

**CENTER FOR AMERICAN PROGRESS**  
**COMMUNITY SCHOOLS: CONNECTING SCHOOLS AND**  
**COMMUNITIES TO IMPROVE STUDENT OUTCOMES**

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JOHN PODESTA: Good afternoon, everyone. We have a lot of people in the back, so hopefully the sound is working and everyone can hear us. I'm John Podesta, the president of the Center for American Progress. We're very pleased today to be joined by former Prime Minister Tony Blair. We'll be joined in a few minutes by Secretary of Education Arne Duncan, House Majority Leader Steny Hoyer and several key distinguished education leaders from the United States to discuss community schools here and abroad.

So what are community schools? They're schools that stay open for extended hours, offer students and families access to important social and health services, and seek to become centers of community life by promoting parent and community investment in the school. The promotion of community schools has been a priority for this center since its inception over 6 years ago. One of the first things we did in forming the center was to form a taskforce on what needed to happen in public education, which we did for the Institute for America's Future.

And I think one of the main recommendations of that taskforce that was co-chaired by Janet Napolitano, who is our secretary here, and along with several other people, one of the main recommendations of that report, which was called "Renewing our Schools, Securing our Future," was this focus on community-based education. The taskforce recommended that community schools can improve student outcomes by meeting the unmet, non-academic needs of students, particularly those of low-income families.

Today, we're issuing a report by Saba Bireda that updates our review of successful community schools in a diverse set of districts from Chicago and New York to Arlington, Virginia; Maryland; Portland, Oregon. We see this movement spreading, I think, really, across the country. And we're especially pleased that, through a generous grant from J.P. Morgan Chase, the center is able to continue our work and now, to provide a platform to discuss community schools as part of a national education strategy, which was, I think, the focus of Tony Blair when he was in office.

This event brings together the leading players on the issue and we hope that our conversation today will significantly propel a federal financial commitment to community schools as, I think, particularly Congressman Hoyer will discuss. We're very pleased that former Prime Minister Tony Blair is here to help us consider the importance of community schools and to share with us how he built a national consensus to support them.

As I'm sure you all know, Mr. Blair served as prime minister of Great Britain and Northern Ireland from May of 1997 to June of 2007. After stepping down as prime minister, he was named official envoy to the quartet on the Middle East, which he continues to work at – represented by the United States, the United Nations, Russia and the European Union – in helping, particularly, the Palestinians to prepare for statehood as part of the international community's effort to secure peace.

He's launched two foundations: the Tony Blair Faith Foundation and the Tony Blair Sports Foundation. During Mr. Blair's time as prime minister – this is probably less well-known in the United States – he placed great emphasis on how government works, focusing on efficiency, on productivity and on delivering tangible, measurable results. Michael Barber joins us today, who helped him lead in those efforts, and we hope to learn from his success as we design progressive reform strategies in the United States, across the board, really, across overall investments in public goods.

As part of that effort, Tony developed major education reform initiatives in Great Britain, including the national adoption of an extended-schools strategy. Extended schools, like American community schools, stay open longer and provide a menu of services to students and to families.

England has invested millions of pounds in the transformation of its schools to extended schools, and expects that all schools will offer extended services by the year 2010. Mr. Blair oversaw these efforts and we can all learn from his experiences in bringing this monumental change, really, to the way education services are delivered in U.K. schools. So please join me in welcoming Tony Blair. (Applause.)

TONY BLAIR: Thank you very much, and hi, everyone. It's a real pleasure to be with you this afternoon, and thank John and the Center for American Progress for hosting this event. The Center for American Progress, under John's leadership, is actually becoming an organization of worldwide renown – actually, a lot of us are studying what you're doing here and hoping to learn from you.

I'd also like to thank very much Judy Diamond for all the work that she's done in trying to support your program for community schools, and all of you who are engaged in the education field. And a particular hello to Sir Michael Barber, who's the guy who used to do my education reform. So anything that worked was to my credit, and anything that didn't, was his fault. (Laughter.) (Inaudible) – the right relationship between the leader and the public servant. (Laughter.)

And the first thing I really wanted to say to you was that we spent a lot of time making change. And here's the thing: Making change is not easy. By the time I finished my time as prime minister, I discovered that when you first propose a change, everybody tells you it's going to be disastrous; whilst you're making the change, life is hell; and after the change is made, people assume that it was always like that, and why wasn't there more of it? (Laughter.)

And actually, I remember, not in education reform but in the health-care reform – and I think you may know a little bit about that here in the U.S., as well – (laughter) – but I remember the height of our health-care reforms, which now, really, have taken the – national health service actually is not a huge issue right now in Britain in the same way that it was when we came to power precisely because the reforms have had a big impact on the health-care system.

But I remember right at the height of those reforms, which had great opposition from within the health-care field – and I went and unfortunately, I had to have a small operation in

hospital. So I go into hospital and I'm lying in the bed there, and the anesthetist guy comes in with a very large looking needle, and leans over the bed and he says – his opening words to me is, Mr. Blair, I may not get the chance to say this to you again – (laughter) – which is not – that wasn't a great start. (Laughter.) And then he just said, I'd just like to tell you, I'm totally opposed to your health service reforms. (Laughter.)

So I learned it was never easy making change. And I learned a lot of lessons, good and bad, from the experience so let me try and share those with you. First of all, some guiding principles – and I'll talk specifically about community schools but I'll try and set it within the broader framework of reform. As guiding principles, well, obviously, human capital is what determines a nation's success today. I mean, it's obvious but you need to say it and repeat it.

I believe that poor education is the single biggest social injustice a child can have. A child can – and it especially would help get through in circumstances of poverty – but a child that is given a poor education will very often remain poor. A child that is given the chance of a great education can make something of themselves. So education is the great human liberator, in my view.

Also, I think as policymakers, I ended up feeling this about making policy in the field of education – that if it wasn't good enough for my child, it shouldn't be good enough for anybody else's. And I actually came, in the end, to believe that you had to approach education policy as a parent first. That is what, then, got you in the groove, as it were. So that when you came to look at policy, you looked at it in a very, very personal way – is it something that's really going to help the child or not?

I think the other guiding principle is that money's important, and we made major changes in investment in our education system. We increased the investment dramatically by the largest amount that any government had ever done since the war. But I am absolutely convinced money alone is not the answer. You can put as much money as you want into the system but if you don't accompany it by the right reform, then it won't work.

So those are the kind of guiding principles. What are the challenges? The challenges – and this is the reason why community schools are so important – is that the poor kids are often, even usually, in the worst schools. And they're congregated together, as well, many times. In many education systems – this isn't, incidentally, something that's just for the U.S. system or the U.K. system; you can see it all over the world.

Also, many of these young people will have family problems as well as educational challenges. In other words, their issue is not just about the time they're in school; their issue is obviously often their life circumstances – how they're being brought up; the community in which they're living; the multiple challenges of life, particularly for some of the poorest and most disadvantaged children.

Another challenge – and I'd be very frank about this but it's not always a popular thing to say – I think in respect to teachers unions, we have to seek a partnership but we should refuse a

veto. Now, that is sometimes not one of the world's most popular things to say, but I think it's important because it does set the framework within which we then try to make policy.

And I think the final part I'd put under the heading of challenges is that when we come to failing schools – I mean, this is what we've found. We could identify failing schools, and we actually took some very radical and pretty draconian measures towards them because I believed that every time there was a failing school, that was a whole group of children whose life chances were being shortened.

But I actually also came to the view, in the end, that there was a problem with failing schools, but that wasn't the only problem. There was also a problem with schools that were what I call mediocre – or coasting, we used to call them. In other words, they'd be kind of, you know, moving along, underperforming but not so drastically that people would say, oh my god, you've got to do something about that school, but actually, just not doing as well as they could or should. And that also, I think, is a major issue within our education systems.

So those are the challenges. Now here is what I think about education reform, which I would say is different from many other areas of public-service reform. I mean, I think the issues to do with health care are really, really tough, and, you know, around the world, everyone's always searching for the perfect health-care system. And you know if any of your political leaders were intelligent enough, they'd go and find it and implement it. And, actually, it's not like that. And the many things to do with pension reform – these types of issues can be incredibly difficult.

I think the interesting thing about education reform is actually we kind of do know what works. (Chuckles.) I mean, what's hard is implementing it. It's actually less hard to identify what works, what actually goes to make a good school and a good education. And here are some of the things that we came to on the basis of 10 years of empirical experience and in doing reform. The school that's successful has a sense of its own identity. It has, in a way, a kind of independent ethos.

You know, it's not just a school that you go to; and the name means something. You know, you name the school; it means something; it conjures up, often, an ethos of something that you feel pride in and ownership of. That always goes with strong leadership, in my experience. You occasionally got bad schools that had strong leaders, but I never actually came across a good school with a weak leader. So that leadership and ethos is very, very important.

And one of the reasons why it's important is this – and we found this with the academy schools that we created, which are rather like your charter schools, I think – where there would be a lot of power, a lot of independence for the schools. They weren't able to innovate and adapt and do new things because they had that sense that they weren't part of a big system; they actually were their own almost self-governing unit.

I actually think community, or extended schools, the empirical evidence from us is that that works, too. And there's a very simple reason for that. What matters to those children is not simply what happens between 9:00 in the morning and 3:00 in the afternoon. That is absolutely

clear. In other words, the school should become, if you like, a center for the support and nurture of the future generation – simply education in the narrow sense – and a hub for the whole of the community. It should be a resource and a source of strength, not just for the students that go in the school door, but also for the whole of the community.

So what we found with our community schools – extended schools, as we call them – using the facilities for adult learning, because actually one of the problems, often, with parents is that if they've had a poor education, sometimes that is – that is a disadvantage for them, obviously, but it's also a disadvantage for their children when their children are trying to learn.

Breakfast clubs and after-school clubs – again, for some children, particularly those from problem or disadvantage families, they might not have breakfast before they get to school. That's a problem for their education. It's a problem for their concentration; it's a problem for the way they behave at school. Youth development – dealing with some of the mental stresses and strains, as well as the physical shortcomings. Making sure, for example, for some kids, they can't go home and do their homework. It's not possible for them to do that. So you need to provide for that to be done.

Now, by the end of next year, as John was saying to you, all our schools will be extended schools. We're actually getting this down to primary-school level – is that junior school or whatever you call it? It's a very, very important part of making education about the whole person and about the whole community. And I think the lesson we learned is that that definitely works, and it's important to do.

Next thing that works: Good teachers are really good; bad teachers shouldn't be teaching. I'm afraid you can't – if people can't do the job properly, it's a problem, and it's a problem for the children that they're teaching. And again, that's difficult to say but I think it's true. Another thing we learned: Partnerships enrich the school. One of the reasons why we created trust schools and academies – and actually, virtually all the U.K. secondary schools now will have partnerships of one sort or another. Now, sometimes they're business partnerships; sometimes there will be individual philanthropists who will have a relationship with the school; sometimes they're community organizations; they might be educational trusts.

But the fact is, those partnerships, they bring in ideas and energy and creativity and one of the things we found at opening up our school system was that when these partnerships happen, you know, first there can be a lot of opposition to them, but actually, after a time, people realize that there's a whole different dimension to doing things and ways of working out there, and schools can benefit from that, just like any other type of institution.

Discipline – you've got to have that. I mean, it's an absolutely essential part. I mean, the thing I feel saddest about is when you get youngsters, maybe in difficult schools; they want to learn; they simply can't learn without a proper discipliner around. Hi, good to see you. (Chuckles, laughter.) And, you know, if that discipline is there, then they've got a chance of learning. But if it isn't, they don't. Parents need to be engaged and challenged. You know, the fact is, if your parents aren't part of the school community, if they're not in there being talked to,

helping, understanding where they've got to step up to the mark as well as the school, it won't work.

And finally, a little – and Arne will be interested in this – sport, I think, is really important, too. I think sport is a major, but often underplayed, part of giving kids a sense of partnership and responsibility and decency early in life. So as I say, I think the interesting thing is, whatever the challenges, actually, we know what works. That independent strong ethos, the notion of a community school, the idea that you're going to get the parents properly engaged, that teaching has to have certain standards to it, that there's discipline – that just, the whole child or student is being looked after.

So we know what the challenges are; we kind of know what the solutions are; so what's the strategy to get there? I think I would say these things: First, it actually helps if people understand this is part of a bigger picture. What's happening in government, generally – not just in education and school system, but government more generally – is that we're moving towards units that are more devolved, where government plays an enabling or strategic role but doesn't try to do everything itself. We're trying to move towards structures that are nonbureaucratic.

Actually, in the schools system, we're trying to move to situations where we break down some of the traditional demarcations. I mean, occasionally in our academy schools – they're like your charter schools – we will have schools that decide, actually, we're going to change our skill mix. It is not simply going to be traditional teachers that we have in here. We may have people who come in, for example, to do arts or culture or sport.

We may have people who come in that perhaps are people who give up some of their time to teach kids about the careers that are available to them. It is all part of a system, and you can see this right across public service reform where government stops being a heavy hand and starts to be a support for the creativity, the innovation and the leadership capability of the front line.

And one of the things that we found, not just in the education field, but right across the piece, was that, in today's world as in so much else, actually your school unit does want to think of itself as having some independence, some freedom to innovate, to be flexible, to offer the best that it can do, according to what it thinks. And that actually somebody sitting back – in our case, Whitehall; in your case, whatever the equivalent is. (Laughter.)

And, you know, we can work out what your school should be doing – you know, here is 500 pages of documentation about what your school should be doing. It just drives people crazy. So however, if you are going to devolve, the second thing about how to get there is that structures do matter to standards. I actually came to power in 1997 and I had this line which said, we are going to focus on standards, not structures.

At about 3 years in, I went in, I think Michael remembers that, and I said, I think this is wrong; in fact, I'm not going to say it anymore because every time I say it, I want to then contradict myself which is not a great position for a political leader to be in – (laughter) – although not one totally unfamiliar to me in my time in office. (Laughter.)

But you know, actually, the structure matters, so when you are thinking about, in the case of what we're talking about today, community schools, providing the right structures for this to be incentivized and developed is important. I actually believed, in the end, that our move to a far more – you know we actually ended up with our schools – most of our secondary schools will now become self-governing trusts, effectively.

So they will have a great deal of freedom and flexibility, and I think structures matter. Structures do determine the setting within which people take those decisions. And one of the things that I also think matters is throwing the system open to new providers as well. You know the fact is that in any other walk of life, it doesn't stay still and static.

One of the biggest problems the government-reform area – I always used to say this, you know when we, in our first term in office – that if Clement Attlee, who was the British prime minister in 1945 came back to the U.K. in the year 2000, he wouldn't recognize anything about the U.K. very much, except government. He'd recognize that – (laughter) – that has just gone on in the same way doing the same thing.

So I do believe it is important as part of the structural change also to allow in new providers and people with new ideas. And it is not just you can flog system, existing system harder. And you can always get a few results if you do that but actually if you change the system you are going to do a whole lot better and you achieve a whole lot more. Track performance, get the right data, monitor it and act fast. That is one thing we learned absolutely.

You know if a school is failing; don't wait 5 years. That is 5 years of a child's life getting bad education. Don't wait. So we – I think how you get the right performance data and how you use that data is of immense importance, like running any organization. And this is where again, sometimes in public-service reform we've got to be kind of bold here and realize there is lots of differences with a private-sector organization. Actually, there is lots of similarities. One is, you've got to get the data, you've got to track it, you've got to monitor it and you've got to act if it is not up to scratch.

And I guess the final thing I'd say is this: that you've got to go for it, really. I mean I can honestly tell you this in this area, at least of policy, I never regretted a bold move and I always regretted a cautious one. And the truth is, the change that you need is change that people know they need and they want it. And that is why it is important that you have a debate and a conversation that is as broad as possible but is not confined to the education community.

It has got to include the whole community. If you take the principle of community schools being that the whole community is involved, make the conversation with the whole community. Because what they will tell you is not often things that you want to hear, or things that are easy to do, but it will be the truth about how they find their local schools and the system in which they live. And this has got to be about public interest and not vested interest.

And the final, final thing I'd say is this: that I actually believe with education – and I'm delighted and Arne has had a great track record in Chicago – is you know, there are a lot of

people around the world watching what you are doing now and I wish you every strength and success. But I also think that the fact that the president has shown so much personal interest in this is really important. To me, I came to the conclusion in the end that education is not an education policy; it is a national mission.

It is of an absolutely determining nature and the reason I came to that view is very, very simple and it is based on my personal experience which is why I say, you approach this like a parent, not a politician. I know that I was really lucky and I got a privileged education. I absolutely know if I hadn't been that my life would have been – I would have had a lot less opportunity and a lot less chance to develop potential.

And now there are people and there are brilliant people who you could put them with the most terrible set of circumstances and the poorest education and they'll rise to the top. But I know I'm not one of those people. I know I'm one of those people that actually need a helping hand and I needed to learn and I needed what learning gives you, which is actually an inner confidence and belief.

That is the single most exciting thing in watching a child be educated well and in some of the school which we changed, you could go in the schools and you could see kids and they came from the poorest backgrounds and you could just feel how they were blossoming and flowering and developing as a result of a good education.

That is not a small bureaucratic item of policy. That is the greatest gift that politics can bestow on the people of the society. And so that is why, when you are talking about community schools today, it worth keeping in our minds what our goal is. And that is so that these children, in whatever circumstances they've been brought up, which they cannot change, we should give them the ability to be the most they can be through the gift of good education. Thank you. (Applause.)

MR. PODESTA: Well, that was just terrific and now it is a pleasure for me to introduce Arne Duncan, who became the secretary of education on January 20, 2009. Prior to his appointment as secretary, he was the CEO of the Chicago Public Schools, of which I consider myself a proud alumnus. And he held that title from 2001 to 2008, making him the longest-serving big-city superintendent in the country, which tells you something about how hard that job is, given the short half-life of most of your peers.

As superintendent, he launched the Chicago Public Schools Community Schools Initiative – a public-private effort to increase the number of community schools in Chicago. Arne has created an office of extended learning opportunities to help support community school development.

By 2008, there were 150 community schools in Chicago – about a quarter of the total number of schools there. As secretary, he continues to support the expansion of community schools as well as a major Obama initiative to create Promise Neighborhoods based on Harlem's Children's Zone model across the country.

I want to start by asking you, Arne, a question which is, we've focused over the past probably two decades a lot on education reform from accountability, testing, high schools, teacher effectiveness, charter schools, et cetera. The U.K. put a lot of effort, as Tony Blair just mentioned, in this concept of rooting extended schools as part of a community-based effort to really push education reform forward.

I think if you – we just did this report on community schools in the U.S. Here, it still seems more like an experiment, like one more thing on the list. How central is it to actually achieving the range of education reform efforts that you are trying to do with Race to the Top and everything else?

SECRETARY ARNE DUNCAN: I think they're absolutely critical. First let me say that we've learned so much from what you guys did and it is pretty remarkable the leadership that you provided, Mr. Prime Minister; Michael Barber has been someone I've listened to very, very closely. And these things are not in conflict. We need high standards; we need sort of national assessments. These guys have had it; we haven't done that. We have 48 states working hard on that and we need our schools – every single school – to be open much longer hours and serving the community.

And these things aren't in conflict, and I would argue that we have to move very aggressively, to the prime minister's point, and be bold in all of these areas. Schools that are open six hours a day, five days a week, nine months out of the year don't meet anyone's needs anymore. They don't meet middle-class families' needs; they don't meet single moms' needs; they don't meet the needs of children who come from no-parent homes.

Our schools have to be open much longer hours, with a wide variety of after-school activities for children and for parents. And when children learn and families learn to gather in the school as a part of the community, great things happen for children. Rich, poor, black, white, Latino – doesn't matter. When schools are islands from the community, when they are separated from the community, children suffer. And so I think we have to move with a huge sense of urgency in all of these areas.

And I will tell you, we did lots of things in Chicago that were tough and controversial and hard. Our movement to get 150 community schools had no natural enemies. Everybody was on board with it. This is the one area where everyone benefits. Teachers benefit; children benefit; families benefit; schools ultimately benefit. And this is when we just have to push extraordinarily hard.

MR. PODESTA: So not in conflict or central to reform?

SEC. DUNCAN: Both, not in conflict and central to reform, both.

MR. PODESTA: Mr. Blair, you were loading a lot onto the existing leadership of schools who probably as leaders in our own schools feel, to some extent, leery today in terms of the tough job that they have. How did you buy in the leadership in those schools, ask them to do

more? Obviously, there was some financial incentive to do that. But what was your strategy with respect, particularly to principals and teachers?

MR. BLAIR: Well, I'm not sure we always got the strategy right to be frank. But we invested a massive amount in schools and in teachers and in teacher's pay and all of that. I actually though came to the conclusion, in the end, that you had to be very careful of this tradeoff between what you impose from the center and what you – this is why structure is important. Because you see, you can't just say to the school, just get on with it. And the very reason you've got a government with a policy is because you can't just say get on with it, it doesn't matter how bad it is; you've got to put up with it.

On the other hand, I think if you create the right structure, then it is a lot easier for the government to be more strategic in the direction it is giving and to let the school then take some critical decisions itself. So in our – I mean this is not so much in the extended-school area which – Arne is absolutely right, it was actually pretty easy to get people to buy into this. It has taken time to do, mind you, but I think people bought into it. But when we came to sort of academy self-governing trust and so on, that was a lot tougher.

MR. PODESTA: Arne, in Chicago, kind of the same question, how did principals deal with now running an operation that wasn't just about getting greater performance from other students but having to run essentially a community-based social-service network?

SEC. DUNCAN: It is a great question and I was actually pretty concerned. We knew this was the right thing to do. When I started, I think we had about six community schools out of 600 – so 1 percent – and we wanted to grow this pretty dramatically. So we put a little money aside and decided to do an RFP – a request for proposal. This wasn't imposed on principals.

And I was worried we could do this and nobody might apply. We'd have this good idea and good money and no one would bite at it. At the end of the day, we were limited to 150 just based upon resources. There was a huge amount of interest. So this has to come from the community. What principals saw – and there was absolutely initial reluctance. Your building is open longer hours, you know, who pays for what, who is in control of what? Letting go – that is not something these educators always do easily.

But I will tell you, because the results were so dramatic principals talking to principals created, in two or 3 years, a huge amount of demand. I just saw Beth Swanson who is here, did a lot of work and Judy Diamond – sort of leading that effort. This was where government, nonprofit, the philanthropic sector, local money, state money, federal money was by far the biggest leveraged dollars that we spent – 6-to-1, 7-to-1 for everything we were doing. But having everyone invest and be part of the solution was huge, hugely important.

MR. PODESTA: Was the principal the leader of that effort, trying to put that together? How did that work?

SEC. DUNCAN: The principal had to be a piece of it. What you needed was a person at that school – so the principal buying it is important, but it can be the assistant principal, it could

be a social worker. You just need one adult there to be the bridge. Ultimately what we're trying to do now is train a new generation of this hybrid between social workers and educators. And the principal can run the school 9:00 to 3:00, and this new person whether you have a program coordinator, resource coordinator can run the school 3:00 to 9:00.

I don't know why we continue to build Boys and Girls Clubs and YMCAs; I think we should just put in all of our scarce resources into children and into education and into tutoring, into after school programs. We have all these phenomenal nonprofits around the country; everyone is hurting for money, tough economy, let's get out of the bricks and mortar business; in every community in this country – rich, poor, doesn't matter – you have schools. And in every school you have classrooms, you have libraries, you have computer labs, you have gyms, some have pools.

They're these great, great physical resources. They don't belong to the principal; they don't belong to me; they belong to the community and we need to think very, very differently about that. So this is not just the school working 14 hours. It is about bringing in the community partners to extend the hours in which that building is open to serve the entire community.

MR. PODESTA: And Tony, was that a similar approach, that the philanthropic community support the effort, that the business community buy in, tie in to the movement?

MR. BLAIR: Yeah, absolutely. First of all, we were obviously investing – we were building a lot, particularly of sports facilities and so on. But Arne's is absolutely right. The thing that was completely bizarre is you would have this extraordinary facility right in the middle of the community.

And for the majority of time, it wouldn't be used. Now obviously, for example, with a sports facility – so we have people who are specifically sports coordinators for the schools and so on now, and those facilities then could be used for adults as well. They can be used for after-school activities for the kids.

But often, it won't be a traditional teacher that provides those activities. We found that local businesspeople were prepared to come and help, for example, and they would do kind of career advice for the children. They might – you know some of the youngsters, it would never occur to them what the range of careers was.

You know, if you were lucky enough to be what we call middle class – and I'm not quite sure where it fits into the – class is a very British thing – (laughter) – the spectrum here – but if you are sort of from a comfortably off family, your career opportunities will often be greatly explained to you. If you are from a poor background, often you have no idea what the careers are out there. Now, so one of the things you do with the extended school is you'd also have an engagement with the local community who would come in and say, look, here are the career opportunities that are here.

And obviously, then, things like health and social services – these become a really, really important part of it. But once you get this going, it does require a different attitude of mind.

And that is what I think is important. You know, and it is not just about the principal; it is about the school deciding that it has got a somewhat different posture vis-à-vis its local community. That is what we found, but by and large, they do. I mean, that is the good news.

MR. PODESTA: And did the parents immediately take ownership of that or was that a challenge to bring them in?

MR. BLAIR: No, that was a challenge; that was a challenge we had to push. I mean, it has happened, and I think this thing will now be extended greatly. But that is always a challenge when you are challenging what is a very traditional conceptual notion of what is school. One of the things that we do, particularly in some of the new schools we are creating now, is we are now encouraging the heads to be quite assertive for the parents. The parents also have got to be brought in and made part of this whole thing. And sometimes they kind of say, well, you know the school, you educate the child, so there you are.

MR. PODESTA: Well, I think in your comments at the podium, you reflected on the fact that oftentimes, particularly for poor kids, they're going home without resources in the home, so the capacity to draw parents, who essentially are having struggles and difficulties themselves, into the school-based approach or this community-based approach is itself challenging. Arne, maybe I'll ask you the same question: How did you get the parents to buy into the ownership of it and then what is the progress – what progress have you made on it?

SEC. DUNCAN: I really do believe, sort of, in this "Field of Dreams" idea that if we build it, they will come. And I think we have to be very self-critical and look in the mirror. Lots of times we – as educators, we have not welcomed parents into schools. They are supposed to drop their kids off in the morning, pick them up in the afternoon and sort of not be seen.

And this is a fundamental change in culture. And that can be scary to sort of have parents there during the day and after school. But I will tell you, when you do GED classes, when you do ESL classes, when you do family literacy nights, when you do counseling, when you have health-care clinics there – we had a set of schools where you had literally 100 to 150 parents come to your school every day, not for their children's education, but for their own. And when families learn together, children are going to do extraordinarily well.

And so I think it's really a matter of us looking in the mirror and saying are we creating a climate in which parents feel comfortable? And we ought to be really frank. A lot of our poor families – why are they poor? Because they didn't get a good education. That's why they're poor. And so they've had these horrendous lifelong failure experiences in school and we're trying to overcome that.

And so it takes knocking on doors; it takes doing outreach; it takes bringing them in. But when you do it and when you provide real opportunities and real engagement, if you have a parental board to help shape what's going on, they will come in droves; they will come in droves. And food helps. You have got to feed people. (Laughter.)

MR. PODESTA: At the national level, Arne, what do we need to do for this to take off? Is this just about financial resources? What needs to happen with respect to what the federal government can do to encourage this to take place in state and local communities?

SEC. DUNCAN: Well, I think this is a huge moment of opportunity. What needs to happen is we need to fundamentally agree that six hours a day, five days a week, nine months a year is broken. That's a 19<sup>th</sup>-century model; it doesn't work. And I keep saying this: It's based upon an agrarian economy and our kids aren't working the fields anymore.

And so what we have to do collectively is say every school – and Children's Aid Society is here, Jane Quinn; that's great – every school, just as they made a commitment in Great Britain – every school needs to be open these extended hours. And this can't be sort of a separate program; this has to be embedded in everything we do.

So when we talk about Race to the Top, when we talk about school improvement grants, we have unprecedented discretionary resources to invest. One of the biggest things we can do is get more time and use these resources to extend what we're doing. This is not just about more money; it's about thinking differently. If we invite the YMCAs in and the Boys and Girls Clubs in and don't charge them rent, we all save money.

So part of it is resources; part of it is just simply a different mentality. And if the current model of a school doesn't work for middle-income kids; doesn't work for poor children; doesn't work for two-parent families; doesn't work for single moms; it doesn't work for so many of our children who are basically going home to no-parent families, it's a broken model. And why we continue to perpetuate it doesn't make sense.

MR. PODESTA: Did the community schools in Chicago stay open during the summer?

SEC. DUNCAN: Yes, you got 11, 12 months out of the year. And again, we don't need any more studies on summer reading loss; we know we get poor kids to a certain point in June and they come back to us in September further behind than when they left. That's heartbreaking; why do we permit that to continue to happen?

MR. PODESTA: The – I gave you credit, which you have earned, on accountability measurement, metrics. And you talked about that, Tony. What were the results? I mean, we now know that the U.K. is on track to keep schools open. Do we know enough to know that we can measure that we actually got results, at least in student performance?

MR. BLAIR: Yeah, absolutely. I mean, the student performance at every level is up. And some of the schools that were some of the worst performers have been turned round. I mean, that's why I say – I was saying that the thing about education policy is that really you can pretty much know what works. Doing it is very hard, but we – when we track back now and look at the results in key schools, you can see those results very clearly. And the extended schools, as we call them, have been a big success.

MR. PODESTA: I think we are – we have been joined by Congressman Hoyer, who I'm going to introduce just in a few minutes. But I think we've got time for one or two questions from the audience. So please –

Q: Hi, Prime Minister Blair –

MR. PODESTA: Please introduce yourself.

Q: My name is John Laim (sp). I am a member of George Washington University's radio, the Political Pulse, and I'm a student. But I just have a question for you guys: As a student, as a young person, population is exploding across the globe – the United States, Great Britain – what can the government do, what can other organizations do to inspire young people to become teachers and educators? And how can young people afford to be educators and get into an education profession when the pay is so low and the cost of living is so high?

MR. BLAIR: This is a really important issue. I mean, it's – there is no area of public services that people don't say it needs more money, is the first thing. (Laughter.) I actually learned, when I was prime minister, I learned the extraordinary number of ways, euphemisms, for “we want more money.” (Laughter.) It would be, “We need more support.” (Laughter.) And, actually, in the U.K., we were lucky in that we were able to offer a substantial uplift in teachers' pay.

But I think there is something else, quite irrespective of pay. It is the designation of teaching as a really important thing in the community. And we did – I mean, this is very simple and, incidentally, very British, but we gave the first knighthoods to teachers – head teachers who had done really well.

Now, I know it's very British – (laughter) – but it was absolutely absurd. You would have it in the civil service; you would have it in business; this would be – you know, you achieved a certain renown; you managed – you, of course, were recognized by the whole community. It had never happened with teachers. We set up a national college of leadership for teachers.

We also introduced far greater flexibility. I mean, sometimes it really was a kind of Buggins' turn as to how you progressed up the ladder before you managed to become the principal. Actually, if someone is a great educator and they are able to get there earlier, they should get there earlier. So I think it's sort of about the value you attach to that.

And the other thing I think is this – and I think this is really important and maybe this, again, is a very specifically British thing, but – and I was very much of the view, as I said in my remarks, that teachers should not have a veto. On the other hand, they should get real support where they're doing the right thing in difficult circumstances. They should not be left out there without the politicians standing behind them.

And sometimes in our schools where the teachers would do really tough stuff on the discipline side because they had a nightmare situation, I was always first out there to say, I don't

want any political correctness about this. If they're trying to get their school properly run, then we should be there supporting them. So my view is, you know, of course the money matters, but the value that we attach to the position also matters.

Just to quickly add – and this is a hugely important opportunity for us – we're going to have a million teachers retire over the next five, six, 7 years, and our ability attract phenomenally talented folks into education and keep them is going to shape public education for the next 30 years, here. It's a real generational shift, and Randi Weingarten, who is here, is doing an extraordinary job as the head of the AFT and is a real partner in reform, not just in community schools, but in so many areas. If we can do that well, we'll change public education forever. If we don't do that well, we're going to perpetuate what we're doing.

What we need to do: two things. We need to make teachers and the teaching profession the revered profession that it needs to be. And other countries have done a much better job of raising status and raising prestige. So whether it's working with the president; whether it's working with the first lady, I'm always trying to learn something new – we'll start a knighthood campaign here for teachers – (laughter) – but that's a big piece of it.

Let me be clear: No one goes into education to make a million dollars. Teachers are absolutely underpaid, but they go in with the more altruistic of reasons, and we've got to better support that talent. So how do we as a country put a premium on the teaching profession? We have not done that; we have a chance to break through.

Secondly, on the financial side – and this is along – of lots of things we're fighting for, we need to do a much better job of advertising it. As of July 1<sup>st</sup>, there's this new thing called income-based repayment – IBR. So people who go into the public sector – people who work for government; people who work for nonprofits or run community schools; people who go into teaching – going forward now, when they graduate from college, their loan repayments will be inducts to their income.

And so they won't be financially handicapped and have to go into more lucrative professions – so I hope you're listening carefully. (Chuckles.) And then, after 10 years of public service, after 10 years of teaching, any remaining loans will be absolutely forgiven, will be erased. And so this is a fundamental breakthrough.

So over time, yes, we need to invest more in teachers; we need to particularly award excellence, which we want to think about. But money, as the prime minister said, is always going to be a piece of it. How do we dramatically raise the prestige of the profession? And we have a chance to really break through now; it's an extraordinary opportunity.

MR. PODESTA: Take one more.

Q: I'm Kavitha Cardoza with WAMU Public Radio. I have a question: There are some charter schools in D.C. that are actually sort of cutting back on their extended hours because of security and safety issues, especially as it gets darker. So I wanted to ask how that worked in Chicago.

MR. DUNCAN: We didn't begin to do this perfectly at all – and it's not a D.C. or Chicago issue; it's a national issue that often these streets aren't as safe as we would like them to be. And there are real challenges about that. And so I think part of what community schools do is keep children safer longer – 12, 13, 14 hours a day – but children still have to get to and from school safely. They have to still be able to navigate their communities on the weekends.

And the safe haven that school is becoming, while that's a huge step in the right direction, we can't stop at that point. So how do we help move out those boundaries of safety beyond the school? And we didn't talk about this – it's a whole separate topic – but the idea of Promise Neighborhoods, of trying to replicate what Geoffrey Canada has done in Harlem – the Harlem Children's Zone – where the schools are the centers of neighborhood, where it's taking on an entire community to create that safety net, that network of opportunities, but also the actual physical safety that our children need.

With the presence and leadership of Congress's bipartisan support, we're going to put out some significant money for planning grants, but ultimately spend hundreds of millions of dollars to try and replicate the Harlem Children's Zone with this Promise Neighborhood concept around the country. And I think that's ultimately where we have to go. We have to continue to make schools the real safe havens and centers of the neighborhood, but even when we get that, I think the next generation in this is really spreading that safety net and that physical safety beyond the school boundaries.

This Harlem Children's Zone/Promise Neighborhood concept, I think, is really, really exciting for the country. And we look forward to investing in a number of places that are willing to partner and collaborate in very different ways to create a network of supports and opportunities for children.

MR. PODESTA: Tony, is that an American problem or did you face that in –

MR. BLAIR: No, unfortunately not. It is a problem for us, too. And the only way is to get the whole-of-the-community involvement. There's only one thing I just want to mention, actually, about the teachers. As a result of the changes we made, in fact, the numbers of applications – am I right in saying, Michael – for people to be teachers rose really dramatically. So by the time we finished, you know, I think there really was a different sense of what being a teacher was about.

MR. PODESTA: Well, please join me in thanking Secretary Duncan and Prime Minister Blair for really a terrific conversation. And I know Arne has to leave. Tony, I think you're going to join me in the front seat for a bit. And I'm going to come back to the podium.

And it is my now my great pleasure to introduce another long-time supporter of community schools at both the state and national levels, Congressman Steny Hoyer, who's the majority leader of the U.S. House of Representatives. He's been a national champion of community-based schools.

Maryland is home to several school-community partnerships known as Judy Centers, named after Judy Hoyer who was, herself, a tremendous leader and advocate for early childhood education and community-based services before she passed away. Judy Centers combine early education and social services with specific Title I districts in Maryland.

On a national level, Congressman Hoyer and Sen. Ben Nelson introduced a Full Service Community Schools Act of 2009. The legislation would authorize \$200 million per year for 5 years to fund federal grants for partnerships between school districts and community-based organizations. So it's my pleasure to introduce a dear friend and a great leader, Steny Hoyer. (Applause.)

REP. STENY HOYER (D-MD): Thank you very much, John. I am very pleased to be here. And I am inclined to say that I adopt the remarks of the gentlemen from Great Britain and from Chicago, and sit down. You would be pleased but you wouldn't expect me to do that. (Chuckles.) I am very, very pleased to be here. Let me tell you a little story, if I can, at the beginning. First of all, weren't you pleased with WAMU's reporter's accent? Wasn't that an impressive accent, Tony?

I want to tell you a little story. About a year after my wife died, I got a call from the White House inviting me to a state dinner. And they wanted to know who I was going to bring with me. So I called up – my oldest daughter lives in Chicago – actually, in Champagne but they have a place in Chicago, as well – and so I called up my middle daughter, Stefany, and I said to Stefany, Stefany, the president's invited me to a state dinner. Prime Minister Blair and his wife are going to be the honorees, and I'd like you to go.

She said, what's wrong, Dad, you need a date? (Laughter.) And I said, yes, I do. And she said, oh, okay. And my middle daughter is not one for much glitz and I've been in politics all of her life so it's really not too exciting to her, but in any event, she agreed to go.

So we went at the cocktail party to begin with, and we spent a lot time with Dick and Jane Gephardt, et cetera, et cetera. We went through the line and President Clinton, so gracious, gave me a real buildup in front of my daughter, and Stefany was rolling her eyes and saying, you politicians all say that about one another.

And so we went into the East Room and the couples were separated – they had husbands and wives, or partners or whatever, sitting at different tables. So you could tell, Stefany, this was a real – other than she had got a new dress for it that dad paid for; that was really neat – but this was not a great thing for her, and she was being very gracious to her dad, who needed the company.

So we walked over, and in the corner table, we got about two or three feet from the corner table and she saw her name – Stefany Hoyer – and then she saw the name next to her. It was a knight of the realm who sings songs from time to time. His name was Elton John. From that time on, this dinner was a great success, Tony. (Laughter.) She was pleased that you were there, but Elton John really made her night, I want you to know. (Laughter.) And when you

talked about the knighthood, I thought to myself, there you are; Sir Elton John made Stefany's evening.

I am very pleased to be here because of the subject as well, and I want to congratulate Prime Minister Blair, who did so many great things – showed so much courage and character in the leadership of his country at very, very difficult times. I am a huge fan. WE had an opportunity to spend some time in Ireland, as well, with President Clinton and Prime Minister Blair. And I think his leadership in so many areas, particularly as an ally of this country, whether you're for or against, but no ally has been stronger than the Blair-led government of Great Britain. So thank you very much, Mr. Prime Minister.

I'm proud to join you and Secretary Duncan on this important day for the community schools movement – movement. I'm using the word movement deliberately because what we are engaged in is nothing less than a project to reimagine what schools can be. Arne and Prime Minister Blair spoke so eloquently about that. Sir Randi and I have discussed that as well. (Laughter.)

I have confidence in our success because we're working in the long tradition of great educators and civic leaders who reimagine schools for their own times. There was a time, of course, when school buildings weren't expected to contain much beyond classrooms, chalkboards and chairs. But more than a century ago, faced with the demands of urbanization, immigration and universal education, the first community schools – reformers came to realize that schools can be and must be more than just places for instruction.

Now, we wrote that, and as I read that, I thought to myself, no, that's not really correct – traditional instruction. Because all that is done in a community school is instruction. It may not be categorized as instruction; it may not be traditional instruction. But it is, in fact, a learning experience for children and for their families, as well. They can be the center, and must be the center, of their communities.

Prime Minister, I don't know about your country, but I think it's probably the same – the only facility that is common to every community in America is the school and the firehouse. Now, the firehouses, for the most part, are not places where gathering goes on, where you want to have an efficient ability to egress quickly without people in the way.

But schools are common to every community; they're accessible to every community, and unlike some other facilities in our communities, which are not so successful. Housing offices are not very common in communities. Health-care facilities – sometimes but not always, common to a community. But a school is there.

As the educator John Dewey put it in 1902, and I quote, "The conception of the school as a social center is born of our entire democratic movement." That spirit gave us so many of the features of the educational landscape we take for granted today – schools with auditoriums, schools with playing fields, schools where neighbors come together to cheer at games, to participate in civic clubs, and even to vote.

The secretary and the prime minister talked about that. Now, I'm sorry the secretary left, because there was a time, during the course of the Clinton administration, when there was a proposal that Head Start's money ought to be broadened in terms of its applications so that capital expenses would be available from Head Start monies.

I opposed that, and I said that ought to be the last alternative. What, really, we ought to do is make sure that Head Starts and schools have collaborative efforts and are collocated so that you can use the facilities – nutritional services, cafeterias, gymnasiums and auditoriums, janitorial services – all the services that one must pay for once one builds a capital facility, but need not be duplicated if you collocate.

It was interesting. And this is why Arne Duncan is – I got a call from my good and dear friend, Dick Durbin. Dick said, what are you doing? I said, what do you mean, Dick? He wasn't on the Labor Health Committee – on the appropriations committee – and I was; he was another subcommittee. He said, what are you doing? I said, what do you mean, what am I doing? I just got a call from the Head Start people in Chicago and they're very uptight with what you're doing. I said, well, why? And then Sid Yates called me, who was a wonderful, wonderful representative of Chicago.

And he was not quite as animated as Dick was, but said the same message: What was the problem? The problem was that the Head Start people were concerned that they didn't have the keys to that facility – that it was owned by somebody else, run by the principal. It was a turf issue. Judy, who I'll talk about in a second and you've already heard Jon Podesta talk about, was concerned about turf battles.

When Hillary Clinton wrote that it takes a village, a community school is the village and, indeed, ought to be the village. Because, as Prime Minister Blair pointed out and Secretary Duncan pointed out, we make a tremendous capital investment in a school. And because we call it a school, we have somehow, intellectually, limited its scope because of our traditional understanding of what a school is.

If we call it a community school, if nothing else, that will broaden our understanding. Our work is a revival of the tradition of community schools of which John Dewey spoke. It's not a movement simply because its ambitions are large, but because it's being driven from the ground up by teachers, by innovative administrators, by partners in the private sector. I'm proud to say that one of those reformers was my late wife, Judy, as Jon pointed out. There are now 24 Judith B. Hoyer Early Childhood Education and Childcare centers in Maryland.

The only reason there are not more, Tony, is because of resources. Because every place I go, somebody either knows somebody who's in a center, they have a child in a center, they teach in a center, they're a parent involved in a center, they're a health-care person, they're a social-service person, they're an adult literacy educator, and they all tell me how wonderful these schools are and we need to have more.

I'm hopeful that, as soon as this economic downturn, or we get that \$200 million authorization passed, that we will have additional sums for these schools. Teachers like Judy see

the need for change every day. Randi Weingarten knows that because she talks to her teachers. Others of you who are teachers, or work with respect to teachers, know that. Every day, they work hard to reach students whose struggles begin before they set foot in the classroom.

They are students missing out on three square meals a day – Arne said feed 'em; makes sense – or regular doctor visits, or even safety on the way back home from school. You talked about the communities and Arne talked about the Harlem safe neighborhoods effort. While our teachers understand that there can be no excuses in education, they also know that even the most sheltering schools, the most dedicated instructors and the most motivated students can't erase the effects of those challenges without help.

Those who criticize Hillary Clinton for “It Takes a Village,” and say oh, no, just parents, I don't think were ever parents. Because if – I'm a parent; I have three daughters, I have three grandchildren and one great-granddaughter. And I know that my granddaughter, who has my great-granddaughter, she needs help; she cannot do it alone. She needs a childcare provider. She needs babysitters. Luckily, she's got parents that can do that. But she needs help; she cannot do it alone. And to the extent she gets help, Eva, my great-granddaughter, is advantaged.

So community schools are designed to remove roadblocks to academic success. They work with local organizations in the private sector to coordinate a wide range of services – that's the key – because they need a wide range of services. And it is not just the students who need services; it's their parents – their parent or parents, as well.

At a full-service community school, you might end up – you might find health clinics or dental care, mental health counseling, English lessons for parents, adult courses, nutrition education or career advice or a myriad of other services that will enhance the experience and the welfare of the child and the child's family. But there are few places more welcoming to house them than the neighborhood school, for the reasons I've mentioned – I'm sure – I got here halfway through but I know Mr. Prime Minister, you talked about that, and I know Secretary Duncan talked about it.

Schools like these stay open long after school hours and on weekends, too. Secretary Duncan must have mentioned that 10 times while I was sitting here in the short period of time I heard him speak. Why? An extraordinary investment.

In my area of the state of Maryland, we spend 80 to \$100 million to build a high school. And equipping it costs more. How shortsighted and tax-insensitive it is to limit the use of that facility to a single use. They're places for neighbors to learn together, work together and, crucially, places for parents to participate in their children's education.

Schools like these quickly become the hearts of their communities, and the reason that community schools now have such strong political party is that these results don't just happen in theory. They have happened again and again when parents, teachers, administrators, communities, and the private sector have worked to put the community schools model in place.

With the extraordinary success, as we saw in Great Britain under Prime Minister Blair's leadership, and as we saw in Chicago; as we're seeing under Martin O'Malley – and Parris Glendening was the one, frankly, who was a partner with me and with Mark Shriver of the Shriver family. Mark introduced the bill in the House.

In Arlington, Virginia, Carlin Springs Elementary School serves many low-income and immigrant families. As a community school, it's begun working closely with 29 partner organizations. Think for a second if you asked a parent with limited resources and probably limited opportunity for independent transportation to access the services that those 29 organizations provide.

Think, if you asked that parent, go here, go there, go the other place as opposed to saying, we have centralized these services at the community school where you take your child, how more efficient and effective those services would be.

It's begun working closely with 29 partner organizations, and more than 80 parent and neighborhood volunteers. In one innovative program, students run a school-based branch of a local credit union, learning about budgets, savings and basic economics. Do you do that? I saw somebody smiling there as if you were the ones – but if you are, congratulations.

Parents can take advantage of workshops, summer family programs, family library nights and much more. In one innovative program second through fifth grade students run a school-based branch of a local credit union – I already said that – got two pages the same! (Laughter.) The good news is, I realized it! Think how bad it would've been if I hadn't realized it! (Chuckles.) Just push that button and Hoyer speaks, right?

It offers a full-service school-based health center with medical and mental health clinics; after-school and summer programs that include athletics, performing and visual arts, technology design and leadership training, English language, computer, GED, vocational classes for parents in the community. Think how efficient that is in having available those services in the community school.

There, too, parents' involvement in their children's education is on the rise, which you mentioned, Mr. Prime Minister, and so is student achievement. We have seen results like that across America. And as Prime Minister Blair pointed out, across the Atlantic, as well, a decade of research of full-service community schools has consistently shown that they promote higher student achievement and literacy, stronger discipline, better attendance and parental participation, reduction in dropouts and increased access to preventive health care.

Let me say as an aside, I was so pleased to hear Prime Minister Blair say that when the teacher had a problem, that the community ought to step in and support the teacher. Unfortunately, that happens less in America than it did 20 years ago or 40 years ago or 60 years ago. We need to reinvigorate in parents the understanding that teachers are there to help their child. They are not the adversary; they are the ally. I point out that the last factor is especially important in light of a possible flu epidemic. That was the prevented health care that I didn't insert.

Politicians cannot claim to have started the community schools movement, of course, but we have paid attention to the results and many of us are thoroughly convinced. That's why President Obama and Secretary Duncan are strong supporters of community schools; that's why every public school in England will provide extended services by 2010. Thank you, Tony Blair. (Applause.) And if all the children and parents were here in Great Britain, they would be standing and applauding, Mr. Prime Minister.

That's why, as John Podesta indicated, I introduced legislation that will make a strong commitment to community schools here in the United States. Now, I've been at this effort for over a decade-and-a-half as a member of the labor, health committee. We have not made as quick a progress as we should have. My expectation is that under President Obama's leadership and Secretary Duncan's leadership and with our strong advocacy, we will make much better progress.

That legislation would mean grants for states and school districts to work with community organizations and businesses to create the kind of programs that have had success at schools like Carlin Springs and Mirabal Sisters. This is not a compunction but a help. This is not forcing people to do things; this is giving them incentives to do things, which is the more positive way to approach it. It would greatly expand the number of full-service community schools in America. It's a bill I believe in both as a congressman committed to education and one committed to fiscal responsibility.

You will recall, perhaps, Mr. Prime Minister, there was a governor in our state elected in 1966, in the same year I was elected in the Maryland State Senate. He was elected as a progressive governor in our state. He gave an inaugural address in January of 1967 in which he gave a very profound sentence – other parts of the speech were pretty good too. He said that the “cost of failure far exceeds the price of progress.”

I want you to think about that: Investing in community schools will be far cheaper than investing in the failure of our students, the imprisoning of some of our people, the lack of an ability to work, the failure to produce taxpayers as opposed to tax payers – the cost of failure. That governor was Spiro T. Agnew, who later became vice president of the United States and somewhat changed his politics, as you may know. (Laughter.)

Stronger services in schools are clearly an investment upfront. But if they keep a child from delinquency or help a child get vaccinated, they can save us the much higher cost of which I've spoken. For me, the movement is both an obligation and an opportunity. It's an obligation because the inequality that still cripples our schools and our students' future is an affront to the promise of public education.

And it's an opportunity because just like John Dewey's generation of reformers, we can create new ways of thinking about schools that the parents and students to come may one day take for granted. We have the chance to reimagine our schools and I hope that all of us will commit ourselves to that end. Thank you very much to all of you and to CAP for the work that

you're doing and the great leadership of our leader, John Podesta. Thank you all very much. (Applause.)

(Audio break.)

MR. PODESTA: (In progress) – Weingarten for standing up. Thank you, Steny. Let me start by saying that as someone who is half Greek, I'm really glad that I now have something profoundly positive to remember Spiro Agnew for – (laughter) – so I appreciate that – (chuckles) – that reminder. Steny, thank you for your comments, thank you for your leadership. I think we all have the charge of what we need to do next.

We're now going to have an important panel discussion of community schools that's going to be moderated by Cindy Brown, CAP's vice president for education policy. Cindy has been a tremendous leader for us in moving an education reform agenda forward. That agenda was set, as I said, by a taskforce that was co-chaired by Homeland Security Secretary, former Governor Napolitano, but we're also joined by one of the other co-chairs, Roger Wilkins, a great educator in his own right and a great civil rights leader.

We thank you for being here, Roger. And the panel will include Randi Weingarten, Roberto Rodriguez and Jane Quinn. Let me just call you all up and why don't I do the introductions and then kick it over to Cindy. But please join me in the front. Randi Weingarten, of course, was elected as president of the American Federation of Teachers in 2008, and immediately expressed her support for federal funding of community schools.

Prior to her AFT presidency, Randi served for 12 years as president of the UFT in New York City and for 1 year as president of both, as I recall. The AFT recently announced its first innovation fund grantees, including the Philadelphia Federation of Teachers, who will lead a community school expansion project in Philadelphia.

Roberto Rodriguez is special assistant to President Obama for education and serves as a member of the White House Domestic Policy Council staff. Previously, Roberto was chief education counsel to United States Sen. Edward M. Kennedy, chairman of the Health, Education, Labor and Pension Committee – the so-called HELP Committee. Roberto was a good friend of ours on the Hill, now is a good friend of ours in the White House. He's also involved with the Promise Neighborhood Initiative, which Arne Duncan mentioned, which the White House has requested \$10 million in planning grants for.

Jane Quinn is assistant executive director of community schools at the Children's Aid Society in New York City, and director of the National Technical Assistance Center for Community Schools. Jane's widely regarded as an expert on community schooling and has helped thousands of practitioners develop their own community school initiatives. So with that, let me turn it over to Cindy for the discussion.

CYNTHIA BROWN: It's a great day and we want to engage in a discussion about how we're going to move this movement forward because we have three warriors in this effort to put forward the movement that we've been hearing about from major international and national

leaders. So Randi, let me start with you. You made community schools a major priority of the AFT the moment you assumed this new position. Tell us why.

RANDI WEINGARTEN: You know, as a union leader, you don't have that many opportunities to clearly and quickly state your priorities. But if you think about who the American Federation of Teachers has always been, it's been a union that very much stands at the vortex between two social-and-economic-justice movements – since we're now talking about movements, warriors and knighthoods. (Laughter.)

One of them is public education and the other is the labor movement. And what do they have in common? It is the equalizer – the opportunity. Public education – the opportunity agent for kids to not only dream their dreams but achieve them; the labor movement – the opportunity agent for working folk to become part of the middle class. And so if you actually teach, as I did, and if you had the honor of representing teachers and others, as I have done, and you've actually worked with communities, as we had done in New York, you realize that we have to do more than simply instruct children for seven hours a day.

And as Steny Hoyer said and as Prime Minister Blair said, the school can be the hub of the community. So if you know kids need – particularly poor kids, whether they're rural or urban – need resources to level the playing field for themselves – not to make it an excuse for teachers, but how we embolden and empower kids – and you know that schools ought to be the center of communities, and you know that that is part of the promise of what you need to do if you believe in social and economic justice, it became a no-brainer.

I could use my first speech as national president when everybody was looking to talk about community schools and collocating services as both Prime Minister Blair, Arne Duncan and Steny talked about, and use that as a liftoff point, that would be a good thing. And given that for the last 8 years in the Bush administration, they never talked about this. It was always only about measurements and, you know, to some extent, charter schools. We wanted to bring back how do you create a level playing field, particularly for poor kids?

MS. BROWN: A great service. So Roberto, we heard some mention of Promise Neighborhoods in the previous remarks, but give us some more specifics about how they fit into the administration's overall agenda on education, housing, urban affairs, health care, social services – how you going to get it all together?

ROBERTO RODRIGUEZ: And also the promise of community schools is central to the charge that the president has really put before us of really providing complete and competitive education to all students.

You know, this is not only an economic imperative for us; it's a moral imperative for us. And the community schools model really helps bring that all together. It helps attend to the whole child; it really provides for the nonacademic supports that we know are so important to a student's learning; it also really provides for their academic development. And through expanding the school day, we're able to really attend to improving teaching and learning in those schools.

So that community schools model, coupled with Promise Neighborhoods, we really feel provides the opportunity to really empower families and empower whole communities around the central goal of helping ensure that all of our students are really – we're boosting academic achievement; we're helping them get to the finish line – the finish line being successful high school graduation and continuing on to college.

The other positive benefit both of community schools and of Promise Neighborhoods is it really assumes an all-hands-on-deck approach here. And this is something that our administration has continued to talk about; we're not going to be able to go at this alone. It's not just one sector here. We're not just looking at what's happening in a community; we're not just looking at what's happening in a child's particular home. We really need a strategy that's going to bring all of those pieces together around one unified goal of helping improve student achievement and helping students be able to succeed.

MS. BROWN: So let me have a follow-up question on that. I've worked in the federal government and I've basically spent my entire professional life here in Washington, D.C., so I've seen some silos. (Laughter.) And I actually – yeah, I even observed in my – I'm from the ancient days of the Carter administration, but I served on some interagency taskforces myself. Do you expect to break down some silos here, and how are you going to do it?

MR. RODRIGUEZ: I think we certainly need to do that, and Promise Neighborhoods is the first step forward on that. You know, we've proposed in the FY10 budget \$10 million in planning grants to begin to bring communities together around, really, an integrated approach to helping students succeed, achieve academically and be able to make it along to college.

We have great engagement across our administration in this work – Secretary Duncan, along with other member of the Cabinet, coming together to really see how we can leverage the benefits from each of these different sectors in terms of meeting our goal. And I think we just have to look at the successful work that's been done around the country, whether it's in Chicago through the secretary's seeding of full-service community schools there, whether it's through Jane's work up in New York and Randi's leadership.

Communities have really gotten this. They've understood that this is not just about the particular educational experience in a child's world; it's not just about what a child experiences in their community; it's not just about what a child experiences at home. It's about really providing for a comprehensive approach to bring all those things together.

And when you do that, we're seeing tremendous results. We're seeing children's health needs attended to; we're seeing children's social and emotional needs attended to; we're seeing children's academic achievement improve. And those are the types of things we're looking for with the strategy, so I am very hopeful. I think we're going to learn a lot by looking down to local communities and to their experience with this particular model in terms of success.

MS. BROWN: So Jane, let's hear about Children's Aid Society in New York. You've been at this quite a while and have really figured out how to do this successfully. I know you

consult with other cities around the country, as well, so tell us a little bit about the secret – (chuckles) – to making this work.

JANE QUINN: Well, I think one secret is to see it as a strategy. I'm so glad Roberto kept saying that word because I think that sometimes people are looking for a program, you know – a program model – and I think that the way to think about community schools is that it's a strategy for organizing the community's resources around student success.

So if that's your starting point, then you have to understand who are the children in the school, what are the circumstances, what are their life circumstances, what's going on with their families? You always start with a needs assessment, and then you respond as comprehensively as you're able to, to those documented needs. I think that that is a secret to success.

I think another secret to success is the whole idea of partnership. I'm glad Tony Blair talked about that; I think everybody has talked about it. And to have an effective partnership between a school and a group of families and a group of community resources, you have to do joint planning. There is no substitute for joint planning.

So there's a methodology to implementing this strategy with success. And a lot of it is the flexibility of the strategy itself that I think contributes to the kinds of results that we're seeing all over the country. And I think it's also connected to why so many communities are taking up this strategy because local knowledge is important, local context is important. So the flexibility allows this strategy to be used successfully in a number of different kinds of communities.

MS. BROWN: It's great that you were in New York working with Jane so you bring a lot of local experience to this movement. And, you know, we all know that teachers and principals are under a lot of stress these days around accountability and performance. And is it an easy sell or a tough sell, and what have been your experiences in getting teachers and principals to embrace the community school?

MS. QUINN: I think it's a pretty easy sell. We have a waiting list of principals who want to work with us – now, we do have a 17-year track record. But when you think about the fact that groups like the Children's Aid Society and lots of other community partners are bringing human and financial resources into schools, and are actually freeing teachers to teach – and that's one of the most, I think, dramatic findings of a number of evaluations, including an early evaluation of our work in New York City; that having these additional human and financial resources in schools frees teachers to teach – so what principal wouldn't want that in their school?

Now, there are some principals who don't want that because they would like their building closed at 2:30 and they're under the false impression that somehow, they're protecting children more by closing the school at 2:30. I think that's a little counterintuitive but I have heard some people say that. But I would say that in general, this is an easy sell in part because the results are so powerful.

MS. WEINGARTEN: So we've had, like, stage one and stage two and stage three of community schools – at least, that I've lived through. Stage one in New York was a much harder sell, and I give a lot of credit – I see Julie Diamond laughing – I give a lot of credit to my predecessor in New York, Sandy Feldman, because she and Children's Aid started working together – and I remember those meetings when I had a lot less grey hair, and, you know, where people were concerned.

And you heard – because of the silos, just like the solos here – you know, what's going to happen to my room; what's going to happen to the stuff on the board; you know, I want to make sure that the stuff is still there for the kids; you heard principal saying, what's going to happen in terms of the utilization of the building.

And so the reason that pilots are important and what Children's Aid had done is that they showed people in a very concrete way how to reimagine schools. And teachers and parents, to some extent, are very skeptical because they get the flavor of the month. They get, you know, somebody's going to throw something new and say, okay, try this; this is the new great thing. But Children's Aid was very successful in showing what works.

And, in fact, what's happening now – and we saw it this summer. This summer, we had a big education conference where we made community schools the centerpiece. Our leader in Cincinnati was on the panel talking about how we saw the difference with six or eight community schools – what that has done.

In Cincinnati, what it has done is that some of the charter schools actually had these services; some of the foundations were providing it for them. The Cincinnati public schools said, wait a second, our kids who go to our schools should have those services, too. And the Cincinnati union, led by that leader, was the advocate, the warrior, turning it around. And the same is true in New York. One of our chapter leaders in one of the community schools that Jane is in is now a leader in the union. And so we're seeing that in various different places.

I just want to say one other piece, though, which is a real – it's not just on the national level that we have a real promise; we have a way to actually challenge a whole bunch of mayors, and that is because mayors are pushing very hard for things called narrow control of school systems. Well, it should not just be top-to-bottom accountability; it should be some bottom-to-top accountability, and if mayors are pushing very hard for that kind of accountability, of those below them, they are in incredible positions to then help the coordination of services around a whole city. We see that in Rockland County, a place that's not a city that neither of us have mentioned yet.

But we see in Rockland County some of the legislators, like Legislator Hoyer – like Congressman Hoyer – have actually pooled together the – (inaudible) – and other programs to do that. But we do need – and I think the congressman's legislation points to that and I think all the work that Arne Duncan and Roberto and others have done point to it – we need to actually try and push to make some of the executives more responsible for that coordination.

MS. BROWN: My next question, which is always the tough one, especially in an economic environment like we have now, is resources. And my question for you New Yorkers – you are still a New Yorker, right?

MS. WEINGARTEN: Always. (Laughter.)

MS. BROWN: Right. Well, what comment –

MS. WEINGARTEN: But I love Washington, D.C.

MS. BROWN: Oh, good, good, good. (Laughter.) And we're very glad you're here. But how did the money get put together to do this? It's a mix of private and public. And then, for Roberto, as one who's read the criteria for Race to the Top and the school improvement funds, you see an effort to broaden, kind of, the – in sort of policy wonk terms – eligible activities for funding. But I want you to elaborate, sort of, on your vision of how to bring federal resources – but let's talk about the mix, because I know you're going to say you need some federal help.

MS. QUINN: Well, let me jump off the diving board first and say that when we started our work in New York City in 1992, we did it with 100 percent private funding, but we had a strategic financing strategy that said that after 10 years, we wanted to have a 50/50 public-private mix. We, in fact, exceeded that and we are now up to two-thirds public funding. So we are drawing down existing public funding.

And I think this is one of the things that a lot of us around the country have demonstrated – first of all, that an organization like the Children's Aid Society can access certain kinds of dollars that schools on their own cannot access. Medicaid is a great example of that. We know that the 21<sup>st</sup> Century Community Learning Centers funding was designed to be a partnership and that you have to come to the table with your partner, whether you're a school or a community-based organization.

We're also drawing down Early Head Start and Head Start dollars in some of our elementary schools where we're linking early childhood to elementary education. In New York State, at least currently, we have some public funding streams for out-of-school time, which includes summer. So we're able to run summer camps in all of our community schools. So we are actually using two-thirds public funding now. But there is a need for private funding as well.

And I think that, that's where part of the partnership comes together – the public and private resources. Everybody wants to leverage everybody else's funding, and this is a strategy through which you can do that. This is not to say we don't need additional dollars, but – and it isn't to say that it's easy to do this kind of braiding. It isn't. I think there are some things the federal government could do to make it easier, so that we're not working quite so hard to make it happen.

MR. RODRIGUEZ: Right. I think where you've seen real success in terms of the community schools model is where you've seen this level of leveraging public-private

partnerships and dollars, community-based dollars, other governmental dollars – Randi mentioned the mayors and kind of coming to the plate with these various funding streams, whether it’s education, HHS funding streams, HUD funding streams, other funding streams. Really, leveraging this model and its success – its long-term viability, which I think we’ve seen in New York.

I would really just like to drive home the point around our education reform strategy. You know, we have an unprecedented investment in really being able to not only provide the relief that our states need around education, but also to deliver a level of reform really tied to this goal of providing a complete and competitive education to all students.

We have a \$3 billion investment in school improvement, and as you alluded to, Cindy, we’re really looking at this model as a model of transformational change, in terms of looking at the cadre of our neediest schools that are struggling the most, where we’re having very low achievement and little or not growth.

You know we have thousands of those schools identified nationally through the No Child rubric; we really need to think about new and innovative solutions for those schools to really help turn the corner on achievement. And this model, tied to really innovative strategies around teaching and learning, enriching learning for students, and with the right assessment and the right monitoring of students’ progress so that we are able to determine whether we’re seeing results – that type of strategy, we think, can be very successful, whether it’s in SIG (ph), whether it’s in the Investing in Innovation fund, as well as in the Promise Neighborhoods.

MS. BROWN: And Randi, the AFP has put some skin in the game, as it were, with your innovation fund, which is looking at a number of reform experiments through your local unions. But I know – I think it’s the Philadelphia grant that is for community schools.

MS. WEINGARTEN: What we did was – and this may be a hybrid between an individual community school and the network that I think both Arne and Roberto were alluding to. It feels, on an accountability basis, that if you collocate services in a school, it has – it’s far more accountable with far less of diffusion than if you do it in an input (ph). As much as I love and respect Geoff Canada, I think he would actually say the same thing who was sitting here – the guy who had the vision for the Harlem Promise Neighborhood.

But what West Philadelphia is doing is, it’s knitting both together, because what they’ve done is they’ve taken 10 schools and created a network of 10 schools within West Philadelphia, as well as having the partnership with the mayor and the community development association there, and University of Pennsylvania. And they’re creating that kind of community-school partnership as a network of schools.

And so that – and we’re very excited about that because we think that, that does actually do both the neighborhood concept and the individual school accountability. Because you know – and we haven’t made the point yet in this panel, but the point’s been made over and over again – this is also such an important way of opening our doors – and I look at schools for parents – opening our doors to parents.

Can you imagine, when you have schools open in the afternoon and in the evening for a parent who is a sole parent in a household to know that his or her child is safe? Parents want to have community schools. They want to have neighborhood schools. They may want other choices, but they want to know their neighborhood school is great. So if you create feeder schools of elementary/junior high schools and have – in a neighborhood – and have parents know that those schools are open and that network is there and their kids are safe, that is huge to a parent.

And then if you also have, on Saturdays and Sundays, or at nights, adult literacy training or some workforce development training where you patch in all the work that the administration has now done with community colleges so you start creating some workforce development, as well, again, using the school in the neighborhood so that the parent doesn't have to take three different subways or bus lines to do that, you're starting to say to parents that government is for you.

MS. BROWN: Excellent – very important point. I'm going to ask Jane one last question and then open it to all of you. So we're talking about partnerships and about collaborative ventures, so the leadership in a school – who leads these efforts in a school? I take it it's not just one more responsibility for the principal.

MS. QUINN: Au contraire, it brings additional resources to the school that can assist the principal and make the principal's job easier. So in a lot of the models, there is a lead agency and the lead agency hires someone called a community school director or a community school coordinator – this is the model that they used in Chicago. It's the Children's Aid model and it's the model that a lot of other systems are using – the SUN system in Portland, Oregon- Multnomah County has that same idea, that there is somebody who becomes kind of a managing partner.

And that person's main job is to be the partner of the principal. And you know, sometimes we describe that role – the community school director – as conducting the orchestra – so, making sure that there is integration between these additional services and the core instructional program.

So I think around the country, a lot of us have figured out some, kind of, technical solutions to these problems, of how do you move from collocation to real integration so that you are integrating the after-school program or the summer-enrichment program with the core instructional program, so that you're coordinating the medical and dental services in a way that doesn't disrupt the core instructional program, but actually adds value to it.

And I think that the other thing we see in a lot of community schools is that he partners come together to work on a set of shared results. So you know, one issue that's getting a lot of attention in the country right now – and is also getting a lot of attention in England, I understand – is the issue of chronic early absenteeism. This is an issue that I think is long overdue to get this kind of attention.

And I think when you have partners in the school like the community school director and a parent coordinator, who often is someone who is hired from the community and, you know, knows the other parents and knows what some of the problems are, then you can really start to get some synergy and bring some resources to surround the kids who are chronically absent. And we know if they're chronically absent, what position does that leave the teacher in, right? You can't teach them if they're not there.

MS. BROWN: And for too long, we've look at, well, the teacher has to be the one making the contact with the family, and they've got a lot on their plate.

MS. WEINGARTEN: And it's – I mean, we were on a panel last week where what was remarkable was that you start looking at the data of – where you look at data of why kids are absent, for example, in elementary school. A lot of it is, if you see kids who are absent for more than a month in a year, then you know that there is some issue separate and apart from, right now, with H1N1 – so let's exclude what's happening right now – that there may be an issue with family, and an issue that we need to help, in terms of family.

And so when you start having, then, some, both, collocation as well as integration of services, as Jane was saying, we need to help the child make up the work regardless of why the child was absent. And we also may be able to get into some underlying issues so we can stop whatever chronic things are happening before it becomes a disaster.

MR. RODRIGUEZ: If I could just jump in there, this element of, really, family engagement and addressing the home needs of those particular students, as well as the element of student engagement in the curricula and in the learning experiences that are being provided – these are both fundamental pieces we want to really try and advance and move forward in the vision of, really, transforming and re-envisioning how our lowest-performing schools can become high-performing schools.

So those are certainly elements that are part of our overall agenda and they're elements that, when we look at community schools, we see them doing well because I think there is this integration and whole family-whole child approach that's adopted there.

MS. BROWN: I'm sure you'd agree – stay tuned or the reauthorization of the Elementary and Secondary Education Act, to include some of these elements we're talking about. Let's open it to the panel for any questions you might have – open to the audience.

Q: Jay Blondstingle (sp), Columbia, Maryland. Before I started doing my work in quality education and consulting on that, I was a teacher for 17 years. And I am delighted with the idea that this is a community enrichment opportunity – that it's really not just about the kids succeeding; it's about the whole community succeeding.

Now, going back to my previous life – and I'm picturing myself in my classroom; it was alluded to earlier – how do you deal with the teacher who says, yeah, but I want all this on my blackboard when I come in, in the morning – I'd like to have my chairs in the same place? And

what if – from the point of view of the phys. ed. Instructor – what if somebody from a community group comes in here and completely destroys this gym floor?

MS. QUINN: They would get fired.

Q: They would get fired?

MS. QUINN: By us, because we have guidelines for our staff, who might be working in the after-school hours. It's kind of like the Boy Scout's rule about the campground; you leave it at least as well or better than you found it. So – and I think a lot of us around the country have been working in this partnership kind of way have those kinds of guidelines. So we have – you know, we had something called the “chalk wars” in the beginning, right? (Laughter.)

And I remember that was language that came out of the Beacon's work in New York. And we knew exactly what they were talking about. And so you know, we've had to change our practice by being a partner in schools. And I mean, that's one of many examples of how we've changed our practice. And so I think when we talk about transforming schools, it's important for those of us who are partners with schools to say that it's about transforming ourselves as well.

I mean, I'm a social worker and I came into this work thinking that cognitive development was somebody else's job – Randi's job and her group – and that our job was the other stuff – social, emotional, physical, moral development. But working in schools has helped us, as a social service organization, understand that it is about shared results and that we can add some value on cognitive development, as well as the other stuff. So we have had to – and we've been enriched by changing our practice. We now read “Ed Week,” as well as the – (laughter, inaudible) – journals.

So you know, I think that you raise an important issue and there are always reasons not to do this, but I do think that a lot of us who are working in partnership with schools have addressed that issue a while ago. And I can tell you honestly that if we got a complaint from a teacher about their classroom being left in disarray, we would take care of it, because it's a problem.

MS. WEINGARTEN: So we – so what's interesting is that, we put this out this summer. WE do a quarterly magazine. I'm not advertising for our magazine; I'm using it as an exemplar. Jane has an article in here. And the integration that I think we saw with Children's Aid is also a model for America because there is a deep respect, now, for the work that each does and how we need to coordinate and integrate that work. But we now say, thank god they're there, and they now say, thank god we're doing the kind of instructional changes that we need to try to do.

I can't – you know, we started – in the UFT, we started two charter schools. And the first thing we looked to was the After-School Corporation and others for how they could help us do the after-school program. And initially, our teachers, in the first year of our elementary charter school – because, you know, it takes a village and even us – even we had a really hard time navigating through our board of education bureaucracy – but our teachers were – they wanted to do the after-school program.

And I begged them not to. I said, let's, maybe, start it a week or two later. We have to have an outside provider. They said no, we have to start it now; we need to do that for our kids. We were doing our schools and doing our schools in East New York. They were exhausted by the end – exhausted. By December, they were totally burnt to a crisp. And what happened is that they, then, understood – it's interesting – how they needed to outside providers.

And the integration also became very important because they needed to make sure the outside providers, when we were doing after-school homework help, the outside providers knew where kids were so that it would be seamless. So this kind of deep respect that starts growing up when you break down the silos, but when you have these personal relationships, become key.

MS. BROWN: Yeah, I think that's just an incredibly important point. We, here at the center, are big advocates of expanding learning time. But it can't be just adding hours onto teachers, because they have – they go home to families; they have other obligations; they need to work on their own professional development. And it's a very – and frankly, and I know you'll agree with this – if we paid them better, they wouldn't feel the urgency to, sometimes, get the extra bucks.

MS. WEINGARTEN: Right, they wouldn't need the second job that they're running to.

MS. BROWN: Exactly, exactly. So this is just hugely important, and I think we've got a growing number of models of how to do this. Yes, back there. Wait one sec so we can hear you.

Q: Hi. Mindy Flamholtz (sp) – not used to this. I served as a family and community engagement specialist in 19 Title I public schools, so from my experience in the neighborhoods in which I worked, I want to thank you for promoting the movement of community schools. Also, in line with what Tony Blair had to say, I need to take the opportunity to be bold here, because I'm going to regret it if I don't.

I want you all, for a second, to imagine your recess experience when you were in school. Now, I want you to think back and reimagine that experience not being there. When I was the family community engagement specialist, I realized that a lot of our kids, especially those in Title I schools, are going to school every day and not getting recess. When we read the newspapers, when we watch CNN – for instance, yesterday Elizabeth Cohen had a report about the lack of Vitamin D in our kids. There was a report after that about nutrition in kids and they talked about lack of physical activity.

I have written to lots of people; I'm even pushing, now, for a measure in the health-care reform legislation. We really need to address the fact that our kids, on a daily basis, are going without recess. We know that it addresses physical activity – there's research now – and so therefore, it prevents obesity and the complications. So there's a whole prevention model there. We also know that it promotes for mental well-being. We also know that it promotes for social-skill development.

And when we're talking about gang activities – one of my principals said to me – she has a middle school – girls are joining gangs at high rates. So if kids are not outside playing, where

they learn social skills in a real, interactive environment, in addition to which, there's research that shows brain flow increases in physical activity, therefore, you improve your academic performance. And just getting outside and being creative, in addition to which there's now No Child Left Inside legislation. If our kids aren't even getting outside, how are we going to promote the environment to them? And I will be quiet now. Thank you very much.

MS. BROWN: Thanks.

MR. RODRIGUEZ: I'll comment briefly on that. I think it was a really good comment; thank you for it. We really are, as an administration, committed to doing more to promote the physical well-being, the health and nutrition of our young people. It's something that our first lady is tremendously committed to and has just been a tremendous leader on, beginning to open a national dialogue on how we can do that better.

In terms of how we do that better in our schools, to Cindy's point, I think there's a lot we can do even by re-envisioning the school day, thinking about how we expand the school day, move away from this old, agrarian model and toward a model where we're being more thoughtful about the hours and the minutes that our young people are spending in school.

We're maximizing time for instruction, but we're also maximizing time for their enrichment outside of the classroom; maximizing the amount of time they have to apply what they learn in the classroom in real-world settings; maximize the amount of time they have to spend outside of school with their peers and in physical education and with other opportunities. So I think we're really encouraged by the movement toward, really, re-envisioning learning time, which we've seen a lot of our community schools embrace, and think about how we can do that in more places across the country.

MS. WEINGARTEN: I think the point – and I was so pleased to hear the prime minister talk about sports and physical fitness as well – the point about playtime being real cognitive development time for kids, as well as physical and spiritual development time for kids, cannot be overstated. So thank you for being bold.

MS. BROWN: Mark Richton (sp).

Q: Mark Richton – I'm an education grant-maker. The question is, since we're in D.C. and we know data's important, thinking in the context of reauthorization, I guess the question is, do we have the kind of data we need to demonstrate the efficacy of a model in a way that will make it competitive with everything else that's out there in the landscape for resources?

MS. BROWN: Oh, good question.

MR. RODRIGUEZ: Good question.

MS. WEINGARTEN: Well, let me just say that in the last 8 years – and thank god for this administration, because the last administration did not think this was important. And so we had – that's why I said we had phase one, phase two and phase three. It was fantastic that Arne

thought it was important in Chicago because we have some really good data out of there. We have really good data from the different islands that thought it was important. We have some really good data out of Geoff Canada's shop in Promise Neighborhoods. And we have a lot of common-sense – (inaudible).

MR. RODRIGUEZ: We do have tremendous data. I mean, I think the data that the Children's Aid Society, for instance, has gathered relative to increased parental engagement, increased student achievement, is really very compelling. Certainly, the data we have out of the Harlem Children's Zone really just is tremendous. So we need to do more to really, I think, invest in the evaluation moving forward, and to look at how all these variables play together.

We also have a lot of data, as you know, in the education sector that is specific data around teacher efficacy or specific data around after-school or specific data around other interventions. This idea of looking at integrated services, I think, we also need to look at how we evaluate all of these variables working together in one package. And we certainly hope to do more of that.

MS. WEINGARTEN: In response to that question, I would say I think the data are pretty good. I'm appreciative of the Coalition for Community Schools, who recently did an analysis of all the existing studies on community schools, and there is a nice research report called "Research Report '09" from the Coalition for Community Schools. They've cited data from studies that include our own studies in New York City that we have commissioned since 1993, but also have included some of the research from Chicago, from Portland, and from some of the other – Cincinnati – some of the other initiatives that have achieved some scale.

I think what we're seeing are pretty consistent patterns across the community schools in these cities, that have gone to scale, starting with student achievement, very consistent findings around student attendance, very consistent findings around teacher attendance – and I know that's an issue that the Center for American Progress has taken a look at – very consistent data about increasing access, as Roberto said, to some important things like medical, dental and mental health services, and some good findings around safety – around school climate and around neighborhood and school safety. So I think the data are pretty good.

MS. BROWN: A couple more questions? Yes.

Q: (Inaudible, off mike.)

MS. BROWN: How is it? I'm teasing, I'm teasing. (Laughter.)

Q: It's challenging, busy, and – (inaudible, off mike). I have a comment and a question. (Inaudible) – exploring the idea of possibly having someone on our board who comes from one of the CBOs or – (inaudible). We don't have a say in policy, necessarily, but we do have a voice – we have influence that we can, you know, get that conversation going. So my question, I guess, is can this be a way to further the objectives of community schools, by perhaps – (inaudible) – having that input and that dialogue – (inaudible)?

MS. WEINGARTEN: I mean, you know we – I think we would both – well, I don't want to speak for all three of us – but the more information that's out there about this as an integrated and transformative approach to public education, the more our sense is, parents and teachers will want it. I will tell you that I tried to push at a more robust model of community schools two or three times in my tenure as president of the UFT and did not get anywhere, and you know, let's say for a whole variety of reasons.

I know that now, there is a lot of talk – and my successor, Michael Mulgrew, has been talking to a bunch of different groups to see if they can replicate a model in New York like what we just funded, at least as a planning grant, for West Philadelphia. And I knew they've been talking to Jeff Canada and others about it. What I would encourage you to do is – you don't even have to have somebody sitting on your board – is call the AFT, call Jane, have somebody come in and talk to the CEC about all of this.

And we would love to do it. I mean, you know, I always love a trip to New York. I'm teasing. (Laughter.) But we would love to – seriously, we would love to do this. We said, originally, that we would – someone said there was a movement, I think it was Steny. Tony Blair talked about knighthood for teachers. We feel like we are warriors in this because we see that – and you know, I'm looking at Judy, like, shaking her head as well – the more people know the potential, the more, bottom-up, there will be a call for it.

And the real challenge, I think, in New York, which is why I raised the issue about narrow control, will be the coordination of all of these services and breaking down the silos.

MS. BROWN: Judy, you had a question? We're going to have the mike. I think it's on.

Q: Does this work? Okay, anyway, I just want to say that as we're – I do consider myself one of the warriors, and how proud I am to be associated with all of the people who spoke today and everybody in the audience, who are also – (inaudible, off mike). This is sort of a triumph of common sense, and I really believe that we do have an incredibly opportunity at this time. (Inaudible) – warriors for decades and have seen progress and then, not seen progress, I do want to just raise a few, sort of – what is the next frontier and how to have, at the federal level, the government and the departments, maybe not deeply, but at least enable – (inaudible, background noise) – to happen.

In terms of – and to be honest with you, I read the – (inaudible) – and I was disappointed that it did not encourage more of this kind of collaboration. And I think that the Promise Neighborhoods is a nice thing, but relative to the amount of money that's being spent on better initiatives, this is a real drop in funding, by the teens. And there has to be some evidence that the money, you know, after the – (inaudible) – is going to be there.

And as much as I know that everybody really thinks that this was a nice thing, I still have yet to really see commitment in a lot of these – a lot of the big-buck programs that are being spent. And I just want to ask, I guess, advice about, with regard to the next frontier that we're talking about, we have sort of made the after-school points. I think that battle has been fought and won and we can rest on that one.

But the next frontier is about, I think – maybe Randi had mentioned it – the next frontier is about scale and district-level innovation such that you don't have to have a health center in every single school, but you have to have kids being able to access health within walking distance. And this is where the district level is. We have to get school-by-school – (inaudible) – has to be more of a district-level community engagement enterprise.

Where do we find the support for that kind of reform? Where do we find – this isn't really something that – (inaudible) – but I do want to make that point that it's no longer – and Grant, you were talking about the different phases. And you know, we got through the phase one, which I would consider, sort of, the startup version with after-school, et cetera, et cetera.

The next phase is about a fully integrated day so that the kids don't wait until 3:00 to be let out of the school building like a bunch of wild animals, but rather so that the music school down the street then has no students in it because they're all out of school can come into the school in the middle of the day and give the teachers and the kids a break, and give the teachers time to talk about professional development issues, et cetera, et cetera.

So that we have to start – as we reimagine the schools, we have to start thinking about a fully integrated day – not before school and after school – fully integrated in the best interests of the teachers and the kids. And that whatever you're looking at in terms of innovative programs should – I would like to encourage that you keep that in mind.

Another frontier is school-based health and mental health at preschools. Steny was talking about this. The problem is that HHS pays for Head Start and HHS pays for school-based health and GOE pays for – it's not within their, you know, dock. So how can you guys at the federal level – (laughter) –

MR. RODRIGUEZ: I'd ask if you think there's a question coming. (Laughter.)

Q: They can be – (inaudible) – so that we don't have to, then – everyone's pointing fingers to go here or there, because we know it's Arne and Secretary Sebelius can make a deal – just a deal – that I'll pay the capital class for this, you do this, and sort of do that kind of stuff that we can get going. But it's really tough to get going when everybody's pointing this way.

So the only other thing I wanted to say with regard to the No Child Left Behind is that we also understand what happens when you keep kids that would otherwise drop out. What happens to your data? Well, sometimes the test scores actually go down because you kept the kids in. And so that the kids who are most at risk, they're now there.

So that I would also encourage the trend analysis or analysis by individual child or here's what we expect your one versus your two versus your three – that kind of more rigorous analysis – to really move things where they need to go. So I don't know. I'm just expressing a few things, and how do we get past – how do we get to this next stage? I'd love to know what –

MS. BROWN: Well, I think that's the challenge for all of us going forward. I think you just so eloquently laid out this whole range of issues. They're the next level of issues that have to be dealt with. And I know Roberto's working on it, waiting for the reauthorization, doing some stuff in the meantime.

MR. RODRIGUEZ: Yeah, there is quite a bit underway in the meantime. You know, we do need to look forward to the ESEA reauthorization, as Cindy mentions. But I think it would be a mistake to look at this strategy in isolation just in Promise Neighborhoods. Certainly, Promise Neighborhoods is a very specific model that, we think by leveraging family support and community services and with education reform and teaching and learning – improving teaching and learning at the heart of that strategy in our schools, we might be able to really move the needle for our communities and for our students toward getting to graduation.

But beyond that, the elements here that we've heard all afternoon and that we've talked about, of really looking at how we can attend to the non-academic needs of students that we know are related to their academic achievement, around how we can better engage parents in communities, about how we can really better leverage services and integrate services for our students – those are elements that, if you take a close read from Race to the Top to the school improvement guidance that was released for comment by our administration to the Invest in Innovation fund guidance that was released recently, there is an element of those pieces across our agenda.

And that's – you know, the ARRA funding provides a real opportunity for us to begin some of this work now, even as we wait for additional – a new commitment in Promise Neighborhoods, and even as we wait for a full reauthorization and consideration of ESEA.

MS. QUINN: And you know, I think we heard some of the next-stage solutions begin advanced today. I think if we had the Hoyer legislation and it was fully funded, I think if the 21<sup>st</sup> Century Community Learning Centers program was appropriated at the authorized level, we would be talking about some serious opportunities to go to scale in lots of communities around the country. And I think the response that we've seen to the small amount of money that was put into the federal budget a couple of years ago for the full-service community schools shows us – it's some indication of the level of interest that's out there.

I also think we have enough districts, now, that have gone to some kind of scale, including Chicago and Cincinnati and Portland and some of the places we've talked about here, that we kind of know, now, what a system of community schools looks like. And so, not that we don't have work to do, but I think we have more than some clues about what the roadmap looks like.

MS. WEINGARTEN: And I don't know if I heard it right, but I do think I heard Arne say – and I may have been reading between the lines with what Roberto said – was that you know, within the context of the SIG grants and maybe even some of the Race to the Top grants, this may not be explicit within the four assurances, but this is starting to become a very important piece of the strategy of turning around low-performing schools. I do think I heard that.

And you know, given that the notice period is not – even though the notice period and the hearing period and accounting period are over for Race to the Top, it's not over for SIG yet, right? And there's still time and they're still contemplating what the final regulations will look like.

MS. BROWN: Yeah, I think I heard that, too. (Laughter.) This is – we've really run over. If you want to come up and ask your questions, that's fine. I want to thank you all for participating in what's been a great day. And please thank our panelists for this – (inaudible, applause).

(END)