

Center for American Progress



AND THE INSTITUTE FOR AMERICA'S FUTURE PRESENT:

**“GETTING SMARTER, BECOMING FAIRER: A PROGRESSIVE
EDUCATION AGENDA FOR A STRONGER NATION”**

*FEATURING MEMBERS OF RENEWING OUR SCHOOLS, SECURING OUR FUTURE:
A NATIONAL TASK FORCE ON EDUCATION*

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MR. ROBERT BOROSAGE: Good morning. My name is Robert Borosage. I am the president of the Institute for America's Future. The Institute is a progressive center of ideas and action that focuses on the bread and butter concerns that Americans talk about at our kitchen tables at night. One of those is clearly how we can get best education possible for our children, and so the Institute is enormously proud to have joined with the Center for American Progress to co-sponsor this national task force on public education, which today will release its path-breaking report, "Getting Smarter, Becoming Fairer."

The Center's president, John Podesta, will introduce the members of the task force. I'd like to just add my personal thanks for the commitment and the leadership shown by the co-chairs: Governor Napolitano, Philip Murphy, and Professor Roger Wilkins.

Why another task force on education? We formed this task force to address what everyone agrees is a national imperative: how do we prepare our children for success in the 21st century? And yet while everyone agrees with the imperative, this fall as our children go to school, they will go to schools in which the school year is still defined largely by the needs of an agrarian economy of the 19th century and they will sit in classrooms too often defined by the assembly-line needs of an industrial economy of the 20th century, even as they're – we try to prepare them for the very different global economy and needs of the 21st century.

So we have enormous transformations yet to be made, and yet we've been concerned that the debate we've had around No Child Left Behind has descended too often into a controversy about how to measure failure rather than a focus on what is needed to create success. So the task force was created to take a broad look, not a piecemeal look, at the reforms needed if our schools are, in fact, to meet the challenge of educating this generation of children – much more diverse, coming from families with increasing gulfs between rich and poor – for a new century and a new economy.

What would it actually take to give every child the opportunity that is represented by the notion of high quality public education? To do that, we assembled a remarkable group or leaders. We asked them to spend a significant amount of time in hearings, reviewing reports, commissioning papers. We've been enormously impressed by their willingness to commit time and energy to this process and to create a report which we think can be a wake-up call to the country and help the country begin to address the fundamental transformations that we need to, in fact, succeed in educating our children.

To introduce the commissioners and tell you more about the process, let me introduce John Podesta. John is the president and CEO of the Center for American Progress. He has had a remarkable life of service to the public and to the nation. He started as a trial lawyer in the Justice Department. He served as a legislative aide in Congress. From 1998 to 2001, he was the chief of staff of President William Clinton. He now heads and has created the Center for American Progress, which in a few short months had made itself a remarkable force for reform and progressive and bold thinking in the nation's capital. And in the midst of all this, he manages still to teach law at Georgetown Law School and remain one of the nation's leading experts on technology policy. His intelligence and energy is surpassed only by his sense of

humor and his integrity. I'm proud to have been his partner in this process and to count him as a friend.

John Podesta.

(Applause.)

MR. JOHN PODESTA: Thank you, Bob. And I'm going to be brief here this morning. I want to extend my thanks to the Institute for America's Future and Bob's leadership on this and his articulateness in talking about education in a way that really, I think, brings things home to people about where we're going as a country. It's been a great partnership.

When we launched the "Renewing Our Schools, Securing Our Future" task force, we understood that to fulfill our mission we needed to do better than offer up the typical answer to traditional questions. Instead, we believed that it was high time to question the status quo, to move beyond the high-minded rhetoric of education reform and take a good, hard look at what doesn't work and, frankly, what does.

That's why I think the task force did not concentrate its efforts only on talking to people here inside the beltway. Instead, we listened to Americans who looked beyond it; to parents; teachers; to young people and business leaders; to people who not only care about where America is, but are deeply concerned about where we are going.

As Bob noted, we had hearings around the country. We went from Arizona to Oregon, from Ohio to New Mexico, from St. Louis to New York City. And what we saw were some stunning successes for people operating under – quite frankly under very difficult circumstances but who were bringing innovation, change, and creativity to the public schools and that those activities were resulting in, I think, terrific results because they understood something. They understood something sometimes those of us who now live in Washington too often forget and that is that the quality of public schools are a fundamental part of the American compact – the legacy each generation of Americans leaves to the next.

That's why the efforts of the task force were so vital and why the action agenda containing this report, "Getting Smarter, Becoming Fairer" is so critically important. For those of you who are watching, the full copy of the report is available at our websites, ourfuture.org or americanprogress.org. And today we're also releasing a state by state survey that measures academic performance in many areas, so that you could see how your state is doing as compared to other states. Those reports are available. You can click on a map and find your state, is available at www.americanprogress.org/schools.

I want to thank the 12 task force members for their service. We have seven of them with us here today. The co-chair is The Honorable Janet Napolitano, governor of the state of Arizona, who has made education her signature item during her leadership as governor; Phil Murphy, the senior director of Goldman Sachs Group in New York City; and Roger Wilkins, the Clarence J. Robinson Professor of History and American Culture at George Mason University. They led this

task force and did just a magnificent job of bringing somewhat disparate views together. We had lively discussions about what the recommendations should be and they did a wonderful job.

Also with us today are John Buchanan, former Republican member of Congress from Alabama; Louis Caldera, former secretary in the Army and the president of the University of New Mexico; Margaret McKenna, the president of Lesley University; and James Pughsley, recently retired – I'm looking for James here – recently retired superintendent of the Charlotte-Mecklenburg Public Schools and now is a consultant of the Stupski Foundation. As we walked over here, we were talking about what it meant for having a long line of people standing in front of your door to basically moving into that moment where you can actually sit back and think rather than just to respond to your critics.

I also want to acknowledge the hard work of the education team both at the Institute – Earl Hadley at the Institute for America's Future really led that effort and the people in our shop, Cyndi Brown, Elena Rocha and Amanda Sharkey.

To discuss the work of the task force and the findings in greater detail, I'm going to turn it over to our three distinguished co-chairs. Following the presentations by our co-chairs, we're going to open it up for questions. And to begin, we're going to hear from Governor Napolitano, then from Roger Wilkins, and then from Philip Murphy.

Governor Napolitano?

(Applause.)

GOVERNOR JANET NAPOLITANO: Thank you, John. I'm pleased to join you today along with Phil and Roger, other members of the task force, to renew the national dialogue on education and present the product of more than a year's work.

You know, throughout history economies have advanced and political climates have changed and we've seen nations race to compete with each other to establish their role as global leaders. And in recent decades, we have seen two very important examples. The space race challenged the best scientists and engineers to put manmade craft and eventually a human being into space and onto the moon. This was particularly critical during the Cold War because it gave two nations the opportunity to display their technological strength and showcase their warfare capabilities. The arms race again challenged scientists to quickly advance their nations' military capabilities and force political leaders to build their respective armed forces. Both races changed the world and established economic and military superpowers.

But today we are witnessing a new international race emerge, and again it is a race based on science and technology. The knowledge-based global economy is changing at a rapid pace and the nations that produce the best innovators, scientists, and engineers will lead it. It is a wide-open field and in the United States we are finding that we have some fierce competition. My friends, we are in the midst of an international brain race and more than ever before Americans are competing with skilled people all over the world for quality jobs.

Over the past 20 years, countries like India, China, Malaysia, and Brazil have heavily invested in education and are now reaping their rewards. Their universities are growing stronger. China will produce 3.3 million college graduates this year. India will produce three million college graduates and all of them will speak English. Here in United States, we will only graduate 1.3 million students this year. More important, we're not producing graduates with the skills and degrees needed to compete. China and India will together graduate nearly one million new engineers this year compared to only 70,000 in the United States. These well-educated, young international workers are fully prepared to work in a knowledge-based economy at a fraction of the cost of the American worker and they are earning rave reviews. Bill Gates, one of America's leading innovators, said that of his company's three research centers, the one in Beijing, China, not the one in the United States, produces the best quality ideas.

America is losing its footing as a result of the decline in math and science skills that starts early on. We know American students in the 4th grade are on par with the rest of the world in math and science but once they reach high school, they've fallen considerably behind. Consider this: compared to their international peers, American 15-year-olds rank 28th in the world in mathematical achievement. And I don't know about you, but I haven't seen too many races where the driver who starts in 28th place takes the checkered flag. We're producing fewer engineers and scientists than ever before and in doing so we run the risk of losing our role as the leader of the world economy. There's something we can do about this: reform America's education system to meet the needs of the changing world economy.

Let me be clear about something. American schools are good schools. We have good teachers, good administrators, very bright students. The root of the problem lies in how we prepare our students. The American education system has essentially been the same for more than 50 years and we can't expect to keep up while simply maintaining the status quo. Bill Gates was also right several months ago when he addressed the American high school system and described it as obsolete. But the truth is unless we make the right education reforms, the American worker will become obsolete.

Our brand of reform must also ensure that the doors of opportunity are open to every student because our success depends on it. Right now, African-Americans and Hispanics make up 24 percent of our population but account for only 7 percent of the science and engineering work force. In a nation where minorities will soon become the majority, it's economically dangerous to have so few minorities enter these professional fields.

The United States is also experiencing a high number of immigrant students. And that's particularly true in my state of Arizona. The ingredients for professional success for immigrant students are the same as for those who are here already. They must be able to read and write, have math and science skills, and be fluent in English.

If the United States is going to succeed in competing against nations with much greater populations, we're going to need the talents of all of our people. As a governor, I see firsthand my state schools – what works, what doesn't. And I think it's becoming increasingly clear what we must do in our schools today to continue leading in the economy tomorrow. We must give

our students more time in the classroom. Put a high-quality teacher in every classroom. And make available pre-school and full-day kindergarten to every American child.

In Arizona, we're already seeing the impact of quality early education. When I became governor, our state didn't fund full-day kindergarten. We have fixed that and now we are phasing in full-day kindergarten for every Arizona child, but we focused and phased in first for the families who need it most and are in the second year of a five-year phase in that will enable, again, every Arizona child to have all-day kindergarten. We're now moving on to preschool.

The report we are releasing today has good ideas. It puts us on a good track to finding good solutions. It sends a clear message that we need to do things differently when it comes to education in the United States. Some people argue that we're too far behind and we're moving too slowly to catch up with emerging economies such as India and China. Those people underestimate the American people.

I see the brain race as yet another challenge to reinvigorate our country, and to succeed as we have done so many times before. This is our opportunity to reawaken the American spirit and make sure the 21st century is another American century. We must seize the opportunity by leading the way; and by leading the way, we must reform America's education system. We must get to work on crafting our schools to prepare future leaders of a knowledge-based economy and give notice to the world that the race is on.

Thank you very much.

(Applause.)

MR. ROGER WILKINS: Good morning again. I'm going to begin by quoting an American hero who is kind of an unlikely hero to me, but he had some extraordinary ideas about this country. About two centuries ago, Thomas Jefferson said that his wish for America was that who your parents were didn't determine what your life would be like. Obviously, Jefferson didn't have black people in mind when he said it, but the view is a profoundly democratic view. He believed profoundly in education as a central driving force in the lifting and the driving of a democracy. Thus, he supported the creation of public schools and he founded the public university, the University of Virginia.

In the subsequent two centuries, large parts of which this country was the richest country that ever existed on the planet, we have been failing that ideal. Meanwhile, as the governor has just indicated, two of the world's slumbering giants, China and India, have awakened and are now charging aggressively across the world's economic landscape, with other countries not far behind.

But it's not so much the challenges outside that I care so deeply about, it's the challenges inside: Appalachia, Indian reservations, brown barrios, black ghettos. Instead of America being a country for kids born in those places, a country in which who your parents are doesn't count, in those places who your parents are counts almost for everything.

Every year at this time, I have the same experience. I live in a section of Washington, D.C., that is quite near some public housing projects. And in order to get to where I have to go, I often have to drive by a public school. One side of the street is a public school, the other side of the street is a public housing project. But in late August and early September, the school crossing guard stops the traffic and we watch these little children on their way to their first day of school. And they're so cute, with their brand new little backpacks and their little lunch pails and their shiny clothes and you just – your heart is full – until you understand that those children are embarking on a process, which 13 or 14 years later is going to dump them in a prison, or onto the streets unemployed, or into single parenthood. We've got to change that. And we've got to change it quickly if our democracy is going to be anything near what we teach our children early in their educational careers that it is.

Let me tell you dramatically what I mean. The soldier in the Gulf war to whom my heart goes out most profoundly is Lyndie England; a girl born to poor parents, somewhere in northern Appalachia, perhaps afflicted with minimal learning disabilities, grows up, figures that her best opportunities in this life will be through service in the United States Army, and whatever new skills she picks up there.

Instead, as we all know, she was sent to terrible service in a prison, in which adult supervision was criminally, negligently absent. She did some awful things; she became a national scapegoat, and she is now in a military prison.

About the same time that Lyndie England was born, my wife and I had a child. Our daughter is the daughter of two professional people, both of whom are professors at universities. And our child spent the whole war up to now bivouacked in a dorm room in New Haven, Connecticut. In America today, it does matter profoundly who your parents are, and particularly it matters if you're born in those places where American politics doesn't care to reach in any extraordinarily positive way.

Fifty years ago this summer, I worked as an intern between my junior and senior years in law school for Thurgood Marshall. And I worked on a project to design programs to put into place in Southern communities when they began to comply with *Brown v. Board of Education*. Remember, I said "when," not "if," because the idea of Thurgood and his band of idealists was that of course America, once instructed by *Brown v. Board*, would pull itself together and figure out ways to educate all of her children and to make it possible for every American kid to have the full range of American opportunities, but particularly to participate in the democratic life of this society and the democratic work of this society, which, if neglected, will leave the democracy weak and enfeebled.

We try to address these issues in this report. I think we do a very good job. I think our emphasis on community schools and our report on what we've learned at observing community schools around the country has something very positive and constructive to say to educators in our country. And I hope that our endeavor will bring us closer to that Jeffersonian ideal that makes who your parents are less important than the full heartedness of the society into which you were born.

Thank you.

(Applause.)

MR. PHILLIP MURPHY: My name is Phillip Murphy, and I am honored to have co-chaired this task force with Governor Napolitano and Professor Wilkins, and also to have served with the colleagues present here today and also a few who could not be with us. I also want to reiterate our collective and deep thanks to the staffs from both the Institute and from the Center for American Progress, as well as the sponsorship for those organizations, which have been invaluable in our progress.

We've heard a lot already today from the governor, from Professor Wilkins, about the state our education system is in, and the rapidly evolving world around us. I believe we've made a compelling case for change. Now I would like to walk you through our proposals for change – proposals in our judgment that will fully prepare students for the 21st century.

As John mentioned earlier, the seven task force members who share the stage today all spent – as well as some who could not be here – a fair amount of time together over the past 18 months as we traveled around the country looking for innovative and successful efforts to address our nation's educational challenges. In the end, we concluded that it's past time for a change, and that this change has to start with time. So that's where we will begin.

Our recommendations are grouped into four buckets. In the report itself, these recommendations follow a thorough discussion of challenges that they are designed to address. Obviously, I can't discuss all of the challenges today, but I do want to outline our recommendations in some detail.

The first big bucket of task force recommendations is that our schools must offer more learning time and make better use of it. American children don't spend enough time in school. They don't start young enough, they don't continue in formal education long enough, and they don't spend as much time in school as kids in other countries do. In other words, we need more time on task.

Our task force is recommending a focus on time in three distinct ways. First, the traditional use of the K-12 public school year needs to be overhauled. Second, all students need to start earlier, with preschool for all. And third, all students should have the opportunity to continue their studies longer, by having access to and obtain a college education or post-secondary occupational credential.

With regard to the universal K-12 system that we have, we specifically recommend that states transform learning time. First, by extending the school day to meet student needs and interests, whether through after school programs and organized activities or merely through longer school days, and by reorganizing the school year to span over 12 months with short intersession breaks that offer voluntary tutoring or enrichment programs rather than including only 9 months with a long summer vacation.

It makes no sense to continue our school year structure that was designed for an agricultural era, given what we now know about student learning loss over the summer, especially for disadvantaged youngsters, and the difficulties that working parents have in arranging positive and affordable activities for their kids when school is out.

We also recommend that states transform learning time in continually low-performing school districts by providing an extra 30 days of schooling and by holding school district officials accountable for significantly improved results. The federal government should help fund extra learning time in these districts, and provide technical assistance, materials, and personnel to assist educators in their transition to these organizational improvements. We call for this because if students in continually low-performing school districts are to have a chance at catching up and meeting standards, they will need much more time engaged in constructive learning activities.

We also must ensure that all children enter school ready to learn. And that means beginning schooling at an earlier age. The task force recommends that all 3- and 4-year-olds, beginning with low income and minority children who need it most, have access to universal, high quality pre-kindergarten, and then full-day kindergarten, paid for with a combination of federal, state, local, and private dollars. Today, only 20 percent of American three and four-year-olds attend state-sponsored preschools or Head Start programs. Our task force found it striking that both the proportion of children in preschool, and those supported by public funds in the United States, is lower than most European countries.

In addition to making preschool more widely available, students should have access to full-day kindergarten. About 60 percent of the nation's schoolchildren attend full-day kindergarten already, but access is not consistent. Only nine states require districts to offer full-day programs, and just two states, Louisiana and West Virginia, require full-day kindergarten for every student.

Finally, we must extend time on task by ensuring that every student is academically prepared for study beyond high school, and by assuring that advanced study is affordable. We, today, fall far short on both. To reverse this, we recommend that policymakers and educators must undertake the radical redesign of high schools and their relationship with post-secondary institutions. There is some very exciting work on high school redesign being undertaken around the country. Our task force was particularly intrigued by a proposal for a set of three "fast track to college" courses of study made by Hilary Pennington in a paper which we commissioned.

These pathways would take the place of the traditional senior year of high school. They include an academic head start on college and an accelerated career/technical college and a gap year/college in the community. Taken together, these three options would provide students with earlier exposure to the world beyond high school, and in some cases actually give them a head start on earning credits toward a post-secondary credential. It also goes without saying that it saves money for the student.

Policymakers and educators must also assure that every student is prepared for and has access to college by boosting need-based grants and loans to better align financial aid with the

alarming rise in college costs. Over the next three years, the maximum Pell grant should be raised so that it covers as much as it did two decades ago: 50 percent of the average tuition, fees, room and board at four-year public universities. In subsequent years, Pell grants should increase at the same rate as the average annual cost increases at four-year public universities.

Policymakers and educators must also provide incentives for preparation for science and technological jobs, the crisis of which the governor outlined quite well. In specific, the Pell grant program should be used to expand the science and technology workforce by providing eligible students with an additional \$5,000 annually if they pursue math, science, or engineering. Additional efforts should be made to encourage the enrollment of students of color and women, who for a variety of reasons are underrepresented in these areas.

Finally, policymakers and educators must work aggressively to redirect school dropouts back into learning environments that lead to an employment credential.

If we accomplish these three big changes in how we use learning time, we must simultaneously assure high-quality uses of this time. Doing more of the same ineffective things would be silly. Consequently, our task force has three other buckets of recommendations.

The second recommendation bucket addresses the need for high expectations, voluntary national standards, and accountability for all students' learning. Specifically, we recommend that the federal government support the crafting, adoption, and promotion of voluntary, rigorous national standards in core subject areas, so that students can succeed in every academic setting and in both the national and global marketplaces.

Our task force was particularly disturbed by the variation in standards and measurement systems state to state. The proportion of students achieving at the proficient level on national measures, such as the National Assessment of Educational Progress test, can vary greatly from the proportion attaining proficiency on state achievement tests. Students who appear to be proficient by their own state standards may actually not be getting the education they need to excel in another state, much less in the global economy.

The task force also recommends expanding national accountability measures through fair measurements that go beyond standardized tests, while assisting low-performing schools and districts. And finally, we recommend in this bucket the initiation of a national conversation not only about the importance of standards and accountability, but also the need for paying sufficiently and equitably for public schooling, including modern and safe facilities from preschool through college. Over the past two decades, the issues of national standards, national tests, and education finance and equity, have been subject to national debate, but never simultaneously, nor in a sustained way.

Our third recommendation bucket addresses getting highly qualified teachers into every classroom, and strong, effective leaders for every school. Teachers matter most in fostering student learning. Research has shown that in public schools, teacher quality has a greater effect on student learning than low levels of parental education, poverty, race, or other attributes believed to put children at risk.

The task force recommends, therefore, that states and local school districts, with support from federal financial incentives, should first restructure and upgrade preparation programs and on-the-job training opportunities for teachers and school leaders and hold these programs accountable for producing effective teachers. Second, redesign their compensation and career advancement systems to reward effective teachers and school leaders through fair performance measures. And third, to hold all school leaders and teachers accountable for adding value to their students' learning.

In a free market economy that rewards talent and dedication, teachers should be paid more if districts and schools wish to attract high quality and highly motivated candidates, but today's teachers' compensation systems largely ignore the marketplace. Potential teacher candidates, as well as experienced teachers, make daily decisions in the employment marketplace that contribute to our crisis in attracting and retaining the best and the brightest to teaching.

The task force recommends basing a proportion of pay on a teacher's skills and knowledge and on teacher success in increasing student achievement. We also recommend significant financial incentives for teachers to work in the most challenging schools or in subject areas with shortages. We must guarantee the equitable distribution of high-quality teachers through strategies such as incentive pay, aggressive mentoring of new teachers, and improved working conditions. These efforts are fundamental to, among other objectives, cutting down on teacher turnover in our most challenging schools.

The task force's fourth, and final, bucket of recommendations concerns the crucial effort to connect schools with families and communities, to which Roger referred earlier. Students are most likely to excel when schools, families, and communities work together to ensure that challenges students face outside the classroom are addressed, rather than remaining as ongoing barriers to student learning and achievement. Establishing a strong foundation for learning begins before birth and it starts with families. Children with adequate health care, housing, parental support and nutrition are better prepared to learn. However, all too often, low-income children and children of color start preschool and kindergarten behind their more advantaged peers, and face continual challenges in their homes and communities.

The task force recommendations in this area include that there be increased state and federal support for the establishment of community schools that connect students and family to social services. Community schools reshape the structure of traditional schools, and recast their roles in the community by explicitly positioning schools families and communities as vital partners in fostering the health, well-being, and academic growth of children. They are typically open before and after regular school hours and on the weekends. For students, these hours are used for quality after school programs that foster not only academic achievement, but also students' social, cultural, and emotional growth. These schools also bring in parents and families, and build relationships with supportive community organizations and institutions.

In addition to promoting more community schools, states should guarantee that every child receives early screening for developmental and physical challenges, and develops solutions to address any challenges identified. Early indication or identification of conditions, for example

autism or vision impairment, provides more time and a greater change for children to receive services to treat their condition. It is estimated that these early intervention programs save a society a significant sum of money, perhaps somewhere between \$30,000 to \$100,000 dollars, based on research, per child.

Children in families who face higher risks should receive professional home visits to provide additional assistance and, as needed, effective interventions. Finally, teachers must receive greater training in how to better engage parents as partners in the learning process.

Now, I have outlined a comprehensive agenda here, and honestly speaking, it will not come cheaply. We are calling for a \$325 billion federal government investment over the next 10 years, beginning with an initial annual investment of \$7 billion that would rise to \$39 billion annually at full implementation in 2010. This money will go toward everything I've outlined earlier. While this is by any measure a lot of money, we expect large returns on our investment. The payoff from these investments should be substantial.

I'll give you one example. Art Rolnick of the Federal Reserve Bank of Minneapolis estimates that for every \$1 invested in pre-kindergarten we will see a social return on investment of at least \$7 and perhaps as high as \$10. Researchers have estimated that a 1 percent increase in high school graduation rate would produce savings of approximately \$1.4 billion annually associated with the cost of crime, or about \$2,100 for each male high school graduate. We fully expect that if our proposals are completely implemented, American society would realize even greater savings, both efficiencies within the broad basket of educational spending, and more importantly in other societal savings.

If all we were asking for was more spending on the education system of our past, the one that hasn't worked well for so many, then we wouldn't deserve to have our request answered. We are not. We have recommended a dramatic new approach to scale education and a new investment paradigm, which seeks increased federal dollars to leverage much more learning time and realize much higher expectations, which takes aggressive steps to improve the quality of teaching, and which connects with families and communities so they can enhance their children's learning opportunities.

We are convinced our recommendations, if well implemented, will work to better prepare all students for an ever more competitive world at large and will close wide and persistent learning gaps within our American world. As John Kennedy once said, "There are risks and costs to a program of action, but they are far less than the long range risks and costs of comfortable inaction." Has there ever been a topic more suited to that wisdom than the state of public education in this country, wherein comfortable inaction, if unaddressed, leads ever so quietly, yet resolutely, toward widening gaps between America's haves and have-nots and a slipping of the American civilization into the globe's second division?

My co-chairs and colleagues and I are ready to take your questions and any comments. We're sure you've got some of each. Before you do, I believe this was mentioned earlier, but you have received a companion piece, which we are also releasing today, "Education: The State We're In," which provides a comprehensive state-by-state snapshot of education today in

America. It brings together publicly available data on seven pressing issues in education that are addressed in our report, and then it analyzes each one of the 50 states.

You also have a prototype eight-page, I believe, summary for the State of Virginia – Commonwealth of Virginia, and the – both organizations hope, I think quite soon to have eight-page full-blown analyses for each of the states – each of the 50 states available.

With that, we would very much welcome your questions. I've been asked to moderate this, so I will do so.

(QUESTION AND ANSWER SESSION)

Ma'am?

Actually, I'm sorry I have to say one other thing. There are folks with microphones, so if you could wait until the microphone. There's a woman right behind you there.

Q: I'm Kristin Yorty (ph) and I'm unaffiliated. I'm very concerned – actually, that's wrong. I'm affiliated with the De La Salle Blackfeet Middle School in Browning, Montana, where there is huge problems. Some of the kids I've worked with up there told me stories about going to school and being put in trashcans and having been flushed in toilets – these are big kids. I'm very concerned about the schools up there and the problems the Native Americans are having up there. They're not getting any funding. The state of Montana's having financial problems. But my question is, what is being done for – I didn't hear of anything being done for some of the Native Americans.

What they're going to do in Montana is they're redoing the tests so that the Native Americans can pass the tests. They're making – they're spending \$1.8 million to redo the tests to make them easier as an answer to fix the problem because apparently Native Americans have language problems. They don't speak English. I've been up there and I've asked what other languages they speak, and they don't speak any other languages that they know of.

GOV. NAPOLITANO: Let me respond to that as the governor of a state that has 22 Indian tribes and a very large Native American population. And I think it pivots off of what Roger said. I think that any public education system that can hold its head up has to provide equal opportunity regardless of location or parentage. And that is why when you go into the report you will see a lot of the proposals are phased in, and need to be, just logistically, but starting with the poorest schools, the most isolated schools; the schools where, quite frankly, we have the most challenges.

Within Indian country, there are other issues of federal funding in addition to education funding that impact the students, healthcare funding being one good example. Unemployment in Indian country, of course, has always been very, very high. But Indian students with a good education can succeed and succeed academically. And one example I would give of that, quite frankly, is what both the University of New Mexico, which president is here, and Arizona State University have done to find students in high school, mentor them, and get them into a university

environment where they have done, like I said, extremely well. So when you read the report, what I would suggest that you do is take many of the items listed there, and translate it into the particular school or area you're talking about, but there's a lot of meat in here for all areas of America, but particularly for Indian country.

Q: Thank you.

MR. MURPHY: Ma'am, could you hold off until we get you a microphone, please?

Q: I am so delighted to hear you say that. I was almost in tears when I saw that list. My name is Claudia Pharis. I am Congressmen Chaka Fattah's former chief of staff, currently head of a nonprofit that deals with large, complex systems. And I would submit to you that the major difference between the young woman that wound up in prison and the one who is bivouacked in college that Mr. Wilkins told us about was the per-pupil expenditure in the schools that they attended.

And yet, the strategy has us initiating a dialogue on adequacy and equity in funding. That dialogue has long since been initiated. You'd be hard pressed to find a state in the union that hasn't had a court challenge, either settled or underway, on this very issue. And yet we have buried in our report – I won't say buried, but a strategy in this report that oblique – that addresses the question of equity, and I suggest that we make a bigger deal of it – that the statement of our – that equity is a key part of the progressive agenda, and we need to be proud of that and make a big deal of the fact that the strategy is an equitable one. That is to say, we begin with the – in the distribution of funds and services with those situations that are most in need.

And I was very concerned about where – about the very statement that embodied the equity issue – that it was so weak. And I know this report is out, but in promoting it we need to make a bigger issue of the fact that the agenda does promote equity because we're wasting an awful lot of resources by not approaching this problem equitably.

MR. MURPHY: Thank you. Sir, would you wait for a mike?

Q: Yes, my name is Pablo Sanchez with Univision News. You're are proposing a major restructuring of the educational system and a major investment when we can't even get funding – full funding for No Child Left Behind. What is going to make this more than just one more report?

MR. MURPHY: Roger, do you want to –

MR. WILKINS: Not really, but I'll do it. (Laughter.) In this city, there's always a danger that nine tenths of the reports put together by well meaning people disappear. I think the answer to you is that at this moment, for lots of extraneous reasons, education is very close to the top of everybody's priorities. I'd have to – I'm a Democrat with the normal impulses of a Democrat about the current administration, but I would have to say that the president gets some credit for the fact they were thinking about education because of No Child Left Behind. It has created a national debate in policy and a quite heated and intense debate, and into this moment of

heightened interest in education and heightened debate about how best to go about it, we're stepping in with a set of proposals, which – I think I speak for all my colleagues – which we're going to fight for, and we're going to do everything we can to make sure that this very colorful report doesn't get covered with dust in a month. That's –

GOV. NAPOLITANO: I'd like to add something to that. One of the things I have found in Washington DC is that everything gets reduced to a budget number and then gets reduced to what can happen within a partisan Congress and a partisan administration. But this education battle is much bigger than that and it – I meant it when I said this is a brain race and we are falling far behind.

I can tell you that this report could be taken by any governor right now, Republican or Democrat, and I can go around the country and I can tell you, Republican or Democratic governors who are already doing some of the things in this report and what this report provides for all of us at the state level, and realize that that's where the bulk of the money for education comes from – it's state money; it's not federal money. The moneys that are represented here on the federal level are about less than 2 percent of the federal budget. So, you know, but education represents over a half of a state's budget, and I will tell you, you can – we are all struggling with how we make our education systems the best and prepare our kids the best, and when you look at the four buckets that were described, this gives us a template for action and if every state does it, we will in essence have national reform even if Washington DC never gets around to doing what they ought to do.

MR. MURPHY: Thank you. Let's go over this side. Gentleman – back, yes. Wait for a mike if you could, please.

Q: John Mitchell with the American Federation of Teachers. I have two questions that are related, so maybe you can get them both at the same time. You are advocating national voluntary standards. Right now, we have state-by-state standards. I'm just wondering why bother to do national standards if they're voluntary? I'm not being naïve there, I just wonder what kind of mechanisms you are thinking would make states adopt a set of national standards.

And then the second part of that question is on the assessment. You are also suggesting expanded national assessment and the explanation you said that those would be beyond standardized tests. I wonder if you could add any meat to the bones of expanded. Are we saying we want to assess every child rather than right now nationally, it's just a sampling so we can see how a state is doing? You know, what's the panel's thinking about national assessments and national standards?

MARGARET MCKENNA: Well, let me answer the second question anyway, which is when we're talking about expanding assessments, we're not talking about testing more children. We're talking about expanding the kinds of assessments, not just paper-and-pencil tests, so portfolios, experimental, experiential learning – ways to look at a whole child developmentally, not just a paper-and-pencil test. And a lot of – again, I think a lot of communities have started to look at this very seriously because one thing is all children learn differently and do not respond to paper-and-pencil tests the same way. It doesn't mean they haven't learned the subject, it just

MR. MURPHY: Back there, yeah?

Q: My name is Peg Blackman. I've been a volunteer in a DC public school, Bancroft Elementary, in Mount Pleasant, which is an excellent community school. My question is teacher training and professional development. You have a wonderful program "Teach America" that's brought in university students, but they only stay for two years and then they move on. And I'm wondering what recommendations this panel has for career changers, for teachers who are teaching now, and people who want to go into teaching?

MR. MURPHY: Margaret, do you want to? Or, Jim, do you?

MS. MCKENNA: Well, I think that colleges and universities and all of us need to think about a variety of ways to take people who are interested in teaching and create opportunities and pathways for them to become excellent teachers. So a lot of colleges and universities have a rigid system: you enter our system, you follow our rules, and you graduate. What we've got to do is look at the individual, whether they're a scientist from Polaroid or an engineer somewhere or someone – a 17-year-old, look at who they are, what their needs are, and make sure that we create programs whether they are weekends, whether they are week-intensives, whether they – we go to your community, you don't come to us on campus. We go to fast growing communities where there's not a college or a university and create a satellite operation.

We have to, as colleges and universities, think about the need and how we fill it, not think about how we want to do it and how our faculty in fact is comfortable in doing it. We've got to get out of that comfort zone. We've got to think about a school system. We've got to think about what the needs are and design a system that works.

We also have to ensure that people think about alternative systems. Eighty percent of alternative pathways are in colleges and universities. People think "Teach for America" is over here, college and universities are all traditional. About 80 percent of alternative, as we would say, programs – accelerated programs, weekends – are affiliated with colleges and universities, so we want to make sure that no matter what system you go through that the quality of the teacher at the end is the same, that we have high standards for all of our programs. So I don't want just fast and accelerated, I want excellence. So, I want to make sure if you have a "Teach for America" kid, they can actually teach before they go in a classroom, not learn on our students. So I think we all need to change.

JAMES L. PUGHSLEY: Let me add to that, if I may. I have had some direct experience with "Teach for America" in the Charlotte-Mecklenburg Schools. Last year, we brought in 50 such individuals and that number has doubled for this year. And they have a training program that is very good. In fact, we have started to adopt some of the approaches that they take in preparing their teachers to go into the classroom and yes, it is a limited stay, if you will, but we

are hopeful that we can support them such that they will see fit to continue in education, and in other locations many of them have.

And based on that one year of experience – last year – we know that they have been very successful in the schools in which they were placed, and all of them were placed in the schools that have the greatest challenges. They bring a great deal of energy to the process and while they meet with some frustrations along the way, they learn a great deal. The key is supporting them and of course the staff development that you spoke of.

Q: I'm teacher at the University of Maryland, College Park. I teach teachers. I'm also an arts educator and a researcher and writer. I want to congratulate the panel first of all because I think that you – the four buckets are the right buckets, but I want to ask you if you've considered a fifth bucket, and that is the research bucket. There are wonderful programs out there, as you said, and I'm wondering if in your proposal you are including the hope of analyzing those excellent programs out there. Why are they working?

MR. MURPHY: I would just say this as a nonacademic. It's a great point, and I think as you get through the report, you will see – I'm going to give you a half a loaf answer, and that is that our recommendations are heavily oriented toward well researched, proven ideas under the theory that, to use a sports analogy – forgive me – that if the system – putting aside great teachers, great schools, great leaders in many, many places around the country, as a system – as a national system, you could argue we haven't been to the Super Bowl in 30 years.

And so when you're trying to tweak that, you don't add a player or take a player away; you actually hunt as aggressively as you can for things that work. I think as you read through this as well as the state by state work, we have hunted – as aggressively as we could – out those well researched, proven methods that we think you could scale into a national system, obviously on a state-by-state basis. I think that's the first half.

The half that we haven't perhaps spent as much emphasis on, which is a very fair point, is how can we use research more proactively as a weapon to further help us test out certain ideas or hunt out some of those other great proven methods. Thank you.

Yeah? Hold on one second.

Q: Thank you. I'm Rose Nadell (ph) and years ago I served on the school board in Santa Barbara where we implemented many of the recommendations that you have suggested. My point is this: we are definitely in the midst of a technological revolution just as there have been revolutions 100 years before, so that a massive change has to be done in order to prepare our students. What I would like to know is what you put as your priorities incrementally without necessarily tying it to the financial picture. But as you see the pictures, where do you see we, the public, need to put our emphasis and where do you see the schools and the school boards need to work?

MR. MURPHY: I would bet that you might get, ma'am, a different nuanced answer from several of us up here, so perhaps with that entrée a couple of us could make the comment. Governor, I wonder would you – (laughter).

GOV. NAPOLITANO: Well, different states will be in different situations. When I look at the four buckets and look at my state, which is a state of roughly six million people with a burgeoning population – our fastest growing group are zero to five-year-olds – I'd say top priority is getting that early education and phase it in for the students who come from the least advantaged areas first with the goal of making it universal.

A second priority, or the one we – and these are all being addressed simultaneously, is teachers – teacher training, teacher preparation, teacher pay – because if we got to move to a longer day or a longer year and I think that has to happen as well for our students really to be competitive and to have the skill set, the knowledge set that they're going to have to have, then you're going to have to pay the teachers more to do the extra work. So I think all those go together.

And then I think working – you can work with a number of different aspects of community. Add community services to embellish on or embrace the community school notion, which has already been embraced episodically around our state, but not universally.

MR. MURPHY: Jim wanted to comment, and then maybe, Louis, you come in after.

MR. PUGHSLEY: With regards to my own priorities and the priorities I attempted to serve as a superintendent as well, I've always maintained that if you're going to close the student achievement gap, then you have to close the parental involvement gap and you have to close the teacher gap as well. And when I say the teacher gap, I'm making reference to the deployment of teachers to those schools that have the greatest need and the – yes, I would agree with the statement that the lady made earlier with regards to a (differentiated?) allocation of resources. And in some cases, it's a dollar-to-dollar kind of situation, but in others, it may be five to one in order to get the same results. So it's not only about opportunity, it's about results.

MR. MURPHY: Louis? Well put.

LOUIS CALDERA: I would say two things. First, higher expectations, and I think that's part of where the national standards come from. If we expect more of our students to graduate at the highest level of proficiency in mathematics, science, critical thinking and to be engaged and energized and desiring to pursue those areas in higher education, then we've got to start the expectations much, much earlier, much higher. And, frankly, part of the challenge right now for students is just boredom. It's just drill and kill because they are capable of being challenged with much higher expectations much earlier on in individualized tracks that allow them to move forward as quickly as they are capable of, and so stop making excuses about the fact that they are poor or Spanish-speaking or come from single parent homes. Challenge the child with higher expectations.

The second one is making schools that truly embrace community schools and community involvement. One out of five students in our country is the son or daughter of an immigrant family. It will soon be one out of three. These are children whose parents are not U.S. college-educated graduates. How do they know what they need to do as parents to help their children stay focused, succeed, learn good study habits, prepare themselves properly so that they're on the track that is going to lead them to college, not the track that's going to lead them to drop out or to graduate with something less than a regular high school diploma and a college preparatory curriculum?

And to do that, we've got to reach out to families and it has to be family to family and peer to peer from students who have successfully made that transition reaching back to others behind them. But in many schools, the message is "leave it to the professionals," or – and many of our parents, frankly – I'm from an immigrant Spanish-speaking family – many of our parents feel not welcome at the schools, that they feel intimidated. They feel embarrassed. They feel that they don't have the stature to go, stand, and talk to the teacher about what's happening in the classroom. To truly engage parents, we really have to find ways to break down those barriers, and there are places where it's happening. We're doing it in New Mexico. We have a great program called Engaging Latino Communities in Education, ENLACE, which is a parent-to-parent, peer-to-peer program that works. So these things are out there; they just need to be invested in and supported.

MR. MURPHY: Margaret McKenna, I wonder if you've a view on your priority, and then John Buchanan as well, if you would not mind.

MS. MCKENNA: Yeah. Obviously, teacher preparation is at top of my list, but the other one really is literacy, literacy, literacy, and literacy. You learn to read and read to learn and if our children of all races, ethnic backgrounds, and language differences cannot learn to read and we give up on them, we have given up on education, period. So if you don't – I mean, early childhood is important, but also adolescent literacy: do not give up on a child who cannot read because you have given up on the child. So whatever we have to do to get kids able to read at a reasonable level, we need to do.

MR. MURPHY: John?

JOHN BUCHANAN: That's right. Go ahead. I'll catch you next time.

MR. MURPHY: Thank you.

Ma'am? Over here, please.

Q: Thank you. I have a question regarding community schools and parental involvement. I have dual affiliation, I'm with the Appleseed Foundation and also with the National Native American Bar Association. Thank you for all your work with the native community, governor. We've been doing some work on community schools, specifically within immigrant communities and the native communities and trying to get the parents coming into the schools and more comfortable. And so my question to you is, what have you seen in your

experience that seems to be more successful than other things in putting them in the schools? For example, we've been seeing banks with bilingual facilities in schools being very successful and bringing parents in and making them feel comfortable in the schools and I was wondering if there are specific examples that we as advocates should be aware of.

MR. WILKINS: First of all, I want to go back to the question that the lady from Santa Barbara asked. You asked where we would – I'm talking – I'm talking to you. (Laughter.) Pay attention in school. (Laughter.) I think that we – the other priority that we need is putting education at a much higher level of national attention – political attention than it has today. An awful lot of people, particularly upper middle class and above, view education as a privatized experience. You don't think of education in terms of the future of the nation, the nature of our democracy, and competition with other countries. You think of it in terms of where can I get my kid into a good school like Buchanan.

When I was in the school board here, the vast majority of public calls I would get didn't have to do with funding, teacher preparation, community schools, parental involvement – any of that stuff. It was, "How can I get my kid into Oyster or the Cluster on Capitol Hill?" And I think the higher up you go on the income ladder, the more that happens: you either move on a district or you put your kids in a private school. Whatever it is, it's about me and mine, and therefore you don't get the kind of national push on the kinds of priorities that we're talking about today because people say – the kinds of people who have political clout say, well, I've got my situation covered and so I can go on to think about golf.

So do you want to answer? Did you want to respond to what I –

Q: Well, yes. (Laughter.) (Off mike.)

MR. MURPHY: You need a microphone.

Q: Thank you so much, all of you, for the wonderful job that you are doing, but I think that there are innovative things that can come from the community. In California, our minorities were Mexican children or immigrant children and we're not the only ones – I mean, what we did, for example, was to have an A week and a B week where the kids – this kept them into high school because many of them had to work; their parents were depending upon them. So this system is not new, but it managed to keep our dropout rate to about this big. What we did then, you know, was have the youngsters go to school one week when the other children were in class – at work, and the work they got was packing and wrapping in department stores and things like that.

So I guess all I'm saying is, with you, we have to encourage innovation within the community and, as you say, get all the different groups together. The PTAs have been trying for years. The others – all the advocacy groups, whether it's League of Women Voters, you know, or the business groups are all looking to this kind of program and I do hope that you are very, very successful and if those of us who are here can be of any help, I'm sure we'd want to.

MR. MURPHY: Thank you mam. Roger do you want to make a quick comment on community schools and then John Buchanan wanted to talk about his priority.

MR. WILKINS: Well, the community school effort that struck me was what started out as the Beacon School effort in New York and it's now – I guess you'd have to say it's the Harlem Project led by a fellow named Geoffrey Canada, and they proceed almost from a community development point of view; that is, we are going to transform Harlem – they say – and we're going to transform it in large measure by providing much better schools than these people have ever dreamt that their kids would go to, and then by getting the parents involved not only in the school, but also in the community development efforts. So what you're really doing is giving the parents, many of them poor and not terribly well educated, a sense of political efficacy that they've never had before and also a reason to stay involved because it is so personal about their children.

MR. MURPHY: John Buchanan.

MR. BUCHANAN: Thank you, Mr. Chairman. I grew up in Birmingham, Alabama, in the bad old days and I'll speak from that perspective. It has somehow pleased the creator to place the purest gold and the most precious jewels in all sorts of unexpected places. We cannot know what child of which gender or what economic situation or geographic location or ethnicity may have the capability to give us the cure for cancer. In my state, against all expectations, we produced George Washington Carver. I wonder how many Carvers we lost because we did not give equal opportunity to our citizens for education. (Applause.)

I think the achievement of honest equity is what we need the most and it takes dramatic change. I think that out there, we don't know when we may be dealing with a Martin Luther King Jr. or a Barbara Jordan or a Shirley Chisholm or a Thurgood Marshall or who knows what else.

The only safe thing we can do for ourselves as a nation and for the world is make sure that every child has every opportunity and incentive to become the most and the best that is in that person to be. And our school system, for most children, has to accomplish that purpose – our public school system. Therefore, we need dramatic change. And we have, therefore, suggested dramatic change in order to accomplish significant results toward making opportunities for all children to become all that they can be.

And I can't – I don't have the expertise of my learned colleagues. Every time in Congress we tried to reform something, it seems to me we made it better instead of worse. I hope that will not be the case with us and I think not, but I do know we need a wakeup call as a country. Our federal government needs to give higher priority and more money to education. (Applause.) Our state governments are a mixed bag: we have governors like Governor Napolitano and others who are giving it the priority it ought to have, but the people – we the people must change.

In my state of Alabama, we have a conservative government, Governor Bob Riley, conservative Republican who saw his state was running at a deficit, it was neglecting important

needs, and he proposed dramatic change which involved higher taxes. He was rejected by his own party and by the people and was not able to get his program through. We the people must give education the priority we say it has. We have to put our money where our mouths are. And this is my educated opinion: it's what we need to do the most. I think this will help accomplish it, but I think the thing that's necessary is that Rip van Winkle, i.e., the American people and the federal government and many state and local governments, have to wake up and pick up our muskets and commence firing to accomplish the victory in this revolutionary situation that is needed.

Okay, that's enough mixed metaphors, but priorities, priorities.

(Applause.)

MR. MURPHY: Governor, you wanted to make a brief remark?

GOV. NAPOLITANO: Just a brief follow-up point. I believe firmly in phasing in and focusing on schools in the most underprivileged areas and so forth, but what we saw going around the country and heard is that you can be in a middle-class school or a school in an upper class neighborhood, the plain fact of the matter is that at the current time we are not adequately preparing American children as a whole for the competitive environment that they are going to enter into. So this is a clarion call not just on the equity side, but also on what we do for every child at every level to make sure that as a country we remain competitive.

MR. WILKINS: One other thing about the political thing. I think that we mentioned the name Bill Gates here. I think that he's really doing a terrific job. America listens to rich people, you know? (Laughter.) And so I think we ought to get more people like Gates, who's in the technological transformation business, to become as vocal and as generous as he is and I'll tell you: I think so much of Gates that I think he ought to get an award. I think somebody ought to give him some Microsoft stock, you know, it'd be a good thing. (Laughter.)

MR. MURPHY: I'm going to say boldly that I'm sure that all of us will be very happy to hang around after this, but the time is our enemy at the moment. We're going to take one or two more questions and ask if we can give reporters priority, if that will be okay.

Sir, you've got a microphone coming up behind you.

Q: Al Millikan, Washington Independent Writers. Did you have any suggestions in the spiritual, ethical, moral values of education, and did teacher unions or associations add input or offer reaction to your call for major reforms? I know we did have a question from American Federation of Teachers.

MR. MURPHY: On spiritual matters, I think – limited discourse, I think on that. Is that's fair to say?

MS. MCKENNA: I agree with John here: what you've talked about as spiritual, it's value laden philosophy which underlies this work. I mean, I think many of us feel strongly about

what John said in terms of equity and that's a value – a basic value I think that underlies this report, and I think a very important one.

MR. BUCHANAN: I will say amen to you and me. There can be no higher moral or ethical or theological value than to make sure you do everything you can to help a person become the person that person was created to be by someone I believe is their creator, and that is a first value.

I wish we had with us who is my hero of this task force, and I have several, but Chauncey Veatch, who distinguished himself as a military officer serving his country in that as his profession and then when he left became a teacher. And he requested for his class the most challenged kids. And Chauncey Veatch represents to me the values we need in teachers. If we could clone Chauncey and Jim Pughsley over there and put them all over the country, it would be a wonderful thing, but we don't – most of us believe in human cloning – (laughter) – but I will tell you that there are real moral and spiritual values involved in giving people their opportunities in life and we are trying to get that accomplished.

MR. MURPHY: Here, here. We're going to take one more question from the reporting community if we could.

Sir?

Q: Emilio Rivera from (unintelligible) media. I have nothing but praise to most of your suggestions and I think it would be very convenient for society to pay heed to what you are saying. One of the recommendations that I fully endorse is to encourage the study of mathematics and sciences.

On what you recommend of expanding the uses of kindergarten, I think that that deserves more study because it has been proven – not widely published in the United States – that when you separate the kids from their mothers, from their parents, their level of intellect does not reach its full potential, so that's some – and those are very serious study, but not very widely known here in the States.

I have been a professor in several universities and I would like to know what is your approach toward this. One of my disappointments and frustration as a professor is the degree of illiteracy that I find in university students. You know, as a matter of fact, that there is a percentage of students – when they graduate from high school, there is a percentage who have difficulties in reading their diplomas. And you are addressing tactical questions, but what about strategy? What you are suggesting would be great for the students to integrate into society, to great – have a better opportunity of getting good jobs, but what about the development of the individual? We have – you have not mentioned the study of humanities.

And it's astonishing when you, as a university professor, know that the students haven't heard about Churchill or de Gaulle. They cannot quote a French author or a Russian author in English, but worst of all they cannot quote authors in Spanish – in English and they don't know who Bach was, they don't know who Beethoven was, they don't know who Mozart was, and this

lack – this lack of cultural background limits – hinders the development of individuals. Since we are all professors, I will finish by suggesting that we speak accurately. There is a word – just a word that is so damaging for society that we should think about suppressing it and that word is color. This is hypocritical coming from other centuries. We must understand that we are all colored. If we were not colored, we would be invisible.

Thank you. (Laughter.)

MR. MURPHY: Do any of our university colleagues wish to address that?

MR. CALDERA: The report did not get into specific curriculum items such as the humanities, the arts, history, social sciences, even moral, ethical development, specifically. It does address math and science, engineering, technology because technology is revolutionizing our world. That is the world that these students are going to be entering, and we have – and to be economically competitive to maintain our high standard of living in our country, those are critical skills, but the call for higher standards and higher expectations is a call for more rigor and more comprehensive education including in the kinds of areas, the humanities, languages, the arts, moral development that others have mentioned. So that follows from the kind of call for voluntary national standards and it's not about how do we rig the standards so that we pass the assessment so we're not penalized – so we're not labeled as failure. It's about how do we move every child forward with very high expectations.

MR. MURPHY: It was mentioned earlier that this is in many respects the beginning of our process, even though we've spent 18 months on it and it's far from the end. We hope – we first of all thank you all for coming today. It means an enormous amount to us. And I know that I speak on behalf of everyone up here, we're going to hang back if there are any other comments or questions you want to make to us privately. And I know even more importantly, the governor, Professor Wilkins, my other colleagues join me when I say that we are engaged: the race is on, and we – as Bob Borosage said, we're not just going to take this report and put it down and set it on a shelf or down some hole. We hope this is a living document and good things will come from it.

Thank you again for coming.

(Applause.)

(END)