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2 NATIONAL GOVERNORS :

3 ASSOCIATION 2005 NATIONAL :

4 EDUCATION SUMMIT ON HIGH :

5 SCHOOLS: PLENARY SESSION :

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8 NATIONAL GOVERNORS ASSOCIATION

9 National Education Summit on High Schools, Plenary
10 Session

11 J. W. Marriott

12 Salon III

13 Washington, D.C.

14 Sunday, February 27, 2005

15

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17 The above-entitled matter came on for meeting,
18 pursuant to notice, at 9:30 a.m. with Edward J. Rust,
19 Jr., presiding.

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1 PROCEEDINGS

2 (2:10 p.m.)

3 MR. RUST: Let me welcome you to our
4 concluding session of the national education summit
5 for high schools. My name is Ed Rust. I am chairman
6 and CEO of the State Farm Insurance Companies, but I
7 also serve as cochairman of the Business Round Table
8 and director of a chain of containing organizations
9 of this gathering.

10 Over the last 30 hours when we started
11 this day with Governor Warner's opening comment, the
12 very insightful and challenging comments by Bill
13 Gates, who defined the issue of looking at our high
14 schools as really not an issue but a crisis and some
15 things that we need to be doing, we've had some
16 excellent breakout sessions yesterday afternoon and
17 this morning. We have shared a lot of good ideas, a
18 lot of practices that are working.

19 But the need is how do we replicate those?
20 How do we scale them? How do we build the types of
21 structures, implement the policies that will in fact
22 over time drive student achievement higher up and
23

1 down the line in education?

2 Let me start off this afternoon in
3 thinking back on the issue with high schools. But a
4 key element in high school is in the area of math and
5 science.

6 I'm reminded that it was almost 50 years
7 ago that the Soviet Union -- or the then-Soviet Union
8 -- shocked Americans by launching Sputnik. The
9 United States' response was immediate and it was
10 dramatic. Less than a year later
11 President Eisenhower signed into law the National
12 Defense Education Act. A major part of that was an
13 effort to restore America's preeminence.

14 Today our nation faces a more serious, if
15 less visible, challenge. One of the pillars of
16 American economic prosperity, our scientific and
17 technological superiority, is beginning to atrophy
18 even as other nations are seeing significant gains in
19 the development of their own human capital, their
20 intellectual capital.

21 If we wait for some dramatic event,
22 perhaps a 21st century type Sputnik issue, I would

23

1 suggest it will be too late. There may be no single
2 event, no moment of epiphany, no catastrophe that
3 will suddenly demonstrate the threat.

4 Rather there will be a slow withering, a
5 gradual decline, a widening gap between a complacent
6 America and countries with the drive, the commitment,
7 and the vision to take our place of leadership.

8 History is replete with examples of
9 civilizations that once were dominant, but declined
10 because of myopic self-determined choices. I believe
11 we're at a critical junction in our history.

12 Virtually every major respected
13 organization representing business, research, and
14 education, as well as government, science, and
15 statistical agencies and commissions have extensively
16 documented the critical situation here in the United
17 States when talking about science, technology,
18 engineering, and mathematics -- from measurable
19 declines in U.S. innovations such as patents and the
20 number of research articles being published to the
21 soaring number of students in Asia majoring in the
22 areas of science, technology, engineering, and math,

23

1 and unfortunately to the lagging number of U.S.
2 students interested in achieving in the areas of math
3 and science.

4 For most of the 21st century the American
5 education system provided a substantial part of the
6 talent and the proficiency needed to sustain
7 improvements in our way of life.

8 In addition, many foreign scientists were
9 attracted to pursue research opportunities in the
10 United States because of the American scientific
11 community and top-notch facilities and financial
12 support that were available.

13 Today, however, as the American economy
14 becomes even more reliant on workers with greater
15 knowledge, with greater technological expertise, the
16 domestic supply of qualified workers is not keeping
17 up with the skill demand.

18 And all indicators suggest that this
19 discrepancy between supply and demand of domestic
20 talent will grow more pronounced in the future. This
21 is right at the heart of what Bill Gates shared with
22 us yesterday.

23

1 In the face of declining interest and
2 proficiency of American students in science, math,
3 engineering, American industry has become
4 increasingly dependent, some would say overly
5 dependent, on foreign nationals to fill the demand
6 when it comes to math, science, technology, and
7 engineering.

8 That is what we have been attempting to
9 address at this summit. In looking at what we need
10 to do, in changing our thinking and approach to high
11 school education, the high school structure, and
12 finding ways to make sure that our young people, as
13 they go through their formal education, are getting
14 the types of experience, the type of motivation that
15 will indeed drive their academic achievement and
16 maintain the pre-eminence of the United States.

17 That's why the Business Round Table and
18 other business groups believe that the United States
19 needs really a 21st century version of the post-
20 Sputnik National Defense Education Act.

21 We need to build on the foundation of no
22 child left behind with a significant focus on math

23

1 and science. To get the results we need the federal
2 government as a partner along with the states, local
3 communities, school boards, and the business sector
4 in driving this issue and achieving the results that
5 we know are necessary to our long-term success.

6 This summit can be a defining catalyst in
7 getting that done.

8 It is now my pleasure to introduce the
9 governor of Kansas, Kathleen Sebelius. Kathleen is
10 the chair of the National Governors Association
11 education committee and I look forward to your
12 comments.

13 Kathleen.

14 (Applause.)

15 GOVERNOR SEBELIUS: Thank you, Ed, for the
16 Business Round Table and Achieve's leadership in this
17 very important discussion.

18 I want to welcome all of you to the
19 session, which is going to focus on how federal
20 policy can support state high school redesign efforts
21 and how to align the federal education laws.

22 I think it's clear governors have a pretty
23

1 aggressive agenda on education and would like to
2 partner with the administration and Congress to
3 accelerate our redesigning American high schools.

4 We believe in a federal and state
5 partnership that rewards state innovation,
6 exploration, and continuous improvement. And now is
7 the time for action.

8 The 109th Congress will reauthorize three
9 of the five major education laws -- Head Start, the
10 Carl D. Perkins Vocational and Technical Education
11 Act, and the Higher Education Act.

12 High school proposals are also under
13 discretion. This session today provides us with an
14 unprecedented opportunity to align education and high
15 school reform.

16 The path is clear. Federal education laws
17 from preschool through college, commonly referred to
18 as P-16, must align to help state innovation
19 eliminate costly duplication and ultimately improve
20 education outcomes for all students.

21 Limits and restrictions on state
22 innovation generate costs our nation cannot afford.

23

1 Too often federal education laws are isolated silos
2 when in reality education begins at birth and lasts
3 for a lifetime.

4 Federal education laws should be aligned
5 to embrace state-coordinated P through 16 efforts,
6 provide greater flexibility to states, streamline
7 federal data reporting requirements, expand
8 gubernatorial authority to coordinate federal funds,
9 and support state high school redesign.

10 Lasting high school reform will require
11 systematic change in federal education policies to
12 break down the barriers to reform and align high
13 school standards with the expectations of college and
14 work.

15 We have talked a lot about the problems in
16 our nation's high schools. And now is the time to
17 implement solutions and build the partnerships
18 necessary to succeed.

19 Governors are leading innovative high
20 school redesign across the nation. The federal
21 government should create a comprehensive strategy to
22 support and help replicate the states' best
23

1 practices.

2 Let me mention several ways that federal
3 policy can align with state high school innovation.
4 States are creating different high school models that
5 strengthen student relationships with adults and
6 connect classroom work to real life problems and
7 improve connections to post-secondary education.

8 The federal government can support state
9 reform by lifting burdensome reporting requirements
10 and allow them greater flexibility to coordinate the
11 funds that we have.

12 The federal government could also provide
13 new incentives and administrative flexibility for
14 states to foster collaborative efforts between high
15 schools and post-secondary institutions to acquire
16 information on attrition and academic progress.

17 These changes should be addressed in the
18 Perkins and Higher Education Reauthorization Act.
19 States are also expanding high school opportunities
20 that increase rigor and relevance of high school for
21 all students.

22 During the reauthorization of the Higher
23

1 Education Act and the Workforce Investment Act the
2 federal government could support state innovation by
3 expanding opportunities for students to participate
4 in advanced placement, international baccalaureate,
5 early college, industry certification programs,
6 distance learning, and the state's commerce program.

7 State innovation can be further supported
8 by providing greater flexibility in student financial
9 aid eligibility requirements. The federal government
10 should look at ways to provide incentives for states
11 to create dual enrollment programs.

12 Lastly, we urge Congress to reauthorize
13 and improve the Vocational Education Act. States are
14 also developing new targeted recruitment incentives
15 to attract teachers where they are needed most and
16 provide supports to retain them. States are working
17 to improve principal recruitment, preparation, and
18 professional development.

19 The federal government can help in this
20 role by providing additional flexibility and
21 incentive to support this critical work by expanding
22 professional development and piloting alternative
23

1 teacher compensation models.

2 Loan forgiveness should be permanently
3 expanded from \$5,000 to \$17,500 to recruit teachers
4 to critical shortage areas at hard to staff schools.
5 These reforms could be enacted in the higher
6 education bill.

7 States are developing more rigorous
8 standards for teacher preparation and performance.
9 Governors are committed to improving high school
10 students' academic proficiency with stronger
11 teaching.

12 The federal government can encourage state
13 continuous improvement by deferring national one-
14 size-fits-all benchmarks and allowing state's time to
15 refine their teacher preparation programs.

16 In addition, during the higher education
17 reauthorization Congress can work with governors to
18 expand state accountability for teacher preparation
19 programs to align with rigorous requirements of the
20 no child left behind.

21 States are investing more resources into
22 need-based aid to make college an option for more

23

1 students. Federal policies to increase preparation
2 and learning opportunities should be matched with
3 additional flexibility and affordability in higher
4 education.

5 To help make college more affordable the
6 federal government, we hope, will consider raising
7 the maximum Pell award grant and provide new
8 flexibility to respond to students' needs. Those
9 reforms could also be enacted in the higher education
10 bill.

11 Working with business, education leaders,
12 parents, and students, governors understand the
13 unique challenges to redesign our nation's high
14 schools and the flexibility required for meaningful
15 solutions.

16 There aren't any easy answers. Every
17 child, every teacher, every school at each state is
18 different.

19 We hope to forge a new federal state
20 partnership that strengthens state ingenuity and
21 innovation. And our common goal must be to decrease
22 America's high school dropout rate and improve the

23

1 timely completion of post-secondary education.

2 To explore how we might forge a stronger
3 federal-state partnership I invite Governor Pawlenty,
4 the vice chair of the MGA education early childhood
5 and workforce committee, to the podium.

6 In Minnesota Governor Pawlenty announced a
7 new K through 12 funding plan, including incentives
8 for teachers and the new get ready, get credit
9 initiative.

10 He's also working to empower higher
11 education customers -- parents and students -- to
12 make choices that best suit their needs.

13 Governor Pawlenty will introduce the
14 secretary and moderate the question and answer
15 session with our members of Congress.

16 Governor Pawlenty.

17 (Applause.)

18 GOVERNOR PAWLENTY: This session is
19 entitled the federal state partnership and we'll hear
20 in just a moment from our new secretary of education,
21 Margaret Spellings.

22 Then we'll have interaction with the panel

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1 discussion. The second part of the session will
2 relate to the state part of the discussion. That
3 will be facilitated by Governor Huckabee. So we'll
4 leave the state and then that group will come on
5 after that.

6 But first I have the distinct honor and
7 privilege of formally introducing our new U.S.
8 Secretary of Education Margaret Spellings. She has
9 served in many capacities for a variety of years as
10 an advocate and champion for education change and
11 reform and accountability.

12 We will want to welcome her to the summit.
13 During President Bush's first term Secretary
14 Spellings served as an assistant to the President's
15 domestic policy, where she helped craft a variety of
16 education policies including the No Child Left Behind
17 Act.

18 Prior to her White House appointment she
19 worked for Governor Bush as a senior advisor on the
20 Texas reading initiative, the student success
21 initiative to eliminate social promotion, and the
22 nation's strongest school assessment and

23

1 accountability system.

2 For more than a decade Secretary Spellings
3 has served as a talented, energetic and effective
4 advisor for President Bush. And the coolest thing on
5 her r sum or bio is that she is the first secretary
6 of education with school-age children.

7 (Laughter.)

8 GOVERNOR PAWLENTY: That probably
9 qualifies her as well as any of the rest. We look
10 forward, Secretary Spellings, as governors, to
11 working with you and the administration in your
12 important new role on these important issues.

13 Without further ado, please join me in
14 welcoming Secretary Margaret Spellings.

15 (Applause.)

16 SECRETARY SPELLINGS: Thank you very much.
17 And they're in high school too. One middle school
18 and one in high school.

19 Thank you very much for inviting me to
20 speak to this very august group today. I'm thrilled
21 to be here.

22 I want to thank Governor Warner and Vice
23

1 Chairman Huckabee for their leadership on this issue
2 as well as you all, Governor Sebelius and Governor
3 Pawlenty, for cochairing the education task force.

4 I also want to recognize the energetic
5 reformers at the Business Round Table and Achieve and
6 the Hunt Institute and ECS for helping us to sponsor
7 this event. It's going to take a village to do high
8 school reform.

9 And I also want to acknowledge my friends
10 from the Congress -- Senator Bingaman, Congressman
11 Castle, and Congressman Hinojosa for their
12 participation today.

13 When a meeting earns the title summit, as
14 you all in the governors association are want to do,
15 it usually refers to an urgent challenge that can
16 only be solved by working together in a bipartisan
17 fashion.

18 And in education we enjoy the luxury and
19 the opportunity to do that both in our states and in
20 Washington, which makes it a pleasure to work on. As
21 an issue that's not always the case.

22 And certainly that's the case when we talk
23

1 about high schools. This is a problem, as you all
2 know. And I've said over and over in the last couple
3 of days that it has been building for years. It's
4 one we can't avoid. And it's a national priority.

5 You all have recognized this urgency. And
6 in fact, some of you all may experience a little deja
7 vu as I outline the President's plan.

8 And, Governor, I'm glad to be able to say
9 that the President's budget includes an answer to
10 almost every one of the calls that you just put
11 forward.

12 You all are working on similar reforms
13 around the country.

14 In Arkansas Governor Huckabee wants all
15 high schools to offer rigorous course work and
16 advanced placement.

17 In Wisconsin Governor Doyle favors paying
18 teachers not only for their length of service but on
19 their ability to help children learn.

20 In Minnesota Governor Pawlenty supports
21 allowing high school students to earn college credit.

22 And in Virginia my temporary governor,
23

1 Governor Warner, has made redesigning American high
2 schools his priority as the National Governors
3 Association chairman.

4 The very first words of your summit action
5 agenda read "America's high schools are failing to
6 prepare too many of our students for work and higher
7 education."

8 It calls for upgrading course work,
9 aligning standards to the needs of employers and
10 universities, recruiting and keeping highly qualified
11 teachers, and yes, measuring students and holding
12 schools accountable for results.

13 As Governor Warner notes, the agenda is
14 ambitious, but the need has never been more clear or
15 more urgent. Amen to that. And the President and I
16 could not agree more. There you are, Governor.

17 Of course, talk is cheap. Usually -- not
18 really in Washington or your state capitals probably
19 -- but you all have a track record of solving the
20 problems that you talk about.

21 That's not to shortchange my friends in
22 the Congress. We have worked together on the No

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1 Child Left Behind Act, as has been mentioned.

2 But when I worked for a certain governor
3 of Texas, I considered myself one of the luckiest
4 people around because states are where the action is
5 and where you have the greatest opportunity to
6 improve education and to close the achievement gap.

7 That's as much a credit to the system as
8 to the people in it.

9 When our founders wrote the Constitution,
10 they didn't write a laundry list of what states could
11 do. They reserved a few tasks for the federal
12 government and reserved the rest to the states and
13 the people in it.

14 That is particularly the case with public
15 education. It was unprecedented. It was genius.
16 And as a former governor, it's the spirit by which
17 President Bush governs today.

18 When President Bush was governor, one of
19 his top priorities was to bring high standards and
20 accountability to Texas public schools. I don't want
21 to be a Texas braggadocio, but after we did, Texas
22 students showed some of the greatest achievement

23

1 gains in the country.

2 And in the words of Time Magazine, "Black
3 and Latino children made galloping gains in math and
4 reading scores, narrowing the achievement gap. The
5 lesson: Accountability works."

6 Of course, we weren't the only ones who
7 understood that. Many of you here deserve as much
8 credit as well. Governor Hunt at the time of the
9 Hunt Institute now was a leader during that period as
10 well.

11 A little later when the governor ran for
12 president, he had to look at education from a
13 national perspective. He understood that the federal
14 government had a role to play, an historic role that
15 began in 1965 when President Johnson signed the
16 Elementary and Secondary Education Act, giving the
17 first federal aid to high poverty school districts.

18 But while the inputs were there, the
19 accountability for results were missing.

20 Senator Robert F. Kennedy asked in 1966,
21 What happened to the children? Do you mean we spent
22 a billion dollars and you don't whether they can read

23

1 or not?

2 By the year 2000, 35 years and a \$130
3 billion later, reading and math scores were stagnant
4 and the achievement gap was growing. So the
5 President's first legislative priority four years ago
6 was the No Child Left Behind Act.

7 The genius of the law was to hold states
8 accountable for results and to measure student
9 performance annually. Under the law different
10 strategies were not just allowed, but encouraged, the
11 kind of innovation for which governors are well
12 known.

13 Just this week Delaware, Florida, and New
14 Jersey, among others, decided to use the Department
15 of Education's teacher-to-teacher e-learning courses
16 to meet the highly qualified teacher requirements.

17 Eighteen months after it was signed all 50
18 states have unique accountability plans in place.
19 Not one governor chose to leave his Title I funds on
20 the table. Not one sent an army of lobbyists to
21 Washington to find a way out of it. And no one
22 declared it unconstitutional.

23

1 As the Washington Post noted Friday, you
2 focused your energy not on blocking testing and
3 standards, but in trying to find ways to raise them.
4 In other words, you're making the law work.

5 Today, as a result, reading and math
6 scores are on the rise. Nearly every state reports
7 achievement gains. And the pernicious achievement
8 gap is beginning to close.

9 Those galloping gains I spoke about are
10 being tracked around the nation, particularly in
11 urban school districts. President Bush had faith in
12 local educators and in you governors. And that faith
13 is being rewarded.

14 Now we're being tested again. Everyone in
15 this room recognizes that our high schools are not
16 yet part of this success story. Too many students
17 are being left behind.

18 As you've talked about over and over these
19 last couple of days, 68 of every 100 students
20 entering ninth grade will graduate on time. Fewer
21 than 20 percent will graduate college on time.
22 Eighty percent of the fastest growing jobs require a

1 postsecondary education.

2 And crisis stage in the high demand
3 fields of science and engineering. A recent survey
4 by a computing research association found a 19
5 percent drop in enrollment in computer technology and
6 engineering in 2003.

7 China graduates 16 times as many
8 engineering majors as the United States; South Korea
9 and Japan, 4 times as many, as I'm sure Bill Gates
10 reminded you yesterday.

11 Another problem is the growing burden of
12 remedial education. A Manhattan Institute study
13 finds that 32 percent of students leave high school
14 prepared for college. And I would add that it's like
15 taxing an employer twice when we have to pay for
16 remediation.

17 States do not have the luxury of a captive
18 audience. Residents can come and go. And so can
19 jobs. You work too hard for this to continue. And
20 we must make a high school diploma a ticket to
21 success in the 21st century.

22 Under the President's proposed high school
23

1 initiative students will be tested in two additional
2 high school grades -- in reading and math.

3 The President's 2006 budget contains \$250
4 million to fund these additional assessments. Today
5 some four states are doing this -- Utah, Texas,
6 California, and Colorado -- in all three high school
7 grades.

8 The budget also contains more than \$1.2
9 billion to help at risk or struggling high school
10 students. Governors will be able to invest as they
11 see fit for dropout prevention, vocational, and
12 technical programs, colleague awareness programs, or
13 more.

14 Schools could develop individualized
15 performance plans for students at risk of falling
16 behind or dropping out.

17 The President shifts decision-making power
18 to the states by consolidating programs with a shared
19 purpose and reallocating money to you to get results.

20 One of those results must be improved
21 preparation. Students with great expectations for
22 the future often find themselves betrayed by

23

1 inadequate course work. As of last fall just 24
2 states required 3 years of math to graduate. And
3 only 21 required 3 years of science.

4 Forty percent of high schools do not even
5 offer advanced placement courses. We must expand
6 these numbers.

7 Research shows that rigorous high school
8 course work is one of the best predictors of future
9 success. So the President has proposed a 73 percent
10 increase in funding for advanced placement and
11 international baccalaureate programs to reach more
12 low income and minority students.

13 These funds can be used to train teachers
14 or to defray costs, such as exam fees for students.
15 A new presidential math-science scholars program
16 would award up to \$5,000 each to low income college
17 students engaged in those demanding and in demand
18 pursuits.

19 The budget would also invest \$45 million
20 to encourage students to take more rigorous courses,
21 including \$33 million for enhanced Pell grants and a
22 \$12 million booster for the state's scholars
23

1 program.

2 This public-private partnership strives
3 for a college-ready curriculum in every high school,
4 including four years of English, three years of math
5 and science, and two years of foreign language, and
6 would offer a Pell enhancement of \$1,000 per year for
7 students who complete this rigorous course of study.

8 Finally, because teachers are the key to
9 success, a \$500 million teacher incentive fund would
10 reward those who make outstanding progress in raising
11 student achievement or narrowing the achievement gap.
12 And the President has proposed keeping the 17,500
13 loan forgivenesses, making permanent that provision
14 that was enacted last year.

15 He's also proposed \$200 million for a
16 striving readers' initiative and \$120 million for
17 math to help students be able to be successful at
18 high level work, as well as \$125 million for a
19 community college access grant to support dual
20 enrollment in your states.

21 Your action agenda calls on the nation to
22 raise expectations for what high school students

23

1 should be required to achieve. It calls on states to
2 improve the quality of teaching and leadership. And
3 it calls on all of us to restore the value of a high
4 school diploma.

5 I believe the President's budget will help
6 you achieve these shared goals. Governors have long
7 been leaders in the accountability movement. And as
8 we move to the next phase, I ask for your support,
9 for your input, and for your spirit of innovation.

10 And I know that some of you are looking
11 for some flexibility. I understand that. In the
12 past we've come to agreements on several aspects of
13 no child left behind, such as qualifications for
14 rural and multi-subject teachers and a safe harbor to
15 achieve adequate yearly progress.

16 I'm travelling the nation and listening to
17 your concerns. But we draw a bright line on the
18 linchpins of this law. Annual testing of our all
19 students, disaggregation of testing data, to name
20 two.

21 No longer can we allow minority,
22 disadvantaged, or disabled kids to be misdiagnosed,

23

1 hidden behind the averages, and lost in the shuffle.

2 This law is an expression of the
3 President's belief and your belief that every child
4 can learn and every child must be taught.

5 Change is hard. Getting every child to
6 graduate high school with a meaningful diploma in
7 their hands is one of the biggest challenges our
8 country faces. And it's never been done before.
9 That's why there's push-back from both sides of the
10 political spectrum. In Washington, like your state
11 capitals, when both sides grumble, that means you're
12 doing something right.

13 So I applaud you for confronting these
14 challenges head on and staying ahead of the curve. I
15 look forward to working with you, you governors, and
16 with the Congress to reach a solution for children.

17 Thank you very much.

18 (Applause.)

19 GOVERNOR PAWLENTY: Thank you, Secretary
20 Spellings, for coming forward with some tangible
21 ideas and proposals. We've spent a fair amount of
22 time at the summit diagnosing the problem and hearing

23

1 generally about some ideas and suggestions. But the
2 President, the administration, have put forward these
3 specific proposals. And we appreciate your reviewing
4 them with us.

5 And we are glad that you are also able to
6 stay and participate in the panel discussion, which
7 now follows.

8 And we will have, joining in the panel
9 discussion, three distinguished members of the United
10 States Congress.

11 We start moving from my left to the end of
12 the table with Senator Jeff Bingaman, who was elected
13 to the U.S. Senate in 1982 to represent New Mexico.
14 He's currently serving his fourth term in the U.S.
15 Senate and is a member of the Senate Health,
16 Education, Labor, and Pension Committee.

17 During his career Senator Bingaman served
18 on the national education goals panel and has been a
19 strong advocate for a national strategy to prevent
20 dropouts.

21 And next to him is Congressman Castle, a
22 former deputy attorney general, state legislator,
23

1 lieutenant governor, and importantly two-term
2 governor of the great state of Delaware.

3 Congressman Castle is serving his seventh
4 term as Delaware's lone member in the House of
5 Representatives. He is the chair of the subcommittee
6 on education reform, which has jurisdiction over
7 early education through high school.

8 Congressman Castle recently introduced the
9 Vocational and Technical Education for the Future Act
10 to help states and local communities strengthen
11 vocational and technical education.

12 Next to him is Congressman Ruben Hinojosa,
13 who was elected to Congress in 1996 and is currently
14 serving his fifth term as a representative for the
15 15th district of Texas.

16 He is ranking minority member on the
17 subcommittee on select education. In addition,
18 Congressman Hinojosa is chairman of the education
19 taskforce for the Congressional Hispanic Caucus and
20 author of the Graduation for All Act.

21 Senator Bingaman, Congressman Castle, and
22 Congressman Hinojosa, we are so grateful that you'd
23

1 come on a Sunday to be with us as part of this
2 summit. We know how demanding your schedules are.
3 We are grateful that you take the time to be part of
4 this important discussion.

5 We will start out the panel discussion
6 with a question for members of Congress only. And
7 then, as she is inclined, Secretary Spellings will
8 join in for a response and participation with the
9 remaining questions.

10 Just to get things going with an easy
11 warm-up for these members of Congress, we have been
12 talking a lot over the last day and a half about high
13 school reform. Governor Warner has made this his
14 marquee initiative as chairman of the NGA.

15 Many observers, including Bill Gates, have
16 come and made very strong indictments of the current
17 state of American high schools. As you probably
18 heard, Mr. Gates yesterday said that the American
19 high school, as currently configured, is obsolete.

20 And so our first question is simply this:
21 From a federal perspective, from your perspective in
22 Congress, what are the emerging issues that need to

23

1 be addressed as we try to reshape and improve
2 America's high schools?

3 And, Senator Bingaman, we'll start with
4 you.

5 SENATOR BINGAMAN: Thank you very much.
6 Nice to be here. I appreciate the invitation.

7 Let me mention three issues. I know there
8 are a great many issues that could be addressed and
9 probably deserve to be addressed related to high
10 schools.

11 Three that I think are extremely
12 important. The first is how we develop
13 what we do at the federal level as well as the state
14 level to have a more rigorous curriculum.

15 Second is how do we move to smaller high
16 schools?

17 And third would be, how do we keep more
18 kids in school till they graduate?

19 Let me say a couple of words about each.

20 On the issue of a more rigorous
21 curriculum, I think advanced placement instruction is
22 a proven way to achieve that. And I think the more

23

1 effort we put in to expanding the use of advanced
2 placement instruction, the better we'll be. We're
3 doing that in our state. I know many states are
4 doing that. At the federal level I
5 complement the administration for asking for an
6 increase in federal funds for advanced placement
7 instruction. It's a high priority.

8 I do not think that the same kind of
9 complement can be given to the administration for its
10 budget proposal on the National Science Foundation
11 education budget.

12 There the proposal is to cut over \$100
13 million out of that budget. I think that's very
14 unfortunate. And I hope Congress does not go along
15 with that recommendation.

16 On getting to smaller high schools, I
17 don't know if Bill Gates addressed that, but his
18 foundation has put several hundred million dollars
19 into trying to assist with smaller schools.

20 Again, the federal program that we have in
21 no child left behind is the Smaller Learning
22 Community's Act, the smaller learning community's

23

1 initiative. We have put funding into that this year.
2 We put 94 million into it.

3 But again, it's a program that is slated
4 for zero funding under the President's budget.
5 Again, I think that's unfortunate because I am
6 persuaded that you get better performance, you get
7 fewer discipline problems, you get better attendance,
8 you get fewer dropouts if you're in smaller schools.
9 And we need to find ways to help the larger schools
10 restructure themselves into smaller schools.

11 The final issue I wanted to mention is the
12 issue of how to keep kids in school. This is one
13 that we have had great difficulty making progress on.

14 I remember when the first national summit
15 on education occurred in 1989 with all the governors
16 and with then-President Bush in Charlottesville. One
17 of the goals adopted was that 90 percent of students
18 entering high school would graduate within four
19 years.

20 We've made very scant progress toward that
21 goal if any. We need to once again make it a high
22 priority. The provision in no child left behind that

23

1 relates to this is the authorization of 125 million
2 per year of federal funds to assist states in
3 reducing the dropout rate and adopting successful
4 strategies to reduce the dropout rate.

5 The administration has never asked for any
6 funding for that. We have put very small amounts in
7 in recent years. But clearly this needs to be a
8 priority. And if the federal government is going to
9 assist states in solving this problem, funding that
10 program would be one way to do it.

11 Thank you.

12 GOVERNOR PAWLENTY: Congressman Castle,
13 your thoughts about reforming high schools and the
14 federal government's ability to help us with that
15 goal.

16 CONGRESSMAN CASTLE: Thank you, Governor
17 Pawlenty and Governor Mintner and all the governors
18 who are here, many of whom are friends and all of
19 whom I hope are friendly. I'm pleased to be able to
20 be with you here for a few moments.

21 We don't have a lot of time here. But I
22 think this wonderful -- what you are doing. I can't

23

1 say enough. I've been following it. I follow what
2 Bill Gates said and some of your recommendations.
3 It's just of overwhelming significance.

4 Secretary Spelling, I believe, mentioned
5 South Korea and China. You can put India in that
6 category.

7 If you start to look at the statistics
8 educationally and what they're doing versus what
9 we're doing in the United States and you look at the
10 history of economic progress and success in this
11 world, you understand that we are at a watershed time
12 to do something about it.

13 If we're going to do something about it,
14 we have to do it in education. Certainly we have to
15 do it in high school education, as well as the rest
16 of our education.

17 I'd just like to start with a couple of
18 points that are a little bit off of that. And one is
19 just the whole social-cultural issues that we deal
20 with. You all deal with it. I know you do. I've
21 dealt with it myself. The poverty issues, the race
22 issues, the very difficult subject matter that needs
23

1 to be taken up.

2 We can never let up on up from the time of
3 birth on, which I'll talk about in a moment as well.

4 The importance of education to lift people
5 from whatever they are to whatever they want to be is
6 of just vital significance. It needs to be sold. We
7 need to convince our corporations, a lot of whom are
8 represented here.

9 We need to convince the media. We need to
10 convince everybody of the importance of this so they
11 can subliminally and directly sell that message as
12 well as possible. I don't think it's happening.
13 Just look at the economic tables. The further you go
14 in education, the better you're going to do
15 economically. A lot of people don't comprehend that.
16 We need to get that message across.

17 And it's continuum. That first 16 months
18 before you ever get near school -- perhaps
19 kindergarten or any other school -- is a vital
20 significance in terms of what's going to happen in
21 high school quite frankly.

22 So are elementary schools. So are the

23

1 schools in between up until high school. Head Start
2 was mentioned here today. That's of great
3 significance as well.

4 I'm the sponsor of that legislation in the
5 House of Representatives. That can make a big
6 difference in the lives of kids at 100 percent of
7 poverty or less, who perhaps would not otherwise have
8 a choice.

9 I happen to be a strong believer in no
10 child left behind. I believe that disaggregation,
11 which is probably the greatest source of irritation
12 to many people, because you have to have all the
13 groups pass if the schools are going to make adequate
14 progress, is of vital significance because it gives
15 everybody a chance.

16 It is a rising tide of huge importance.
17 Maybe we have to look at value added. Maybe there
18 are some things that are not in there that eventually
19 we'll have to look at. But basically it makes sense.

20 When you really boil it down, what does it
21 really say? It really says the states need to pick
22 their standards and assessments and then they have to

1 stick with them.

2 That's exactly what it's all about. And I
3 think you understand that message. And I applaud the
4 governors because I think that's a pretty positive
5 message. And I get some of the same flak you do. I
6 think we all who are elected officials do.

7 And I was not happy with the national
8 conference of state legislators in their statement I
9 think two or three days ago in which they renounced
10 no child left behind. I just simply don't believe
11 that.

12 I think this has afforded an opportunity
13 for all of us to move ahead. Yes, it's a little more
14 transparent than it used to be. And it's not easy
15 when some of our schools don't make it.

16 But the bottom line is, it's very
17 challenging. And that's what we need to do in our
18 schools, including the high schools if we possibly
19 can.

20 A couple of other very quick thoughts.
21 Then we'll go to Ruben here.

22 One is research. The Institute of
23

1 Education scientists is the old office of economic
2 research. We think it can make a vital difference.
3 Secretary Spellings will be handling that. We need
4 better research in the United States of America.

5 I think we need ongoing assessments -- not
6 assessments at the end of the year necessarily, but
7 assessments on a regular basis -- weekly, two weekly,
8 whatever it may be. Maybe not even tests, but built-
9 in types of assessments in the education that we have
10 in America so we can measure the advance of these
11 students as they go through. I don't think we're
12 doing it enough.

13 Highly qualified teachers is in
14 practically all the federal legislation which we have
15 been dealing with. And that's of vital importance as
16 well.

17 Vocational education was mentioned. I'm
18 also the sponsor of that bill. The Perkins bill. I
19 think that's of great importance in terms of a type
20 of education which has been overwhelmingly successful
21 in all of your states I believe. And we need to
22 continue to push that also.

23

1 And we need to continue to do a lot of
2 suggestions which you have made too. Obviously math
3 and science is a matter of tremendous importance.
4 But the important thing is exactly what you're doing
5 at this conference.

6 I always love the governors' conferences.
7 I was at the first education conference in
8 Charlottesville, Virginia, as a matter of fact, some
9 years ago. That is not to back off the challenge of
10 what we have to do. And I don't think you will.

11 I know a lot of you. I just know how
12 governors are. And I know you want to make a
13 difference. I think you are making a difference, so
14 I congratulate you.

15 I congratulate you for this conference and
16 hopefully working together because this is a federal-
17 state partnership, as the title this afternoon shows.
18 It's something we can do to help all these kids in
19 America.

20 (Applause.)

21 GOVERNOR PAWLENTY: Congressman Hinojosa.

22 CONGRESSMAN HINOJOSA: Good afternoon.

23

1 It's indeed an honor for me to come and participate
2 in this summit. This governors' event in my opinion
3 is the second most important political event I have
4 ever attended.

5 The first was when I raised my hand and I
6 was sworn in in the House of Representatives. And I
7 looked up and I saw my mother in a wheelchair in the
8 gallery, very, very proud with tears coming down her
9 cheeks because she was seeing the eighth of eleven
10 children being sworn in to Congress.

11 I am of Mexican immigrant parents. They
12 raised 11 children. And I think that if you remember
13 only one thing of what I said, the key to what we are
14 discussing is parental involvement.

15 My mother of 95 years of age got all of us
16 to graduate from high school, half of us through
17 college and with master's.

18 And I say to you that I speak as one who
19 has a lot of experience with limited English-
20 proficient students. The Latino community is a very
21 large component of our population and will continue
22 to grow. The district I represent grew by 48 percent

23

1 from 1990 to 2000.

2 So I want to say that as I look around and
3 I see our state of Texas, Governor Rick Perry, and my
4 good friend who served in Congress when I first got
5 elected New Mexico governor Bill Richardson, and
6 Governor Anibal Acevedo Vila from Puerto Rico, who
7 has served on the Congressional Hispanic Caucus, it
8 makes me feel that I can contribute to the discussion
9 today.

10 And I will try to answer your question,
11 Governor, but let me preface it by saying that I came
12 to Congress to make a difference. I was very
13 comfortable running a corporation. And I came
14 because we had a 21 percent unemployment since the
15 era of President Eisenhower -- 21 percent
16 unemployment.

17 And today it's at 9 percent. We have not
18 seen a single digit in 40 years until now. Parental
19 involvement, I repeat, is very, very important.
20 Seven boys, four girls -- and none of us talked back
21 to my mother.

22 (Laughter.)

23

1 CONGRESSMAN HINOJOSA: So I want to say
2 that I am very pleased to see that the governors give
3 this issue that we're discussing today, high school
4 graduation, the importance that I and many of my
5 colleagues have given this issue.

6 We are serious. My vision is for a
7 coordinated national effort to improve secondary
8 education, leveraging the resources from all the
9 stakeholders -- school districts, local
10 governments, the states, philanthropic organizations,
11 corporations, community-based organizations, and yes,
12 the federal government, where we are spending about
13 two and a half trillion dollars and never enough on
14 education.

15 That is why our members in the partnership
16 of the national caucus on Hispanic state legislators
17 and the Hispanic chambers of commerce launched an
18 awareness campaign called "graduation for all, a
19 right and a responsibility."

20 As another step towards my vision, I
21 introduced H.R. 547, the Graduation for All Act, with
22 my colleague, Susan Davis of California. We already

23

1 have the support of 74 members of Congress.

2 Senator Patty Murray of Washington state
3 has taken the lead with similar legislation in the
4 Senate. The Graduation for All Act provides states
5 with the resources to target the school districts
6 with the lowest graduation rates.

7 Funds are to be used to establish literacy
8 programs at the secondary school level and provide
9 on-site professional development for high school
10 faculty through literacy coaches.

11 Additionally, this legislation provides
12 resources to schools to develop and implement
13 individual graduation plans for the students most at
14 risk of not graduating from high school with a
15 diploma. That works.

16 I represent a congressional district that
17 has a group of magnet high schools. Eighty percent
18 are Hispanic. The myth that children of poor schools
19 and poor families cannot learn is nothing more than a
20 myth.

21 Last year in October Time Magazine -- or
22 Newsweek Magazine rather -- placed our high school

23

1 amongst the top 100 high schools in the nation --
2 eighth best right behind Langley and Thomas Jefferson
3 and some of those. Eighth best in the country.
4 Eighty percent Hispanic. Scoring on SAT and ACT
5 scores higher than anywhere else our state of Texas.

6 It works. Smaller schools, like Bill
7 Gates was talking about yesterday, work. Those
8 magnet schools have 600 students. They know each
9 other. They work together. They have teams to learn
10 and push themselves. That works.

11 So in closing, I'd like to commend the NGA
12 for your leadership on this issue. And I'm looking
13 forward to becoming a working partner with you.
14 Because I came from the world of business, I know the
15 importance of a trained workforce and I know the
16 importance that the state legislature can play if
17 they will partner with us in the Congress to make
18 things happen.

19 Thank you.

20 (Applause.)

21 GOVERNOR PAWLENTY: All right, thank you.

22 We do have just a short time left before we

23

1 transition to the state part of this session, but I'd
2 like to ask all the panelists -- the ones that are
3 inclined to answer this question -- to answer it in
4 30 seconds or less.

5 The question is this. The National
6 Teaching Commission and others have observed that we
7 have an emerging significant challenge in the way we
8 attract and recruit and retain and compensate
9 teachers, principals, and other school staff, so we'd
10 like to have you just identify one idea.

11 It doesn't have to be your best idea, just
12 one idea that you think is important for changing the
13 way that we compensate, recruit, retain school
14 teachers, principals, and school staff. And if you
15 could compress it to one idea in 30 seconds, we'd
16 appreciate it.

17 Secretary Spellings, we'll start with you.

18 SECRETARY SPELLINGS: I think one of the
19 first things we must do is get our very best teachers
20 into our most needy schools.

21 I think one of the little secrets in
22 education if you look around is that some of our most

23

1 qualified -- are frequently -- easier to educate
2 kids. That's why the President has proposed this
3 \$500 million teacher incentive program to reward
4 teachers who teach in needy schools and to reward
5 teachers where they are adding value with kids in
6 particular.

7 GOVERNOR PAWLENTY: Great. Members of the
8 Congressional panel, one idea on this topic.

9 SENATOR BINGAMAN: One thing we've
10 proposed in the Senate, which I think is very
11 meritorious, is that math and science teachers -- we
12 would have loan forgiveness up to \$23,000 there,
13 which would have the effect of essentially making
14 college tuition and fees free for those that chose to
15 go on and teach math or science in our schools.

16 GOVERNOR PAWLENTY: Congressman Castle,
17 one idea.

18 CONGRESSMAN CASTLE: Well, I believe in
19 alternative entries to education. I still think
20 ultimately compensation is at the heart of this. And
21 I think jointly we need to work at that.

22 I also believe you do need to shift, as

23

1 Secretary Spellings said, teachers from the better
2 schools (the schools which may have great needs in
3 some instances) and make sure we understand exactly
4 where they are, identify who those teachers are, be
5 willing to pay bonuses, and make absolutely sure that
6 all schools in all our states are staffed as equally
7 as possible. I'm not sure that's the case right now.

8 GOVERNOR PAWLENTY: Congressman Hinojosa,
9 one idea and a federal solution to it in 30 seconds.

10 CONGRESSMAN HINOJOSA: I think one way in
11 which we could achieve that is by expanding advanced
12 placement and international baccalaureate programs
13 because, again, the myth that children from working
14 families cannot handle those advanced placement
15 courses and international baccalaureate is a myth.

16 Our kids in that magnet school that I told
17 you about placed so high that they are sought out in
18 the Northeast and the West including Stanford, Yale,
19 and all those places. These are -- some are children
20 of migrant families.

21 So we need to find a way in which to
22 promote the advanced placement courses.

23

1 GOVERNOR PAWLENTY: Ed Rust, one idea on
2 staff preparation, recruitments in 30 seconds or
3 less.

4 MR. RUST: Governor, what I'd suggest is
5 national board certification with the National Board
6 of Professional Teaching Standards and really the
7 regimen and the focus of that process.

8 In going through it, it has a profound
9 impact -- not just on the teaching abilities of some
10 of our best teachers, but frankly on the achievement
11 levels of the kids that they come in contact with.
12 It is a very powerful program.

13 GOVERNOR PAWLENTY: Now we move to our
14 lightning round.

15 (Laughter.)

16 GOVERNOR PAWLENTY: Try to answer this yes
17 or no in two or three sentences on why it's a good or
18 bad idea.

19 We are all in favor of more accountability
20 as long as it's appropriate and effective. One idea
21 for increased accountability in high schools is
22 extending no child left behind into the high schools.

23

1 Do you support that? Yes or no? If not,
2 a short sentence or two on why not.

3 Secretary Spellings, I suspect we know
4 your position on this matter?

5 (Laughter.)

6 GOVERNOR PAWLENTY: So, we'll let that
7 stand.

8 (Laughter.)

9 GOVERNOR PAWLENTY: Senator Bingaman, if
10 you would go next. Do you support that proposition?

11 SENATOR BINGAMAN: Yes, I support it, but
12 I do think before we hurdle headlong into this, we
13 need to look at the paperwork burdens we are imposing
14 on teachers and schools in this process. And we need
15 to find a way to reduce that.

16 In my state I've talked to a lot of
17 teachers who feel very strongly that too much
18 paperwork, too many reporting requirements have been
19 laid on as a result of no child left behind. We need
20 to rethink all of that before we just ramp it up to
21 another level of the school.

22 Thank you.

23

1 GOVERNOR PAWLENTY: Congressman Castle.

2 CONGRESSMAN CASTLE: I do support it.

3 There is insufficient support in the House of
4 Representatives as of right now to pass it.

5 And I am not accepting of the President's
6 budget recommendations as to how to fund it, a lot of
7 which would come from the Voc-Ed, the Carl Perkins
8 Act, which I don't think is ultimately going to be
9 the answer. So we're going to have to deal with it
10 some way or another.

11 (Applause.)

12 GOVERNOR PAWLENTY: Congressman Hinojosa.

13 CONGRESSMAN HINOJOSA: Yes, I support it

14 and

15 I echo what my colleague said about the importance of
16 the Carl Perkins. But I also want to bring in the
17 ERA program because that and TRIO are programs that
18 help lots of children who are slow learners because
19 of the difficulty in language.

20 You must understand that if you are a
21 child and listening to a teacher whom you don't
22 understand, how in the world can you proceed and

23

1 follow the instructions? So there's got to be
2 testing that will take that into consideration.

3 GOVERNOR PAWLENTY: We don't want to leave
4 any cabinet member behind, so we'll allow Secretary
5 Spellings some appropriate rebuttal.

6 (Laughter.)

7 SECRETARY SPELLINGS: All right, thank you
8 very much. Well, I think the investments mentioned -
9 - the vocational education, ERA, and the like -- are
10 primary federal investments in education. And you
11 all have talked for two days about what the outcomes
12 in high school are.

13 We know that what get measured gets done.
14 And that's why the President has called for enhanced
15 accountability.

16 You have also talked about flexibility for
17 states. He proposes that we consolidate these
18 funding sources and let you go figure out how you're
19 going to get results. And if it's vocational
20 education or TRIO or ERA and they're working for you,
21 go to it.

22 GOVERNOR PAWLENTY: In the interest of

23

1 keeping things moving forward and fairness to the
2 panel that is behind us, headed by Governor Huckabee,
3 we're going to close out this discussion with some
4 closing thoughts by Governor Sebelius, who is going
5 to wrap up this discussion and also share a few
6 thoughts about her direction in Kansas on these
7 topics.

8 Thank you very much.

9 (Applause.)

10 GOVERNOR SEBELIUS: Thank you, Governor
11 Pawlenty. I don't know if the clock is still
12 ticking, so I'll do this as fast as possible.

13 But the purpose of the summit was to
14 propel state action. We hope this session will also
15 fuel complementary federal action. We agree the
16 federal government can and should support state high
17 school reform.

18 That's an important and critical
19 beginning. Now is the time for action. So let's
20 seize the opportunity and work together to create a
21 common vision.

22 As governors, we look forward to closely
23

1 partnering with the administration and with our
2 partners in Congress to align federal and state
3 education laws and to improve high school for every
4 student.

5 A federal-state partnership will be needed
6 to support the innovation necessary to reform our
7 nation's high schools. In the coming days we intend
8 to present bipartisan recommendation to align the
9 federal education laws and accelerate state high
10 school redesign.

11 Our committee, that's chaired by me and
12 the Vice Chair Governor Pawlenty, has developed some
13 new recommendations which we'll be talking about in
14 the committee on the principle of federal and state
15 preschool to college alignment, the Workforce
16 Investment Act and high school reform, including
17 flexibility and incentives to spur state innovation,
18 to better prepare high school students for college or
19 work, to expand support for teachers and school
20 leaders, and also to offer recommendations on the
21 Perkins higher education reauthorization.

22 I'm proud of our work to date, proud of

23

1 the summit. I want to thank Governor Pawlenty for
2 his leadership as well Ray Scheppach and Joan Wodeske
3 at NGA for their assistance.

4 We plan on being strong players with the
5 administration and Congress to reform high schools.
6 And we look forward to working with all of you again.

7 Thank you, Secretary Spellings, Senator
8 Bingaman, Congressman Castle, and Congressman
9 Hinojosa. Please join me in thanking all of our
10 panelists.

11 (Applause.)

12 (Brief recess, after which David Gergen
13 presiding.)

14 MR. GERGEN: If you could return to your
15 seats, please.

16 Thank you. It's good to see you again.
17 Good afternoon.

18 The NGA and Achieve have asked if we might
19 extend the time for this conversation from 3:30 until
20 4:00. If some of you have to leave before that,
21 please do. Each of us here on the panel at one or
22 another has cleared a bigger hall than this one.

23

1 (Laughter.)

2 MR. GERGEN: We began yesterday with our
3 first plenary with a message that our high schools
4 are obsolete. In effect, the message was that
5 millions of children are being left behind now and
6 unless we act with a sense of urgency and
7 seriousness, many millions more will be left behind
8 in the next few years.

9 But the purpose of this summit was not
10 simply to review the record and face it with honesty,
11 but to propel forward with an agenda for action. In
12 the last couple of hours the speakers here have met
13 with the press and have announced such an agenda.

14 And we're going to begin this afternoon's
15 plenary with them telling all of us now what the
16 results have been, what people have agreed to hear
17 over the course of these two days so that we can
18 begin from a common foundation and understand that.

19 We'll have a short discussion thereafter
20 about how each of you might think about this agenda
21 to draw you forward.

22 First, let's hear what's been reached --

23

1 the agenda that's been reached here at this summit.

2 Governor Huckabee.

3 GOVERNOR HUCKABEE: I may be one of the
4 first of those who may have to leave earlier than the
5 4:00 hour, so forgive me if I do.

6 I was told that we need to all be brief
7 today. And I said, "How brief?"

8 They said, "Well, a kid in a freshman
9 composition class at Harvard was given the assignment
10 to do a brief essay. In that brief essay he was to
11 cover four topics -- religion, royalty, sex, and
12 mystery. He would be graded on his ability to cover
13 those four topics with as great a level of brevity as
14 could be."

15 The kid made an A+. His essay was simply
16 this: "My God, said the Queen. I'm pregnant. I
17 wonder who did it?"

18 (Laughter.)

19 GOVERNOR HUCKABEE: Now, I'm not sure I
20 can get quite that brief, but I'm going to do my
21 best. I want to say thanks to Governor Warner
22 for your outstanding leadership he's given.

23

1 Some of you are not getting that?

2 (Laughter.)

3 GOVERNOR HUCKABEE: I know it's mid-
4 afternoon. There's some candy here. Have some.

5 A sincere thanks to Governor Warner for
6 outstanding leadership as he's tackled a very
7 different subject on changing the senior year of high
8 school and making it meaningful. And also his
9 partner at Achieve and the chairman of that
10 organization, Governor Bob Taft.

11 I think we've had a tremendous session
12 both today and yesterday. Also with NGA and
13 Education -- the Hunt Institute, the Business Round
14 Table, all partnering together for a very meaningful
15 time.

16 The one thing I think we come away with is
17 what we need is rigor. What we have is rigor mortis.
18 Part of the reason we are here is because all of us
19 are looking at how to get off high center and begin
20 to move the agenda on high schools in our state.

21 The antidote for senioritis, that period
22 of time when a period becomes a senior in high school

23

1 and finds the easiest year of his or her education
2 because one's already met the credits and in many
3 cases is pretty much able to coast, involves many
4 things.

5 Some of the things we discovered.
6 Creating a core curriculum -- we call it "smart core"
7 in Arkansas -- that requires four units of math, four
8 units of English, three units of science, three units
9 of social studies to make sure that every student is
10 required to have a truly challenging senior year.

11 The AP courses for every student are a
12 critical element of insuring that there is going to
13 be a challenging educational environment.

14 We need to be very careful that we realize
15 that while a college preparatory curriculum is
16 frankly essential for all, even if students are not
17 going to college, because there is no student who's
18 going to get out of high school and be prepared with
19 a simple high school education to meet the demands of
20 tomorrow's workforce.

21 And if you ask the employers in your
22 state, as I have done when I made speeches -- and

23

1 I've asked groups of hundreds at a time, How many of
2 you can live with the workforce made up entirely of
3 people who have nothing more than a high school
4 education?

5 And I have yet to be in a room of people
6 of employers, of business leaders in which one hand
7 could be lifted and the person said their entire
8 operation could be run with people who had nothing
9 beyond a high school diploma.

10 But at the same time there are people who
11 are not necessarily going to college and it does not
12 mean that they are shut out of good jobs. It may be
13 a trade school or a community college or an
14 associate's degree.

15 There are many great opportunities to help
16 those students as well find their niche and also find
17 their way.

18 The JAC program. Governor Napolitano is
19 the chairman of that nationally. I highly recommend
20 that to you as an initiative. It is an outstanding
21 opportunity to take students who might not otherwise
22 find a route of success. And this will give them

23

1 one.

2 The Arkansas scholars' program, which you
3 probably call something else. It's a simple matter
4 and it doesn't cost really anything. It's getting
5 the business community involved in going down to the
6 eighth and ninth grade and talking to students and
7 explaining to them why it is in their best interest
8 to take a challenging curriculum at the high school
9 level.

10 And when many of them understand that
11 there's a difference of at least a million dollars
12 between what they will earn as a high school graduate
13 and a college graduate, it starts getting their
14 attention.

15 Kids may not understand what they want to
16 do, but they can understand that they'd like to have
17 a million dollars more of earning capacity in their
18 lifetime. And it's a very simple mentoring program
19 that can be done.

20 We talked a lot this weekend about
21 aligning curricula. That's a critical issue in
22 making sure that we're not wasting the efforts of the

23

1 teachers or of the students, as well as to have
2 articulation agreements with all of the colleges so
3 that when a student does take a course, that student
4 is not simply spinning his or her wheels and spending
5 his or her parents' money.

6 Finally, let me just say a word about, I
7 think, one of the great education reforms that's
8 happened in all of our lifetimes. That's no child
9 left behind.

10 I really do appreciate the fact that we've
11 had the bipartisan level of cooperation that brought
12 no child left behind to the table. When you have
13 people as diverse as President Bush and Senator
14 Kennedy getting together on anything, it's worth
15 celebrating -- building a campfire, joining hands,
16 and singing three rounds of Kumbayah.

17 The fact is, no child left behind, while
18 perhaps to anyone's liking is not a perfect
19 initiative, is the best initiative we've ever seen
20 that caused us to finally do some serious examination
21 of just how effective our schools were and then to
22 begin to do something about it.

23

1 The truth is, most of the resistance to no
2 child left behind, as it is with any type of testing
3 environment, is that some of us, when we see the
4 scoreboard, we don't like the way we're playing the
5 game.

6 But it ought to be the challenge to cause
7 us to play a better game, not to simply turn the
8 scoreboard off so we don't really see the results.

9 Let me mention that one of the things that
10 I'm most grateful for in no child left behind is
11 that it has created not only a challenge for testing
12 in the traditional core subjects of math, reading,
13 and science, but it has also made standards and
14 curriculum focus on something that is often neglected
15 in the curriculum all the way up to the high school
16 level. And that's in arts and music.

17 It's a personal passion of mine because I
18 believe we really do our students an incredible
19 disfavor when we somehow believe that an education in
20 the arts is an expendable, extraneous, or an extra-
21 curricular activity when it really ought to be an
22 essential part of the education for every school

23

1 student.

2 Not every student is necessarily going to
3 have the aptitude to be a mathematician. But some of
4 them may have the aptitude to be a musician. And we
5 should not leave those children behind.

6 And I am grateful that in no child left
7 behind, for the first time in our nation's history we
8 have a clear directive that we are to make sure that
9 all children, including those who are artistically
10 inclined, are given an opportunity to succeed.

11 Thank you very much.

12 (Applause.)

13 GOVERNOR HUCKABEE: Now let me turn it
14 over to Art Ryan from Prudential Financial Services
15 and the cochair of Achieve.

16 MR. RYAN: Very briefly, when I was at the
17 press conference I was asked what we would be doing
18 when we left the summit because during the promo
19 remarks I talked about the enthusiasm and what went
20 on at the summit.

21 I thought a little bit more about it, and
22 I think there are three things that I would report as

23

1 I left the summit. And I hope all of you agree.

2 One is that all of the sessions,
3 especially those where we had the breakout sessions,
4 included an extraordinary amount of participation,
5 terrific ideas, and enthusiasm about getting it done.

6 For those who did disagree on certain
7 subjects it was constructive disagreement, not
8 cynicism. For me that's a very different change than
9 what I saw eight years ago when I first attended one
10 of these summits. So a positive attitude by all who
11 were involved in this activity.

12 Second, even someone not as well
13 "educated" on these matters as many of you -- I can
14 talk about the action agenda. I know what to say
15 when talking about the value of a diploma, when we
16 talk about redesigning a high school, investing in
17 teachers and principals, having data, measuring it
18 and using it, and most importantly, around that whole
19 system of governance.

20 I commented in my session that I don't
21 know how I'd run a company if I didn't control most
22 of the policies where many of the committees were

23

1 made up of people that I have no control over.

2 I think there is a way in which we can
3 talk more and more about this whole issue of
4 alignment. This isn't the power or turf. It's the
5 only way you get it done. It doesn't work without
6 alignment.

7 And so I believe those are the messages I
8 can carry back to the business community and other
9 constituencies who might listen to me. And I can
10 commit to all of you that business leaders around
11 this country will carry the message and will support
12 what you're trying to do.

13 Thanks.

14 (Applause.)

15 GOVERNOR TAFT: Thanks very much, Art.
16 And good afternoon. As cochair of Achieve I have
17 some very exciting news to report to you, building on
18 very productive discussions we've had here at the
19 summit.

20 Today a group of states will begin to
21 reshape an American institution that has far
22 outlasted its effectiveness. I am pleased to

23

1 announce the establishment of the action network of
2 the American Diploma Project.

3 Thirteen states have already committed to
4 being partners in this very important network to
5 spearhead efforts to align standards, assessment,
6 curriculum, and accountability with the demands of
7 postsecondary education and work.

8 The states included are Arkansas, Georgia,
9 Indiana, Kentucky, Louisiana, Massachusetts,
10 Michigan, New Jersey, Ohio, Oregon, Pennsylvania,
11 Rhode Island, and Texas. And more will follow.

12 This means that more than 5 million
13 American students each year, 35 percent of public
14 school students nationwide, will be expected to meet
15 higher requirements under the landmark initiative.
16 This is the biggest step that states can take to
17 restore the value to a high school diploma.

18 You may recall that the American diploma
19 project report was published about a year ago. As a
20 result of work done by Achieve, the education trust,
21 and the Fordham Foundation that report identified the
22 critical English and math skills that students need

23

1 to master in order to succeed after high school.

2 The project has been helping states come
3 up with standards and graduation requirements to
4 restore relevance to the high school diploma. This
5 network will accelerate our progress.

6 By signing onto the network states commit
7 themselves to four specific steps.

8 First, they will take steps to raise high
9 school standards to the level of what's actually
10 required to succeed at college or in the workforce.
11 This means that higher education and business leaders
12 will have to very clearly define their entry level
13 expectations. And high schools will have to raise
14 the bar accordingly.

15 Second, states will administer to high
16 school students a college and a work-ready assessment
17 aligned to state standards so students get clear and
18 timely information and are able to address critical
19 skill deficiencies while still in high school.

20 Third, the states have agreed to require
21 all students to take a college and a work prep
22 curriculum that prepares them to meet the standards.

23

1 Fourth, these states have agreed to hold
2 high schools accountable for graduating students who
3 are college-ready and hold colleges and universities
4 accountable for moving students through to their
5 degrees.

6 For many states this will require new
7 investments in data collection to track student
8 progress from year to year. It will also mean
9 developing a more accurate measure of dropout and
10 graduation rates.

11 Finally, as part of the action network
12 each state will build a broad coalition of the key
13 supporters needed to sustain progress in each state
14 including the governor, legislators, the state school
15 superintendent, state higher education leaders, and
16 business leaders.

17 Throughout our discussions this weekend it
18 became mightily clear that it will take all these
19 forces working together with educators, parents, and
20 communities to make change a reality.

21 What's next? Over the next few months
22 each state will develop a very specific plan to close

23

1 the preparation gap.

2 Along with the time table for addressing
3 measurable goals, accomplishing these goals will not
4 be easy. It will require tough choices, but these
5 governors are willing to put our political capital on
6 the line to make it happen.

7 This is the fifth national education
8 summit. But it is the first time that a group of
9 states have come together to commit to specific
10 measurable action steps and hold each accountable for
11 accomplishing them.

12 Thank you very much.

13 (Applause.)

14 GOVERNOR WARNER: Bob, congratulations to
15 you and Art and Achieve. That was great
16 announcement. I can tell you in Virginia we are in
17 the process of doing some of those things, but we're
18 going to look at joining that effort as well. I know
19 a number of other states will be in.

20 A couple of quick comments before we turn
21 it over to David. I've got an announcement to make
22 as well. But one thing that I found in our breakout

23

1 session -- I went into a couple of the other
2 sessions, everybody -- many of us talked about
3 specific things we were doing in our respective
4 states.

5 What struck me is we all talked about our
6 various projects in our states. If we were actually
7 doing all of these things really well and at a full
8 scale, we wouldn't have the need to have this summit.

9 And there are an enormous amount of good
10 ideas out there that I want to commend. One of the
11 things I think that should be clear out of this
12 summit -- while we heard the charge and saw the
13 statistics yesterday about the problem, there is a
14 lot of positive action going on around the country.

15 The challenge is going to be how we get
16 this positive action and these ideas from a single
17 school or an individual school division and take them
18 to scale. That's again where governors come in and
19 what Bob Taft just announced is one way that we're
20 going to be raising the curriculum bar.

21 Let me give you another opportunity. Here
22 at the NGA best practices center we are very proud to

23

1 have been working for the last number of months with
2 a number of our partners in the foundation community.

3

4 Earlier today an announcement by the Bill
5 and Melinda Gates Foundation that they, in
6 combination with a series of other foundations, will
7 create a competitive grants program to states
8 totalling \$42 million to help us as states move these
9 ideas that we've talked about today or that we gained
10 from the workout or from the group sessions that we
11 want to take back and put in our action agendas, use
12 these funds to actually take our ideas to scale.

13 In addition to sponsoring the generous
14 support of the Bill and Melinda Gates Foundation, the
15 other foundations include the Michael and Susan Dell
16 Foundation, the Carnegie Corporation of New York, the
17 Wallace Foundation, the Prudential Foundation (thank
18 you, Art), the State Farm Foundation (thank you, Ed).
19 And there are six other foundations that are a little
20 bit slower to move but that we are hoping --

21 (Laughter.)

22 GOVERNOR WARNER: -- the Kaufman

23

1 Foundation, the Bell Foundation, the Aluminum
2 Foundation, the GE Foundation will soon as well --

3 (Laughter.)

4 GOVERNOR WARNER: I made the comment at
5 the press release -- I keep saying how hard -- I
6 actually realize it's actually pretty easy to
7 Democrats and Republicans to work together. But you
8 see all these other groups it's hard to get working
9 together.

10 Getting foundations -- educational
11 foundation groups to actually work together is a
12 challenge. And kudos to Tom Vanderark and Stephanie
13 from the Gates Foundation and others who have come
14 together.

15 The value of this foundation collaboration
16 -- and this is I think the biggest kind of public-
17 private partnership initiative in high school
18 education reform ever with this effort -- is the
19 money's important.

20 But as governors, as we try to convince
21 skeptical legislators, reluctant school boards,
22 teachers, principals, parents, and others who are

23

1 wondering whether these kind of in some cases radical
2 reforms are needed, the foundation support gives us
3 that incredible credibility and validation. And
4 these groups as well, who have each done remarkable
5 work on their own, they also will serve as a dramatic
6 resource or an important resource for additional
7 data, additional policy help.

8 So congratulations to all those
9 foundations who have signed up and encouragement to
10 those who are still going through their decision
11 process. There is plenty of room for others who want
12 to join.

13 With that we're going to turn this now
14 into a discussion. And David Gergen is going to take
15 us through the next 30 minutes. David.

16 MR. GERGEN: Thank you.

17 Very impressive announcements. I can tell
18 you that the press was extremely interested because
19 the eyes of the nation are on this group today.
20 There were over 30 pages of press stories that have
21 appeared overnight about this summit and people want
22 to know, well, what are you going to do?

23

1 Now they've got some answers. The
2 question I think is -- I'd like to start with Michael
3 Cohen. Is he here? From Achieve.

4 Could you tell us, Michael, these
5 standards, this network alliance that's now coming
6 together, this action network.

7 If they act together, if they hit the
8 standards, will that solve the problem in terms of
9 international competition? Or are we going to be in
10 an endless period now of continually raising
11 standards?

12 Are we going to be able to hit the
13 standard we need through this effort? That's really
14 the question.

15 MR. COHEN: David, it won't solve the
16 problem of international competition, but it will be
17 a big step in that direction. And it will certainly
18 help solve the problem of young people arriving at
19 postsecondary education or work unprepared for what
20 they face. That's the biggest problem we'll be
21 working on.

22 MR. GERGEN: How many years behind are we
23

1 in terms of our current -- if you look at our best
2 states now. If you look at Arkansas or Texas that
3 have really moved up. Rick Perry's here and
4 hopefully we'll bring him into this conversation.

5 How far are our best states behind right
6 now, our best competitors, in terms of achievement
7 for high school graduates?

8 MR. COHEN: If you look at the latest PISA
9 results, for example, across the country, we're
10 significantly far behind the best countries in the
11 world.

12 We know that in mathematics, for example,
13 we tend to introduce math concepts in the U.S. about
14 a year beyond the grade level at which other
15 countries do. So those are two ways in which we
16 still are pretty far behind.

17 MR. GERGEN: I'd like to turn to Governor
18 Ernie Fletcher, if I might, the governor of Kentucky,
19 who's been through a great deal.

20 We now want to bring some voices in from
21 these workshops. And I'm going to call on people
22 again. This time if you want to jump into the

23

1 conversation, please raise your hand because we'd
2 like to invite others in.

3 But Governor Fletcher. Kentucky community
4 standards -- you've joined this network. What's
5 next? Where do you go from here?

6 GOVERNOR FLETCHER: We've already started
7 on a lot of work. And we've started looking at
8 firstoff the standards and making sure their
9 assessment program is aligned with those standards.

10 Setting those standards high, including a
11 lot of the coordination that will involve alignment
12 means that we've got to strengthen our P-16 council
13 to make sure that we have a much greater
14 communication between postsecondary education
15 regarding teacher preparation, quick alignment,
16 making sure our assessments are there, moving toward
17 more diagnostic instead of summative assessments so
18 that we can intervene.

19 Additionally, we are looking at some of
20 the early childhood things that will help us meet
21 those high criteria.

22 One of the things that we in our session
23

1 at lunch, which -- I want to commend the organization
2 of that because I think that was an excellent
3 opportunity for our group to get together and each
4 sum what they understood.

5 We looked at leadership as being critical.
6 No matter what we set up, if we don't have the
7 leadership there in our principals and within our
8 school system to keep, attract, and retain and work
9 on the induction of quality teachers, then none of
10 this will be effective.

11 So we are beginning, right when we get
12 back, to work particularly on the leadership issue
13 regarding principals and teachers.

14 MR. GERGEN: Where will the money from
15 that come from? Can that come from this foundation
16 effort that Governor Warner just announced?

17 GOVERNOR FLETCHER: We're counting on
18 that.

19 (Laughter.)

20 MR. GERGEN: I understand.

21 Henry Johnson, Mississippi. You're here
22 with Governor Barbour, but you're also worked in
23

1 North Carolina. You're a fellow who's been in two
2 states on the front lines.

3 Are you here about these standards? How
4 hard and how high can we go.

5 MR. JOHNSON: As far as our imaginations
6 will take us.

7 A couple of thoughts. Thanks to the
8 governor, we've got strengthening high schools as
9 part of the education agenda.

10 We also have recently adopted a state
11 board policy that says a student, in order to
12 graduate, must have not only four years of English,
13 but four years of mathematics, four years of science,
14 and four years of social studies.

15 And we are beginning to define what some
16 of those courses are. Right now the conversation is
17 algebra I plus two courses beyond algebra I among
18 those four.

19 We are aware that simply adding additional
20 requirements isn't sufficient. We also have to make
21 sure that the rigor for those courses is appropriate
22 and the assessments to monitor the curriculum are

23

1 also appropriate. So we're moving pretty
2 aggressively.

3 MR. GERGEN: Good, thank you. I wonder if
4 you could hand that microphone over to your
5 colleague, Governor Haley Barbour, who faces one of
6 the toughest sets of challenges in the country, but
7 is also known as one of the best political
8 strategists.

9 I'm really curious what advice you would
10 offer everyone about how you overcome the resistance
11 and lift the state up to the kind of standards we're
12 talking about.

13 GOVERNOR BARBOUR: The people in the state
14 have to understand the stake that everybody has in
15 it. This is not just about parents or their
16 children. It's about our economy. It's about
17 economic growth.

18 A professor at Mississippi state told me,
19 David, the first month I was governor -- he said,
20 "Governor, our businesses in Mississippi they have
21 three choices. They can innovate, they can
22 immigrate, or they can evaporate."

23

1 MR. GERGEN: Say that one more time.

2 That's almost as good as Governor Huckabee. Not
3 quite. Say it one more time.

4 GOVERNOR FLETCHER: They can innovate,
5 immigrate, or evaporate. And innovation in America's
6 economy is all about knowledge. It's about
7 technology. It's not about working harder. It's
8 about working smarter to be more productive.

9 We're working very hard not to make sure
10 our legislators and elected officials, but that our
11 whole state understand the stakes of this for
12 everybody in our state's future.

13 MR. GERGEN: When they understand it, are
14 they willing to take the hard steps to get there,
15 which may include their child failing the standard?

16 GOVERNOR BARBOUR: Well, Dr. Johnson here
17 is the most active advocate of rigor and relevance in
18 high school.

19 And thus far the legislature has been
20 able, as well as the state school board -- and by the
21 way, none of them work for me -- have been willing to
22 accept that this is what it takes to really improve

23

1 education.

2 As Mike Huckabee said, you've got to pull
3 it on the scoreboard and you've got to light up the
4 scoreboard where everybody can see it.

5 We have resistance. But we've overcome
6 that resistance so far. And I expect to continue to
7 do that.

8 MR. GERGEN: All right. Is Jack Warner
9 still here from Rhode Island? He's left. All right.

10 Does somebody else want to jump into this
11 conversation about the states' standards? Let me ask
12 Governor Perry to come in here.

13 Sir, Texas has been mentioned here several
14 times over the course of these last few days and held
15 forth as a state which not only went early on no
16 child left behind and has been a pioneer on that, but
17 along with Arkansas has introduced much more rigor
18 into the curriculum. And you've also gone statewide
19 trying to push the redesign of schools.

20 GOVERNOR PERRY: We have. Actually we
21 follow a fairly clear path in Texas, one where we
22 talk about higher standards, raising the

23

1 expectations, and also raising the performance.

2 What we have seen -- and we have the
3 rather strong documentation to back that up -- over
4 the past decade this has been going on in Texas
5 incrementally as we meet every other year in our
6 legislative session. It's been raising the bar for
7 our students.

8 To answer the question that you asked
9 Haley -- is that yes, there was some resistance. But
10 the fact of the matter is, the parents and the
11 teachers by and large accepted the fact that the
12 competition in the world was a requirement that we
13 were going to raise our bar.

14 And then we had high expectations that our
15 children were going to clear those hurdles. And the
16 vast majority of them in Texas have done that. The
17 numbers have been nothing less than amazing.

18 We have seen passing rates on the states'
19 assessment tests go from 53 percent passage to 85
20 percent passage. Our students consistently rank in
21 the top 10 nationally in math and writing and
22 reading.

23

1 We have a record number of Texans who are
2 attending institutions of higher learning now. Over
3 one million of our citizens are in a college, a
4 university, or at a technical institution.

5 As Congressman Hinojosa so vividly
6 portrayed it earlier, we still face some challenges
7 in that state obviously. We have over 600,000
8 students who speak English as a second language and
9 many of whom arrive at our schools two or three grade
10 levels behind their peers.

11 So our goal is to follow two tracks
12 actually. First, we want to continue to bring more
13 students up to the minimum standards.

14 And second, we want more of our students
15 to graduate prepared for college. And that, I think,
16 is the next step as I see where we're headed
17 collectively as states in this progression.

18 And I think we're one of the most
19 aggressive states in the nation when it comes to
20 insuring more students are college-ready. I think
21 it's one of the reasons we have those numbers as high
22 as we have.

23

1 According to an Achieve incorporated study
2 that was commissioned by NGA, we were the first state
3 in the nation to require a college prep curriculum as
4 the standard course work beginning in this year's
5 ninth grade class.

6 It's actually in place. It is working.
7 And it has the potential to drastically change and I
8 think improve the number of Texas students who are
9 deemed college-ready when they matriculate from high
10 school.

11 We've also partnered with the Gates
12 Foundation and the other foundations -- Dell and our
13 community's foundation from Texas -- in crafting a
14 high school initiative to create those smaller
15 campuses, smaller learning environments, if you will,
16 for those struggling students.

17 And separately we're the first state to
18 provide personalized study guides for juniors and
19 seniors that fail a portion of the assessment test,
20 the TOCS test.

21 And we now require individual graduation
22 plans for students deemed at risk of failure. And we
23

1 are working to move that down into the ninth and the
2 tenth grades so that all the high school students
3 have that.

4 Our reform process, Ernie, is not just
5 about that last decade. I mean, it's also looking
6 into the future. And that's the reason some of the
7 things that we've laid out -- our legislature is in
8 now. We've got about 100 days left in a 140-day
9 session. And then we'll go home.

10 But it's to really focus on the future.
11 And I want to pass some of the most sweeping
12 incentive programs in the nation. We feel like that
13 is truly the way to go -- where you award those
14 excellent teachers and you focus students on high
15 achievement. Instead of talking about
16 minimum standards, start really focusing on how you
17 incentivize students and teachers to reach
18 excellence. And we know it works.

19 When you think about it, what we've seen
20 in the old advanced placement initiatives starting a
21 few years ago that rewards schools with up to \$100
22 for each student that registers a 3 or higher on an

23

1 AP test -- overall student participation has doubled
2 in Texas. It's nearly tripled for our Hispanic and
3 African American students.

4 I proposed some new financial rewards tied
5 to the number of students that graduate under our
6 most rigorous course of study and success on optional
7 course exams in subjects like algebra, biology,
8 English, and history.

9 We've also put forward some of the most, I
10 think, far-reaching and sweeping teacher performance
11 pay packages in the country to attract the best and
12 the brightest.

13 You heard Secretary Spellings make
14 reference to getting those best and brightest into
15 our toughest teaching environments. We've got a
16 package together in Texas this year that will use
17 salary stipends of up to \$7,500 to incent those
18 teachers to move into those environments.

19 We're also going to focus attention on
20 schools that serve large numbers of economically
21 disadvantaged students. We think that's the real
22 place you need to focus. And it starts by putting,

23

1 as we said, the best teachers in those classrooms.

2 The momentum for educational reform. You
3 know, our message here today is it doesn't need to
4 slow down or stall at all. We need to go forward
5 with full speed ahead.

6 As much as we talk about how money we put
7 into education, we must also talk about how much
8 education we get for our money. And that's our
9 focus.

10 And certainly I think it's working for us
11 well in Texas. But it's been really good to hear
12 some of the other innovative approaches that those of
13 you from other states have laid out for us today.

14 MR. GERGEN: Is Chris Barbic still here?

15 GOVERNOR PERRY: He is not.

16 MR. GERGEN: Could you talk about the
17 place that charter schools have been playing?

18 GOVERNOR PERRY: Yeah, charter schools are
19 playing a very important role in the state of Texas.
20 We're seeing some great results.

21 Anytime a new concept into place, you're
22 going to have some failures. And the fact of the

23

1 matter is, we've had some charter schools that failed
2 for whatever reasons. Bad management has been the
3 biggest issue involved in this legislative session.

4 We're going to send a clear message to
5 those charter schools that aren't performing.
6 Chris's is a great example of how to do it and how to
7 do it right.

8 But in the state of Texas we can't sit
9 idly by and accept failure, particularly in these
10 charter schools. And we're basically going to lay
11 the marker down on charter schools that are failing
12 either managementwise or otherwise on these children.
13 And we'll be shutting them down.

14 MR. GERGEN: Thank you.

15 Alan Bersin, I wanted to ask you, sir, one
16 of the big issues that has arisen here has been the
17 teacher workforce -- building the capacity of the
18 teachers and also insuring the best distribution of
19 teachers through the system so that children in these
20 urban schools or inner city schools have strong
21 teachers. You've worked on these issues in San
22 Diego. Where do we go from here?

23

1 MR. BERSIN: One of the matters, David,
2 that came out in our work group that the governors
3 and the states can take a lead on is really something
4 that we've all recognized in education for a long
5 time but we haven't been able to accomplish yet,
6 which is the re-engineering and re-invention of our
7 schools of education both for teacher training
8 purposes and for the development of leadership, and
9 infrastructure of leadership.

10 This is a matter that involves both a
11 dialogue between K-12 and higher education that the
12 governors have got to convene.

13 A restatement of the certification
14 requirements. We had many discussions about
15 standards for our students. We need a similarly
16 articulated set of standards for our teachers. And
17 those need to be implemented through a training and a
18 new infrastructure for training the teachers that our
19 students need so badly.

20 We also need to continue to build up our
21 induction programs. We can't look at teacher
22 training programs as being the end, but rather the

23

1 beginning of a course of professional development
2 that continues on through the course of a teacher's
3 or an administrator's career.

4 To do that, we're going to again have to
5 partner with institutions of higher education so that
6 the teaching profession, like every other profession,
7 has a very well defined course of study that
8 continues throughout life -- in order to model for
9 the rest of the world, the notion of lifelong
10 learning.

11 MR. GERGEN: Thank you. Connect up for
12 us, if you would, the federal conversation about no
13 child left behind and whether Congress is going to
14 pass or not pass the extension of no child left
15 behind and apply it to high schools.

16 What difference is that going to make in
17 this march of the states towards higher standards and
18 trying to raise the capacity of teachers?

19 MR. BERSIN: Accountability is essential
20 in the world of education for school districts as
21 well as for states.

22 So in California, where we already test
23

1 our ninth, tenth, and eleventh grade students, we for
2 the most part, at the administrative level, welcome
3 the application of no child left behind with the
4 caveat that we've got to not risk losing
5 accountability altogether by having targets that are
6 not realistic within the resource base that we now
7 have applied.

8 Until we can distinguish between schools
9 that are failing to improve fast enough and failing
10 schools -- so at the high school level I think no
11 child left behind is going to make a crucial -- going
12 to give us that underlying accountability that will
13 permit us to harness the rest of the efforts that the
14 summit has begun to articulate.

15 MR. GERGEN: Terrific. I'm going to step
16 back here. But before I do, I'm just interested in
17 getting a show of hands of how many of you here -- I
18 know you came here with a sense of urgency. How many
19 of you leave here with a sense of encouragement about
20 where we go from here. Can I get I get a sense of
21 that?

22 (Show of hands.)

23

1 MR. GERGEN: How many of you are still
2 discouraged?

3 (No response.)

4 MR. GERGEN: We've made some progress.
5 Let me turn this back over to you all. Thank you.

6 (Appause.)

7 MR. KILLINGER: Thank you very much, Dave.
8 I'm going to be relatively brief.

9 Certainly Governor Warner and I really
10 have enjoyed the opportunity to cochair the summit.
11 And I think from our perspective, as we pull things
12 together, the summit has certainly been a terrific
13 success. We very much want to thank all of you from
14 the standpoint of your time, your thoughts, and your
15 passion to make it happen.

16 I think throughout yesterday and today we
17 clearly heard a case that nobody can deny that we are
18 in a crisis, that our world position in providing
19 quality education is slipping and is likely to keep
20 slipping if we allow the status quo to continue, that
21 we have to reverse this trend or the United States
22 runs the risk of not only becoming a declining power,

23

1 but some fear a second-tier power sooner than what we
2 might think.

3 We only have to listen to those statistics
4 about the number of graduates coming out of China,
5 India, and other countries to realize that the
6 achievement gap we've all been talking about the last
7 few summits was pretty myopic.

8 That was our achievement gap within our
9 confined system. But we need now to worry about is
10 the achievement on a worldwide basis. And that's
11 quite a change in perspective, I think, from just a
12 few years ago.

13 And I think that we've all concluded now
14 that maintaining the status quo isn't going to work.
15 Nor is just putting more money in the status quo
16 going to work. Money may be a necessary ingredient
17 to the solutions, but in and of itself is not going
18 to get us there.

19 I have been really pleased that we have
20 walked through a lot of the solutions. They're not
21 that complicated. If we would just get out and worry
22 about the execution of them.

23

1 Yes, we have to keep higher public
2 awareness in front of everybody. That's actually
3 part of the solution -- be sure that people know
4 there really is a crisis.

5 We also need to be willing to understand
6 that the standards have to be raised, that high
7 school diplomas have to be meaningful, that kids have
8 to know it's important (and the parents -- and make
9 that happen), and that that diploma really reflects
10 the skills that we need to have them be successful as
11 either employees or citizenry in the United States.

12 We have to be willing to innovate and
13 redesign our system, particularly our high schools.
14 Again, that's something I think we heard a lot about.

15 The whole theme of education is not about
16 K through 12 anymore. It's clearly the lifelong
17 learning from P -- and however we want to define P --
18 at birth I think basically -- on through adult
19 education.

20 We heard that helping our teachers and
21 principals and other educators obtain the necessary
22 skills is required. Again, we can't have a

23

1 profession stuck in the past and expect them to
2 perform into the future. We have to help everybody
3 come along.

4 There's a big responsibility on the part
5 of students and parents. We do have to make all of
6 these activities relevant and rigorous for them. And
7 they will step up to the plate.

8 Every research piece I've seen said if you
9 tell the kids the bar is here, they will get there.
10 If you tell them the bar here, they will get there.
11 And we've been afraid to consistently put the bar up
12 as high as we probably need to do.

13 I think we've also figured out that just
14 maintaining a dogged determination is absolutely
15 critical through here. I know when I first got
16 involved in working on education, I was told it was a
17 multi-decade journey. And for me it's already proven
18 to be multi-decade. We just have to stick with it.

19 It doesn't fix in one summit. It doesn't
20 fix in one afternoon. It's something we have to do
21 day in and day out.

22 But it's really great that we've brought
23

1 together everybody. And I think now the follow-
2 through things we heard today about the American
3 diploma project and the network that's coming out of
4 that -- 13 states are now getting together. That is
5 far more substance coming out of a summit than we had
6 going back two or three summits ago when we decided
7 to move forward on national standards and outcome-
8 based education.

9 There it was kind of, well, maybe one or
10 two might get started and let's hope we get some
11 more. Here you've got 13 coming out of the blocks
12 with significant funding coming through some generous
13 foundations to make this thing happen.

14 And I think what's very important for many
15 of the governors here that have not had the advance
16 information to be able to sign up is please go back
17 to your states, take a look at this and see if it
18 doesn't make sense for you. See if you can't get
19 joined into that network as soon as you possibly can.

20 I think it would be a great thing for all
21 the states that get there.

22 I'd like to just briefly close on a couple
23

1 of thoughts.

2 One, again, thanks for all the people that
3 brought this together. The staffs did a terrific job
4 from both Achieve and the NGA. Thank you all very
5 much.

6 Also thanks for the support in addition to
7 those organizations from the Business Round Table,
8 the Hunt Institute, and the education commission of
9 the states.

10 It's now time for us to go back into our
11 states and try to make all this happen. For the
12 governors, I mean, you have the advantage for all of
13 us that you are the leaders. Everyone's going to be
14 looking to you.

15 You have tremendous power from that
16 position of leadership and, very importantly, the
17 bully pulpits you can speak from. Yes, you may not
18 control every resource and every constituency in your
19 state, but everybody is going to look to the governor
20 to be the leader in education. And I certainly hope
21 that you use that bully pulpit wisely.

22 For the business community -- and I think

23

1 Art mentioned that very well -- we are here to do
2 whatever ground cover we can do for the governors and
3 others to help keep this issue in front of the people
4 and to try to make it something very important.

5 We have the capability to get that
6 information to all of our employees throughout the
7 area. We have the potential to make that important
8 information for our customers and others that we
9 interact with.

10 And certainly I hope the national as well
11 as the state business round tables get behind this
12 and really try to keep this as a key agenda item for
13 them.

14 And certainly for all the educators out
15 there, we look for your help in being change agents
16 and helping share the best practices as we move
17 forward.

18 I think for each of us as we go back -- I
19 guess I've asked you to think about just a couple of
20 things. If not you, who's going to do this? And if
21 not now, when? And if not, is the crisis going to go
22 away?

23

1 And I just suggest that the country's
2 future is literally in the hands of the people in
3 this room. I just encourage all of you to use that
4 power extraordinarily wisely.

5 Thanks. I think with that I'll turn it
6 back to Governor Warner.

7 (Applause.)

8 GOVERNOR WARNER: I promise I'm the last
9 up. I thank you. And I particularly thank all of
10 you for knowing everybody's schedule and hanging in
11 for half an hour after our designated end time.

12 Very brief comments. Thanks again to the
13 staffs from all the organizations -- NGA, Achieve,
14 the Business Round Table, ECS, the Hunt Institute for
15 making this possible for not only all of the
16 participants but the observers who have been through
17 this process.

18 A couple of quick comments. One thing
19 that was remarkable was the amount of unanimity there
20 was in terms of recognizing this was a problem,
21 recognizing we've got to raise standards, recognizing
22 it's going to take more than nibbling around the
23

1 edges to get it done. Great news there.

2 Where are some of the challenges? Taking
3 all of these great ideas to scale whether it's
4 through the American Diploma Project, whether it's
5 through the very generous 42 million and growing
6 amount from the foundations to help implement these
7 changes, I think we've got a tool.

8 The action agendas that were worked on at
9 lunch we will be monitoring and we're going to be
10 back to you on a regular basis on seeing action in
11 your respective states.

12 A couple of areas where we think we still
13 need some improvement. Tremendous support from
14 business. We need to broaden it to make sure we've
15 got, as we move forward, small business as well
16 perhaps better represented here.

17 I see Charlie Reed and there are others
18 around the room. We need more folks from higher ed
19 as well. Those of us who are governors and
20 policymakers in this room -- as we think about higher
21 ed's role in training the teachers, principals,
22 superintendents, as we think about higher ed's role

23

1 in terms of working with us to make sure there's a
2 better connection between high school and secondary
3 school, we've got to make that happen.

4 A final point. I've got the three-minute
5 highline sign there.

6 The real question is going to be, will we
7 take the energy here and make it happen in our
8 respective states?

9 Come this July the National Governors
10 Association will be meeting again in Des Moines.
11 Part of that meeting will be a follow-up to
12 everything we've talked about here and will be the
13 chance for states to demonstrate whether the great
14 ideas that we've shared today have really been
15 implemented beyond that single successful school or
16 that single successful school division really all
17 across the state.

18 The economic imperative that was laid by
19 Bill Gates yesterday -- if that's not a reason for us
20 to keep this on the front burner, I don't know what
21 is.

22 A final thanks to David Gergen for helping
23

1 and being a continuing participant in these education
2 summits. Let's thank David. Thank you very much.

3 (Applause.)

4 GOVERNOR WARNER: Thank you all. We are
5 adjourned. Thank you very much.

6 (Whereupon, at 4:00 p.m., the meeting was
7 adjourned.)

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