americans (PBIs)

By the authority vested in me as President by the Constitution and the laws of the United States of America, to restore the country to its role as the global leader in education, to strengthen the Nation by improving educational outcomes for African Americans of all ages, and to help ensure that all African Americans receive an education that properly prepares them for college, productive careers, and satisfying lives, it is hereby ordered as follows:

Section 1. Policy. Over the course of America's history, African American men and women have strengthened our Nation, including by leading reforms, overcoming obstacles, and breaking down barriers. In the less than 60 years since the Brown v. *Board of Education* decision put America on a path toward equal educational opportunity, America's educational system has undergone a remarkable transformation, and many African American children who attended the substandard segregated schools of the 1950s have grown up to see their children attend integrated elementary and secondary schools, colleges, and universities.

However, substantial obstacles to equal educational opportunity still remain in America's educational system. African Americans lack equal access to highly effective teachers and principals, safe schools, and challenging college-preparatory classes, and they disproportionately experience school discipline and referrals to special education. African American student achievement not only lags behind that of their domestic peers by an average of two grade levels, but also behind students in almost every other developed nation. Over a third of African American students do not graduate from high school on time with a regular high school diploma, and only four percent of African American high school graduates interested in college are college-ready across a range of subjects. An even greater number of African American males do not graduate with a regular high school diploma, and African American males also experience disparate rates of incarceration.

Significantly improving the educational outcomes of African Americans will provide substantial benefits for our country by, among other things, increasing college completion rates, productivity, employment rates, and the number of African American teachers. Enhanced educational outcomes lead to more productive careers, improved economic opportunity, and greater social well-being for all Americans. Complementing the role of Historically Black Colleges and Universities (HBCUs) in preparing generations of African American students for

successful careers, and the work of my Administration's separate White House Initiative on Historically Black Colleges and Universities, this new Initiative's focus on improving all the sequential levels of education will produce a more effective educational continuum for all African American students.

To reach the ambitious education goals we have set for our Nation, as well as to ensure equality of access and opportunity for all, we must provide the support that will enable African American students to improve their level of educational achievement through rigorous and well-rounded academic and support services that will prepare them for college, a career, and a lifetime of learning.

Sec. 2. White House Initiative on Educational Excellence for African Americans.

(a) Establishment. There is hereby established the White House Initiative on Educational Excellence for African Americans (Initiative), to be housed in the Department of Education (Department). There shall be an Executive Director of the Initiative, to be appointed by the Secretary of Education (Secretary). The Initiative shall be supported by the Interagency Working Group established under subsection (c) of this section and advised by the Commission established under section 3 of this order.

(b) Mission and Functions.

(1) The Initiative will help to restore the United States to its role as the global leader in education; strengthen the Nation by improving educational outcomes for African Americans of all ages; and help ensure that African Americans

receive a complete and competitive education that prepares them for college, a satisfying career, and productive citizenship.

(2) The Initiative will complement and reinforce the Historically Black Colleges and Universities Initiative established by Executive Order 13532 of February 26, 2010, and together, they both will support enhanced educational outcomes for African Americans at every level of the American education system, including early childhood education; elementary, secondary, and postsecondary education; career and technical education; and adult education.

(3) To help expand educational opportunities, improve educational outcomes, and deliver a complete and competitive education for all African Americans, the Initiative shall, consistent with applicable law, promote, encourage, and undertake efforts designed to meet the following objectives:

(i) increasing general understanding of the causes of the educational challenges faced by African American students, whether they are in urban, suburban, or rural learning environments;

(ii) increasing the percentage of African American children who enter kindergarten ready for success by improving their access to high-quality programs and services that enable early learning and development of children from birth through age 5;

(iii) decreasing the disproportionate number of referrals of African American children from general education to special education by addressing the root causes of the referrals and eradicating discriminatory referrals;

(iv) implementing successful and innovative education reform strategies and practices in America's public schools to ensure that African American students receive a rigorous and well-rounded education in safe and healthy environments, and have access to high-level, rigorous course work and support services that will prepare them for college, a career, and civic participation;

(v) ensuring that all African American students have comparable access to the resources necessary to obtain a high-quality education, including effective teachers and school leaders, in part by supporting efforts to improve the recruitment, preparation, development, and retention of successful African American teachers and school leaders and other effective teachers and school leaders responsible for the education of African American students;

(vi) reducing the dropout rate of African American students and helping African American students graduate from high school prepared for college and a career, in part by promoting a positive school climate that does not rely on methods that result in disparate use of disciplinary tools, and by supporting successful and innovative dropout prevention and recovery strategies that better engage African American youths in their learning, help them catch up academically, and provide those who have left the educational system with pathways to reentry;

(vii) increasing college access and success for African American students and providing support to help ensure that a greater percentage of African Americans complete college and contribute to the goal of having America again lead the world in the proportion of adults who are college graduates by 2020, in part through strategies to strengthen the capacity of institutions of higher education that serve large numbers of African American students, including community colleges, HBCUs, Predominantly Black Institutions (PBIs), and other institutions; and

(viii) enhancing the educational and life opportunities of African Americans by fostering positive family and community engagement in education; reducing racial isolation and resegregation of elementary and secondary schools to promote understanding and tolerance among all Americans; improving the quality of, and expanding access to, adult education, literacy, and career and technical education; and increasing opportunities for education and career advancement in the fields of science, technology, engineering, and mathematics.

(4) In working to fulfill its mission and objectives, the Initiative shall, consistent with applicable law:

(i) identify evidence-based best practices that can provide African American students a rigorous and well-rounded education in safe and healthy environments, as well as access to support services, which will prepare them for college, a career, and civic participation;

(ii) develop a national network of individuals, organizations, and communities to share and implement best practices related to the education of African Americans, including those identified as most at risk;

(iii) help ensure that Federal programs and initiatives administered by the Department and other agencies are serving and meeting the educational needs of African Americans, including by encouraging agencies to incorporate best practices into appropriate discretionary programs where permitted by law;

(iv) work closely with the Executive Office of the President on key Administration priorities related to the education of African Americans;

(v) increase the participation of the African American community, including institutions that serve that community, in the Department's programs and in education-related programs at other agencies;

(vi) advise the officials of the Department and other agencies on issues related to the educational attainment of African Americans;

(vii) advise the Secretary on the development, implementation, and coordination of educational programs and initiatives at the Department and other agencies that are designed to improve educational opportunities and outcomes for African Americans of all ages; and

(viii) encourage and develop partnerships with public, private, philanthropic, and nonprofit stakeholders to improve African Americans' readiness for school, college, and career, as well as their college persistence and completion.

(5) The Initiative shall periodically publish reports on its activities. The Secretary and the Executive Director of the Initiative, in consultation with the Working Group and the Chair of the Commission established under subsection (c) of this section and section 3 of this order, respectively, may develop and submit to the President recommendations designed to advance and promote educational opportunities and attainment for African Americans.

(c) Interagency Working Group.

(1) There is established the Federal Interagency Working Group on Educational Excellence for African Americans (Working Group), which shall be convened and chaired by the Initiative's Executive Director and that shall support the efforts of the Initiative described in subsection (b) of this section.

(2) The Working Group shall consist of senior officials from the Department, the White House Domestic Policy Council, the Department of Justice, the Department of Labor, the Department of Health and Human Services, the National Science Foundation, the Department of Defense, and such additional agencies and offices as the President may subsequently designate. Senior officials shall be designated by the heads of their respective agencies and offices.

(3) The Initiative's Executive Director may establish subgroups of the Working Group to focus on different aspects of the educational system (such as early childhood education, K-12 education, higher education (including HBCUs and PBIs), career and technical education, adult education, or correctional education and reengagement) or educational challenges facing particular populations of African Americans (such as young men, disconnected or out-of-school youth, individuals with disabilities, children identified as gifted and talented, single-parent households, or adults already in the workforce).

(d) Administration. The Department shall provide funding and administrative support for the Initiative and the Working Group, to the extent permitted by law and within existing appropriations. To the extent permitted by law, other agencies and offices represented on the Working Group may detail personnel to the Initiative, to assist the Department in meeting the objectives of this order.

(e) Collaboration Among White House Initiatives. The Initiative may collaborate with the White House Initiatives on American Indian and Alaska Native Education, Educational Excellence for Hispanics, Asian-American and Pacific Islanders, and (consistent with section 3(c) of this order) Historically Black Colleges and Universities, whenever appropriate in light of their shared objectives.

Sec. 3. President's Advisory Commission on Educational Excellence for African Americans.

(a) Establishment. There is established in the Department the President's Advisory Commission on Educational Excellence for African Americans (Commission).

(b) Commission Mission and Scope. The Commission shall advise the President and the Secretary on matters pertaining to the educational attainment of the African American community, including:

(1) the development, implementation, and coordination of educational programs and initiatives at the Department and other agencies to improve educational opportunities and outcomes for African Americans of all ages;

(2) efforts to increase the participation of the African American community and institutions that serve the African American community in the Department's programs and in education programs at other agencies;

(3) efforts to engage the philanthropic, business, nonprofit, and education communities in a national dialogue on the mission and objectives of this order; and

(4) the establishment of partnerships with public, private, philanthropic, and nonprofit stakeholders to meet the mission and policy objectives of this order.

The Commission shall meet periodically, but at least twice a year.

(c) Commission Membership and Chair.

(1) The Commission shall consist of not more than 25 members appointed by the President. The President shall designate one member of the Commission to serve as Chair. The Executive Director of the Initiative shall also serve as the Executive Director of the Commission and administer the work of the Commission. The Chair of the Commission shall work with the Executive Director to convene regular meetings of the Commission, determine its agenda, and direct its work, consistent with this order.

(2) The Commission may include individuals with relevant experience or subject-matter expertise that the President deems appropriate, as well as individuals who may serve as representatives of a variety of sectors, including the education sector (early childhood education, elementary and secondary education, higher education (including HBCUs and PBIs), career and technical education, and adult education), labor organizations, research

institutions, the military, corporate and financial institutions, public and private philanthropic organizations, and nonprofit and community-based organizations at the national, State, regional, or local levels.

(3) In addition to the 25 members appointed by the President, the Commission shall also include two members from the President's Board of Advisors on Historically Black Colleges and Universities (Board), designated by the President. In turn, the Board will henceforth include two members from the Commission, designated by the President. This reciprocal arrangement will foster direct communication and vital consultations that will benefit both bodies.

(4) The Executive Director of the Commission and the Executive Director of the Board shall convene at least one annual joint meeting between the Commission and the Board for the purpose of sharing information and forging collaborative courses of action designed to fulfill their respective missions. Such meetings shall be in addition to other prescribed meetings of the Commission or Board.

(5) The Executive Director of the Commission shall be a non-voting, ex officio member of the Board and shall be the Commission's liaison to the Board; and the Executive Director of the Board shall be a non-voting, ex officio member of the Commission and shall be the Board's liaison to the Commission.

(d) Commission Administration. The Department shall provide funding and administrative support for the Commission, to the extent permitted by law and within existing appropriations. Members of the Commission shall serve without compensation but shall be allowed travel expenses, including per diem in lieu of subsistence, as authorized by law for persons serving intermittently in the Government service (5 U.S.C. 5701-5707). Insofar as the Federal Advisory Committee Act, as amended (5 U.S.C. App.) (the "Act"), may apply to the administration of the Commission, any functions of the President under the Act, except that of reporting to the Congress, shall be performed by the Secretary, in accordance with the guidelines issued by the Administrator of General Services.

Sec. 4. General Provisions. (a) The heads of agencies shall assist and provide information to the Initiative as may be necessary to carry out the functions of the Initiative, consistent with applicable law.

(b) Nothing in this order shall be construed to impair or otherwise affect:

(1) the authority granted by law to an executive department, agency, or the head thereof; or

(2) the functions of the Director of the Office of Management and Budget relating to budgetary, administrative, or legislative proposals.

(c) This order shall be implemented consistent with applicable law and subject to the availability of appropriations.

(d) This order is not intended to, and does not, create any right or benefit, substantive or procedural, enforceable at law or in equity by any party against the United States, its departments, agencies, or entities, its officers, employees, or agents, or any other person.

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