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UNITED STATES OF AMERICA

DEPARTMENT OF EDUCATION

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EQUITY AND EXCELLENCE COMMISSION

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TUESDAY
FEBRUARY 22, 2011

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WASHINGTON, DC

+ + + + +

The Commission met in the Barnard Auditorium at the U.S. Department of Education headquarters, 400 Maryland Avenue, Southwest, Washington, DC, at 10:00 a.m., Christopher Edley and Reed Hastings, Co-Chairs, presided.

COMMISSION MEMBERS PRESENT:

CHRISTOPHER EDLEY, Co-Chair
REED HASTINGS, Co-Chair
CYNTHIA BROWN
MIKE CASSERLY
MARIANO-FLORENTINO CUÉLLAR
LINDA DARLING-HAMMOND
SANDRA DUNGEE GLENN
ERIC HANUSHEK
KAREN HAWLEY MILES
BEN JEALOUS
RALPH MARTIRE
MATT MILLER
MICHAEL REBELL
AHNIWAKE ROSE
JESSE RUIZ
JIM RYAN
THOMAS SAENZ
DAVID SCIARRA

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COMMISSION MEMBERS PRESENT (CONT'D):

ROBERT TERANISHI
JACQUELYN THOMPSON
JOSE TORRES
DENNIS VAN ROEKEL
RANDI WEINGARTEN
DORIS WILLIAMS

EX-OFFICIO MEMBERS PRESENT:

RUSSLYNN ALI, ED Office for Civil
Rights
TONY MILLER, ED Deputy Secretary
MARTHA KANTER, ED Under Secretary
CHARLIE ROSE, ED General Counsel
CARMEL MARTIN, ED Office of Policy
ROBERT GORDON, Office of Management and
Budget
ROBERTO RODRIGUEZ, White House Domestic
Policy Council

COMMISSION MEMBERS NOT PRESENT:

JIM EDGAR
KATI HAYCOCK
JOHN KING
MARC MORIAL

ALSO PRESENT:

STEPHEN CHEN, Executive Director and
Designated Federal Official
MIKE HONDA, Representative of
California's 15th District
CHAKA FATTAH, Representative of
Pennsylvania's 2nd District

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T-A-B-L-E O-F C-O-N-T-E-N-T-S

Welcome	4
Remarks from Congressman Honda	5
Remarks from Congressman Fattah	7
Remarks from Under Secretary Martha Kanter	11
Remarks from Special Assistant to the President Roberto Rodriguez	14
Remarks from Department of Education General Counsel Charlie Rose	17
Remarks from Assistant Secretary Carmel Martin	19
Remarks from Assistant Secretary Russlynn Ali	21
Discussion on Vision and Goals of the Commission	23
Work Plan Discussion	108
Group Presentations	184
Wrap Up	200
Adjournment	204

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1 P-R-O-C-E-E-D-I-N-G-S

2 10:25 a.m.

3 CHAIR EDLEY: Okay, folks, we
4 really need to get started. I need my Co-
5 Chair.

6 Okay. Let's come to order here.
7 And I'd like -- you want the gavel? Why don't
8 you take the gavel?

9 CHAIR HASTINGS: I'm looking for
10 Mike Honda.

11 REP. HONDA: Right here.

12 CHAIR HASTINGS: We switched ends
13 here.

14 I'm going to get a chance to
15 introduce Mike Honda who I first got to know
16 about a decade ago. And he's been a leader in
17 San Jose in many education efforts before
18 taking the national stage as a Congressman.
19 And he's represented the 15th District of
20 California since 2001, so a decade. He's a
21 Member of the House Appropriations Committee,
22 former Chair of the Congressional Asian-

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1 Pacific American Caucus, Co-Chair of the
2 Democratic Caucus New Media Working Group,
3 House Democratic Senior Whip, and one of the
4 authors of the legislative language that
5 established this Equity and Excellence
6 Commission.

7 So with that, let me introduce
8 Congressman Mike Honda.

9 (APPLAUSE.)

10 CHAIR EDLEY: I'm sorry.
11 Microphone.

12 REP. HONDA: Well, thank you very
13 much for this opportunity. And I just want to
14 say to each and every one of you, thank you so
15 much for being willing to serve on this
16 Commission. This is not a regular commission.

17 It is a commission that as it has been said
18 before that's willing to address the difficult
19 questions and continue to work through it
20 because our children deserve it now. This is
21 going to be an outcome of this Commission,
22 whose work and ideas and suggestions will

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1 address the basic needs -- the real needs of
2 this country in terms of our children.

3 I appreciate our two Co-Chairs. I
4 learned a new word. Each one of you have, in
5 education, gravitas. And I think that meant
6 you're heavy hitters.

7 And so as a teacher -- as an
8 educator for 30 years -- I truly, truly thank
9 you for being willing to travel this country
10 and be part of regional discussions so that
11 the issues that every state is struggling with
12 on behalf of the children will be addressed in
13 ways that will create and suggest new
14 partnerships and where our resources will be
15 focused in ways that will help our country
16 move forward and we'll truly be able to say
17 that our children are our natural resources
18 and our reason for being here. I appreciate
19 all of you for doing this.

20 (APPLAUSE.)

21 CHAIR HASTINGS: U.S. Congressman
22 Chaka Fattah has represented the 2nd

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1 Congressional District of Pennsylvania since
2 1995, primarily Philadelphia. He is a Senior
3 Member of the House Appropriations Committee.

4 Representative Fattah is also Chair of the
5 Congressional Urban Caucus, a bipartisan group
6 of 57 members representing America's
7 metropolitan centers. And Representative
8 Fattah is one of the authors of the
9 legislative language that established this
10 Equity and Excellence Commission.

11 Congressman, thank you.

12 REP. FATTAH: Let me thank you and
13 your Co-Chair and each of the Commissioners
14 for their service to the country through this
15 vehicle which I think has the potential and
16 the burden with an historic circumstance.
17 February of 1970, President Nixon's School
18 Finance Commission met and two years later
19 issued its report. And it says that the
20 disparities that existed in our public
21 education system could not be addressed unless
22 we addressed the fundamental issues around

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1 federal involvement and also state financing
2 schemes.

3 So as I come this morning, I
4 wanted to tell you that some 41 years later,
5 there is work to be done. There still exists
6 a national imperative. President Obama and
7 Secretary Duncan have said that they see a
8 requirement for us to compete internationally
9 and that we provide an educational opportunity
10 for every child.

11 There's no state in the union
12 today where children coming from difficult
13 circumstances are receiving the same
14 educational opportunity as those in their
15 wealthy suburban school districts. In
16 Philadelphia on average, the contiguous
17 districts around Philadelphia are spending
18 more than \$100,000 more per classroom. And if
19 you do that in first grade and second grade
20 and third grade and fourth grade and all the
21 way through, you create a set of dynamics in
22 which you can as a math instructor fully

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1 certified make twice as much teaching half as
2 many children, or you can do the opposite in
3 Philadelphia. And so it creates a very
4 difficult circumstance to get qualified
5 teachers who've majored or minored in the
6 subjects that they're teaching.

7 I'll close with this that it was
8 the Roy King affidavit and the Arkansas School
9 Finance case years ago that I think when he
10 said that he wanted the court to know that he
11 had 400 students at his high school, he was
12 the entire math faculty. He taught algebra
13 and trig and calculus. He wanted the court to
14 know he loved his children but that he didn't
15 have a degree in math. He hadn't taken a math
16 course himself since high school. His degree
17 was in physical education. And he was hired
18 as a gym teacher. He made a little extra
19 money driving the school bus. And in these
20 400 kids, he had 20 textbooks. He would do a
21 lottery to see who could take them home over
22 the weekend. And he had four calculators.

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1 And whether you look at the
2 Campaign for Fiscal Equity case in New York or
3 whether you look at the Commission that was
4 set up in Maryland and look at the Maryland
5 circumstances, all across the land we know
6 that poor children get the least of everything
7 they need in order to learn. It's as if we
8 are as a country amazed that children with no
9 water in the pool can't swim. And the idea
10 here is that well, maybe if we put water in
11 the pool, they could swim. And in
12 international competition, we're doing so
13 poorly now as a country, we can't afford not
14 to get all of these young people to be able to
15 live up to their God-given talents.

16 So thank you for taking on this
17 mission and responsibility. I thank the
18 President and Secretary Duncan and Ms. Ali who
19 leads the Office for Civil Rights for her work
20 in this regard. I thank the Co-Chairs. And
21 most importantly, I thank my colleague, Mike
22 Honda, because it's through his tenacity that

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1 we have arrived at a point when the Commission
2 could go forward and could have adequate
3 resources. And it just proves that even
4 though he's on the other coast and I'm on this
5 coast, that if Americans work together, we can
6 achieve anything.

7 Thank you.

8 (APPLAUSE.)

9 CHAIR EDLEY: Thank you very much,
10 Congressman.

11 We want to hear briefly from some
12 of the ex-officios, Members of this Commission
13 appointed by the Secretary to join us, to help
14 lead us. And first Martha Kanter who's the
15 Under Secretary of the Department.

16 MEMBER KANTER: Yes. First, I'd
17 like to welcome everyone to the Department of
18 Education and especially thank Congressman
19 Honda and Congressman Fattah for your
20 leadership. I think it's critically important
21 for the future of the country.

22 My portfolio with Secretary Duncan

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1 is higher education, workforce education and
2 adult education, all undergirded by federal
3 student aid. And when I look at the
4 statistics, especially in college, we have 50
5 percent of students entering not completing
6 within six years. I look back to high
7 schools. Twenty-five percent aren't
8 finishing. I have a colleague in the
9 Department, Jacqueline Jones. She is chairing
10 our early learning agenda. And I said
11 Jacqueline, how many children aren't ready for
12 kindergarten? She said about a third. She
13 came from ETS. She's a scholar.

14 So the work of this Commission is
15 critically important as I said because we have
16 to fix this pipeline in equalizing the
17 resources for children so that they can be
18 part of what I call the top 100 percent of
19 students getting through not only the K-12
20 system, but if you want to go to college you
21 should have the opportunity.

22 We're thrilled that the FY 12

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1 budget came out with very, very strong support
2 from President Obama for the continuation of
3 federal student aid. And I said to some
4 friends the other day, that's something that
5 all of higher education, adult education and
6 K-12 can support because we are seeing
7 tremendous -- tremendous increases in the
8 first two years of the Obama administration
9 going from six million students at 150 percent
10 of poverty to now 9.4 million with projections
11 up over 10 million next year. So we've
12 increased by 50 percent the number of students
13 from low income families coming into higher
14 education. We want to do the same thing with
15 students going through. But it just is an
16 example of how much more we have to do and how
17 important this Commission is.

18 So thank you for having me. I
19 have a couple of things upstairs, but I'll
20 come in and out this morning. And I
21 appreciate your work and your leadership and
22 everyone coming here to the Department.

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1 Thanks so much.

2 (APPLAUSE.)

3 CHAIR EDLEY: Thank you, Madam
4 Secretary. And she does have to leave quite
5 soon, but we'll have the benefit of her
6 participation throughout all of this.

7 Another of the ex-officios I know
8 has to leave soon is Roberto Rodriguez who's a
9 special assistant to the President.

10 MEMBER RODRIGUEZ: Thank you.
11 Good morning. Thank you so much.

12 I want to first acknowledge as my
13 colleagues have the leadership of Congressman
14 Fattah and Congressman Honda for really
15 shepherding this important Commission through
16 Congress and working with our Administration
17 to really put this charge forward to look at
18 school funding and to look at this question of
19 equity as we advance our work here across the
20 country to really reform and strengthen our
21 schools.

22 I'd like to thank all of the

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1 distinguished Commissioners here today for
2 your service and your leadership on behalf of
3 our Administration. We're very grateful. I
4 think we have a tremendous group of thought
5 leaders here, and we're very much looking
6 forward to the discussion that will ensue and
7 also in being able to advance some new ideas
8 and have a new blueprint that will help frame
9 the important reforms that are underway across
10 the country.

11 The President has really charged
12 us with doing more to improve opportunities
13 and outcomes across our system so that we can
14 again lead the world with the highest
15 proportion of college graduates by the year
16 2020 and ensure that all of our students are
17 on track to college and career readiness by
18 2020. Those are key goals. The Secretary
19 often calls them our north star. They guide
20 everything that we've done here across our
21 Administration's trajectory over the past two
22 years.

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1 And I think the work here underway
2 to examine questions of school funding and of
3 equity are really critical to that work. We
4 now have over 40 states that are working
5 together in a collaborative manner to
6 implement college and career ready standards.

7 We have advanced a new series of reforms
8 around teacher effectiveness to do more to
9 really ensure that all of our students, and in
10 particular our students with the greatest
11 needs are students coming from high poverty
12 areas have access to an effective and talented
13 teacher to really help them succeed and thrive
14 and meet their full potential. We're taking
15 on ambitious work as an Administration and
16 really transforming our lowest performing
17 schools to really ensure that they have the
18 amount of support needed to be able to help
19 all students succeed.

20 All of those reforms are certainly
21 an important backdrop to the conversations
22 that I think this Commission will have in

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1 terms of making sure that we are as a nation
2 really considering these questions -- these
3 critical questions around funding and the
4 resources that are needed to be able to meet
5 that charge.

6 We also know we need to do better
7 and really open a conversation around ensuring
8 that we are spending the resources that we
9 have currently in the system in a way that's
10 really maximizing opportunities and outcomes
11 for our kids. And so we very much look
12 forward to that conversation here as well.

13 Again, thank you for the
14 opportunity to be here with you. And we're
15 just thrilled to have the Commission moving
16 forward. I'm very grateful to Reed Hastings
17 and to Dean Edley for their leadership in Co-
18 Chairing this. Thank you.

19 (APPLAUSE.)

20 CHAIR EDLEY: Okay. Thank you,
21 Roberto.

22 Charlie Rose, our General Counsel

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1 for the Department.

2 MEMBER ROSE: Good morning,
3 everybody. My name is Charlie Rose, and I
4 serve as the General Counsel to the Department
5 of Education. And along with my colleagues at
6 the Department of Education, I want to welcome
7 all of you and thank you for your service on
8 this important Commission.

9 I also want to acknowledge and
10 welcome the members of the public who are
11 here. Thank you for taking time out of your
12 day to be here and joining us in this
13 important endeavor.

14 Prior to coming to Washington a
15 couple years ago, my former life was a school
16 board lawyer in Illinois. I had the privilege
17 of representing the wealthiest school
18 districts in Illinois, but I also had the
19 privilege of representing the poorest school
20 districts in Illinois. And through my work
21 with clients, I saw first hand the impact of
22 our inequitable school finance system on the

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1 lives of children.

2 My hope is that this Commission
3 will prepare a report that will explain the
4 problem coherently so members of the public
5 can understand -- in essence personalize --
6 this problem, but go beyond that and provide
7 robust, hard-hitting recommendations that give
8 our state leaders and our local leaders the
9 tools to in essence empower them to make these
10 tough decisions.

11 In our decentralized system of
12 education in the United States, ultimately
13 it's those that are at the state houses and at
14 our local school boards that need to make
15 these tough decisions. And I'm hoping that
16 the report that this Commission generates and
17 the work of this Commission will provide the
18 leadership for those to make those decisions.

19 Thank you.

20 CHAIR EDLEY: Thank you, Charlie.

21 (APPLAUSE.)

22 CHAIR EDLEY: Carmel Martin,

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1 Assistant Secretary Carmel Martin.

2 MEMBER MARTIN: Good morning,
3 everyone. My name is Carmel Martin. I'm the
4 Assistant Secretary for Policy and Budget here
5 at the Department. I want to echo the
6 applause for the leadership of the Congressmen
7 and also our two Co-Chairs and thank them for
8 taking us through this process. And I want to
9 thank all the Commissioners for taking the
10 time to be here. I know we're asking a lot of
11 you, and we really, really do appreciate it
12 here at the Department.

13 It's an honor to serve as an ex-
14 officio member. I'll be brief because you all
15 are the experts, so we'll save time to hear
16 from you.

17 As our Deputy Secretary Tony
18 Miller said this morning, the President and
19 the Secretary really have made equity and
20 excellence the center of everything we do at
21 the Department of Education. And the topics
22 that this Commission are going to tackle are

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1 really important for us as we move forward
2 with our work at the federal level to be
3 thinking about state and local implications as
4 well.

5 So I'm eager to learn from you all
6 and gain your wisdom as we move forward. So
7 thank you so much for being here and having
8 me.

9 (APPLAUSE.)

10 CHAIR EDLEY: And finally, our
11 immediate task master and leader, Assistant
12 Secretary Russlynn Ali.

13 MEMBER ALI: Thank you. Don't
14 absolve leadership responsibility, Dean Edley,
15 because that is you and Reed, thank heavens.

16 I just too want to echo my
17 colleagues' gratitude for all of you being
18 here today. We received more nominations for
19 this Commission than any other -- well over
20 100. From what we gather, more than any other
21 in the Department's history. But because of
22 shoddy recordkeeping, I don't want to confirm

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1 that.

2 (LAUGHTER.)

3 MEMBER ALI: Your task is
4 enormously important. That is how do we get
5 to the goal that we've set as a nation? How
6 do we fulfill the promise of our nation? How
7 do we allocate resources effectively,
8 efficiently and equitably in order to ensure
9 that all of our children have the opportunity
10 to succeed in this global and interconnected
11 marketplace?

12 While audacious, we also believe
13 that our goal is doable with you all at the
14 stead. As one blogger wrote when the press
15 announcement went out, you all represent the
16 all stars in education reform. Alongside the
17 testimony and research and experts from the
18 field that will help inform our work, I am all
19 the more inspired and hopeful that this will
20 not be yet another Commission report that sits
21 on a shelf. Trust me, we know how very busy
22 you are and how preeminent each of you are in

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1 your respective scope of work. And we would
2 not ask you to do something that we thought
3 would end up being a waste of time.

4 So without further adieu, I will
5 turn it back to your Chairs. And know that we
6 as a Department and Secretary Arne Duncan are
7 here to support you in this work, provide you
8 the tools that you need to succeed and answer
9 all of the calls for action that you impart
10 upon us.

11 Thank you.

12 CHAIR EDLEY: The blogger said
13 all- stars?

14 MEMBER ALI: All-stars.

15 (APPLAUSE.)

16 CHAIR EDLEY: When did your mother
17 start blogging?

18 (LAUGHTER.)

19 CHAIR EDLEY: So here's I think
20 the way we'll proceed for the moment. I'll
21 try to say a little bit by way of synthesis of
22 some of the earlier conversations that we've

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1 had about possible directions. Reed will
2 correct me. And then, we'd like to get
3 feedback from all of you as to whether or not
4 we've got the basic design right.

5 And then time permitting, we'd
6 like to drill down a little bit on each of the
7 elements that I'm going to lay out for you,
8 try to flesh them out a little bit more than I
9 will attempt, with an eye towards perhaps
10 forming working groups or subcommittees,
11 informal subcommittees of some sort to proceed
12 with care.

13 So I'm mindful as we try to lay
14 this out that we have to strike a balance
15 along several dimensions. We want to be
16 visionary. We want to be ambitious. We want
17 to be disruptive as the Secretary put it. But
18 on the other hand, we don't want to be
19 quixotic to the point of irrelevant. We are
20 all here. We're all busy. We want to make a
21 difference.

22 There have been so many reports

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1 that have just gone on the shelf or into the
2 circular file. There are a lot of reports --
3 even the good ones -- where there are about
4 522 times as many people who say they've read
5 them as have actually read them. But that's
6 okay. I'd just like people to say they've
7 read our report even if they don't really do
8 it. But we want to write something that
9 matters and that is useful as well. We have
10 to struggle between the balance of doing
11 something that has short-term relevance and
12 impact on the one hand versus something that
13 is longer term and really helps shape, or at
14 least attempts to shape direction over a
15 number of years and articulate some goals that
16 can only be accomplished in the fullness of
17 time. So this is going to be very difficult.
18 And my guess is that the answer to most of
19 these choices are that we're going to have to
20 do a little bit of both -- a little bit of
21 each.

22 So here's where I think we are.

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1 Four pieces is what I've heard in
2 conversations with you. First, despite the
3 fact that many elements of the nature of the
4 problems -- the challenges of equity and
5 excellence are known to each of us -- there
6 seems to be a sense that we should spend
7 energy, time in the report talking about just
8 describing the problem -- characterizing the
9 problem -- the equity issues, the disparities,
10 the shortfalls in excellence that we see both
11 within the country and internationally. We
12 think, and Reed feels particularly strongly
13 about this, but I agree with him that in the
14 description, a lot of state-to-state
15 comparisons and even district comparisons will
16 be important so that we can begin to develop a
17 sense of where there may be some promise,
18 where there may be some important counter
19 examples. So part one, characterize the
20 problem, describe the problem in a way that
21 sets a context, educates the public.

22 I might add by the way that I

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1 think it would be great if in characterizing
2 the equity issues, we could go farther than
3 other groups have gone at coming up with
4 measures. What do we mean by equity? How do
5 you tell when you have it, when you don't have
6 it? How should gaps be characterized? What
7 are the most relevant, most salient dimensions
8 of equity? Can we invent sort of a Gini
9 coefficient kind of thing for various
10 dimensions of equity?

11 Part two is the description of our
12 North star. Where do we want to get? Some
13 years hence, what would be the characteristics
14 of an equitable and more excellent K-12 or P-
15 12 system? I think at a broad level, we have
16 the two key goals that President Obama has
17 emphasized. And I doubt that there would be
18 much if any dissent from that around this
19 table -- talking about college success and
20 talking about preparation for post-secondary
21 success. But what more specifically would we
22 say as characterizing the kind of school

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1 system, the kind of education opportunities
2 that we want available for every child and in
3 every community?

4 Part three is the well, how do we
5 get there. If we describe the North star, we
6 describe the vision of where we want to go,
7 then the question is how do we get from here
8 to there. And that's an opportunity for us to
9 mobilize what is already known about what
10 works or what is promising by way of improving
11 performance, by way of closing achievement
12 gaps and other forms of inequity, by way of
13 closing international competitiveness. So the
14 how do we get there part. And here I think
15 examples from the states and from districts,
16 positive examples of what seems to be
17 promising and worth emulation as well as the
18 other kind of examples. Examples of paths not
19 to take may be worth trying to reach some
20 consensus on. So that's the third -- the how
21 do we get there.

22 And then fourth, and I think very

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1 important to our work, many of you I know have
2 expressed a commitment to working on issues of
3 finance. Of given where we want to go and
4 what we have to do to get there, what kind of
5 education finance system -- federal, state,
6 local -- is needed in order to deliver?

7 I think there may be some tension
8 in the group as to what extent we ought to
9 talk about funding equity issues versus
10 funding adequacy issues. Again, I'm sure
11 we'll do some of both.

12 I think we are in rough agreement
13 that at the moment all levels of government
14 have horrendous budget constraints. But I
15 think we're all also in agreement that someday
16 the sun will shine again. There will be
17 opportunities for new investments at all
18 levels of government. And the question is
19 what can we do to make it more likely that
20 those new investments will be wise investments
21 -- effective investments.

22 I think we've also all agreed that

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1 this is not only a matter of how much money is
2 being spent, but also how well it's being
3 spent. How much money is being spent on
4 things that don't deserve the money that
5 they're getting? So adequate resources, but
6 well spent.

7 I think we're also all in
8 agreement that the right policies informed by
9 research and evidence are critical. But
10 perhaps equally critical is the quality of
11 implementation because the right policies
12 poorly implemented can in fact not only
13 squander money but actually move you in the
14 wrong direction. I think we've all seen
15 examples of that.

16 So those are the four themes that
17 I have heard thus far. It's the elaborated
18 description including state comparisons. It's
19 the where do we want to go, let's say the
20 vision. It's the how do we get there with
21 examples and counter-examples. And it's the
22 financial and fiscal underpinnings for the

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1 strategy.

2 Now let me ask Reed to please
3 correct and elaborate.

4 CHAIR HASTINGS: It's an
5 enormously ambitious agenda given both the
6 budgetary constraints on this Commission as
7 authorized, and its implied schedule. And
8 what I'm left with is a feeling of unease
9 between the ambition and the agenda and I know
10 what we would all like to accomplish, and the
11 fact that in the blink of an eye, today's
12 going to be done and then we have three more
13 times getting together to submit the final
14 report.

15 And so the art I think that we
16 have going forward is to figure out within the
17 overall vision as articulated, how do we pull
18 out pieces to have them be meaningful,
19 leveraging the work of others? Lots of you
20 are involved in organizations that have many
21 of these pieces, but they may not have all the
22 same authority as if it comes from this

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1 Commission. And so sometimes simply repeating
2 the citation -- the work that's been done and
3 validating it can be enormously effective.
4 And those are ways to leverage.

5 I think second is we want to
6 figure out some kind of subcommittee structure
7 in context of these sections so that we can
8 break up and divide up into more manageable
9 groups and try for two or three of the
10 meetings to be really focused on making a
11 contribution in the area of passion or of
12 distinctive competence and then coming back
13 together and seeing what we can do to
14 synthesize. And through that and a tremendous
15 amount of good luck and hard work, come up
16 with something that we're all proud of 11
17 months from now.

18 CHAIR EDLEY: Russlynn, you are
19 going to have to straighten us out repeatedly.
20 You might as well get started.

21 MEMBER ALI: It feels like the
22 right goal. I know it's ambitious. I know

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1 the constraints on your time and the pulls on
2 your time it will result in. Though I think
3 two things. One, through this subcommittee
4 structure as Reed mentioned we can get a lot
5 done. We will also attempt to think very
6 creatively to ensure that you have the
7 resources and the dollars to get this job done
8 and get a report out there that has far-
9 reaching consequences. So more on that as we
10 continue to work through our internal budgets
11 and we work with great numbers of the Congress
12 to see that the President's goals and the
13 budget are met.

14 That said, how far this goes, how
15 much impact it has, what it does is ultimately
16 up to you. My primary concern is that the
17 public conversation and civic dialogue is
18 impacted greatly, that we do not waste any of
19 your time, that you leave here feeling like
20 you have made a dent in the behemoth that is
21 education dialogue and building of civic will
22 in this country, and that years from now, this

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1 Commission's report still has your spirit,
2 gravitas, as the Congressman said and have to
3 get the job done.

4 I may well have to pull you up,
5 Dean Edley, but let's assume for the time
6 being that that won't have to happen because
7 of your great leadership alongside Reed
8 Hastings.

9 CHAIR EDLEY: Yes. Everybody has
10 to stop calling me Dean Edley. The name is --
11 I am getting a big bald spot. But I'm not 82.

12 Look, one last thing and then Reed
13 and I would like to get feedback from you on
14 the floor, kind of planks or pillars that we
15 laid out. And that is we're going to try to
16 make sure that when you come to meetings, you
17 don't spend time doing things that you could
18 have read without bothering to get on a plane
19 or a train or what have you. Everybody's
20 busy. And so we want to spend as much of the
21 conversation as possible doing things that you
22 can only do effectively when you're having

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1 face-to-face meetings.

2 For me, that means having food
3 fights. I always tell my students if you're
4 not arguing, then you're probably not dealing
5 with the hard part of the problem. So yes, we
6 should spend some time searching for
7 consensus. But we should also make sure that
8 in our conversations with each, we get past
9 the pre-recorded statements and views and push
10 each other.

11 Obviously in the report itself, a
12 lot of that will be our effort to frame what
13 at least those of us who are expert think of
14 this conventional wisdom because we do have to
15 do some teaching. But certainly in our time
16 together, I think the less time we spend on
17 conventional wisdom, the happier everybody
18 will be with our personal investment in this
19 enterprise.

20 So with that, reactions? Are
21 those the four right things? Does that
22 reasonably capture what people are after and

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1 your particular passions will be able to find
2 a home within that structure?

3 Tino? And let's, folks, identify
4 yourself in case we have viewers on the web or
5 elsewhere.

6 MEMBER FLORENTINO-CUÉLLAR: Tino
7 Florentino-CUÉLLAR, Stanford Law School.

8 Chris, thank you very much for
9 your very helpful leadership, and Reed, and
10 Russlynn. And Congressman Honda, Congressman
11 Fattah, thank you for your leadership on this
12 issue.

13 I just briefly want to make the
14 following two points.

15 I think that the structure will
16 work well. I think it does track our
17 conversation so far. There are two tensions I
18 want to speak to that I think will arise in
19 the structure but I think we can and should
20 try to manage them.

21 The first tension is really about
22 how much we want to spend time and energy

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1 explaining the problem to the public. There
2 was discussion earlier about how much we
3 already know. I think that's important. But
4 I think it's also critical to recognize how
5 much of the narrative of this issue is still
6 up for grabs and not entirely defined in a way
7 the public understands it. And just to make
8 this point, I want to just refer to my own
9 kids and my own effort to try to explain to
10 them what this group is going to do. Now
11 granted, my kids are six and four.

12 (LAUGHTER.)

13 MEMBER FLORENTINO-CUÉLLAR: But I
14 thought it'd be a good place to start. This
15 is about education.

16 So my four-year-old son wanted to
17 know if there were going to be any bad guys.
18 That's one way he measures his own degree of
19 interest in a narrative. And my daughter
20 wanted to know who the hero was going to be or
21 heroine that was going to rescue us from this
22 situation. And I do think that underscores

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1 the extent to which it's important to frame
2 the public conversation. And much of my work
3 in the last few months has been really about
4 trying to understand the ways in which our
5 domestic laws affect our national security.
6 And I was heartened to see how many people
7 around this room believe as I do that that
8 should be an important part of the narrative
9 and the conversation.

10 The second point really is about
11 parts three and four as you pointed out. How
12 do we get there, and how do we think about
13 financing? And here, I think the tension
14 really is between bold and dramatic proposals
15 and practical concern with what can be done in
16 the very short term. And that to me suggests
17 that one important conversation we're going to
18 have to engage with is the issue of what's our
19 time frame. How long do we want this to
20 really be as the sort of time horizon for the
21 report to have an effect? Are we coming up
22 with recommendations and ideas that are meant

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1 to be implemented in one to two years, in ten
2 to 15 years? Are we thinking about strategies
3 that will help shape the conversation and
4 shape the way the public understands their own
5 interests in this even if that takes ten or 15
6 years?

7 I think there are some important
8 analogies that we can draw insights from that
9 involve public health, for example, where the
10 whole question of time frame is absolutely
11 critical. And I would just push us all to be
12 as specific as possible about what time frame
13 we're talking about.

14 CHAIR EDLEY: Well, let me push
15 you.

16 Do you have a sense yourself of
17 what you think is right? I mean, how many
18 years do you want to be on the best-seller
19 list?

20 MEMBER FLORENTINO-CUÉLLAR: Very
21 many. Yes, but at least one.

22 My instinct at the outset --

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1 though I'd love to hear other reactions -- is
2 that we probably should think of parts three
3 and four as having each of them two tracks,
4 one of them being a very short-term track
5 about what Arne Duncan, what the
6 Administration, what Congress can do now, and
7 recognizing that some of those proposals are
8 going to be more difficult to implement than
9 others.

10 But the other, we really should
11 think about how a system of policies and ideas
12 and values in a country moves over time. And
13 here I think one important analogy might be
14 the evolution of civil rights in the history
15 of this country which now we can look back and
16 think of some great achievements in civil
17 rights rightly as important legacies of this
18 country and great accomplishments of the 20th
19 Century. But we can also see that as a very
20 unfinished agenda. And here I think it's
21 helpful to think in historical terms what
22 takes 15, what takes 20 years, what takes a

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1 generation, how is that my own kids six and
2 four can learn to understand this problem not
3 just as a problem that affects them in terms
4 of the schools that they have but the country
5 they're going to live in and the kinds of
6 choices they're going to have to make as part
7 of a generation that will confront a very
8 inequitable education system.

9 CHAIR EDLEY: Can I just ask? Is
10 there a specific reaction to Tino's comments--
11 especially anybody think he's just an idiot?

12 (LAUGHTER.)

13 MEMBER DARLING-HAMMOND: I think
14 it's really important to have the two tracks.

15 I think that's really an important idea.

16 And we ought to say where should
17 we be at a point in time whether it's ten
18 years out, and then what can we begin to do
19 now to get there.

20 I think that's the order of
21 operations. If we say what can we do next
22 year and then what good the year after, it may

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1 not get us to where we should be in ten years.

2 We have to be clear about what the end goal
3 ought to be and then figure out how you can
4 get started on it.

5 CHAIR EDLEY: Mike?

6 I'm sorry. Identify yourselves.
7 That was Linda Darling-Hammond of Stanford, I
8 guess -- another Stanford. Yes.

9 MEMBER CASSERLY: Mike Casserly
10 with the Council of Great City Schools.

11 Chris, I like the frame, the kind
12 of four-fold frame that you put our work into.
13 I think it works nicely as kind of an
14 organizing principle.

15 I just wanted to speak to item two
16 -- that kind of ultimate goal and vision for
17 where this goes. And I'm going to put this in
18 a way that --

19 CHAIR EDLEY: I'm sorry. You need
20 to be more directly into the mic.

21 MEMBER CASSERLY: Okay. Sorry.
22 Yes, I'm sorry. I have a voice that doesn't

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1 carry very well.

2 CHAIR EDLEY: Yes, directly, I
3 think is best.

4 MEMBER CASSERLY: I'm going to
5 make a point that I made in a panel that I was
6 on with Russlynn and Randy and Dennis last
7 week that might suggest how it is we think
8 about the vision and the goal and the
9 direction. And it was kind of alluded to a
10 little bit with Doris' comment about poverty
11 predicting so much of education, particularly
12 education outcomes.

13 And I think most of us would agree
14 that we currently have an education system
15 that reflects, if not perpetuates, a lot of
16 the inequities that we have in this society.
17 Framing our vision -- our goal -- as
18 articulating what an education system would
19 look like if we broke that cycle rather than
20 perpetuate it I think would -- I think --
21 would resonate with the public and would add
22 an importance and a grounding to this work and

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1 kind of fill out your second point maybe a
2 little bit more.

3 I would worry if our work becomes
4 so much about finance that we lose the
5 ultimate goal of what we are financing for
6 which is to teach all kids to a high standard.

7 And if our finance system ends up rearranging
8 the dollars without making movement towards
9 the higher standards and the college readiness
10 standards that we are putting into place, then
11 I think we will have missed the boat here.

12 So I don't know if that's helpful
13 or not. But --

14 CHAIR EDLEY: Well, let me try
15 this. I thought it was great.

16 Secretary Duncan used the word
17 disruptive. And one interpretation of what
18 you said would be that we may want a vision in
19 which we have disrupted the current strong
20 link between economic circumstance of the
21 child of a family on the one hand and
22 education opportunity on the other.

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1 MEMBER CASSERLY: That would be my
2 notion of ground disruption.

3 CHAIR EDLEY: Okay. So that's
4 what the world looks like.

5 So I guess I just want to point
6 out that one could imagine that as being an
7 element of the vision. Or one could imagine
8 that as something that's just instrumental to
9 the vision. And let's not get hung up on
10 that. Okay. We'll organize it where it flows
11 would be my suggestion.

12 Congressman? And then Karen and
13 Ben. Okay.

14 REP. FATTAH: On this point two --
15 the goal -- we have a lot of people who are
16 here at the Department and Congress and
17 throughout our states who are dealing with
18 this short term. Dealing with the question of
19 whether the incremental improvements we could
20 make given the circumstances and the finances
21 and the structure in place, I think that what
22 is needed for the Commission is that you need

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1 to be thinking about how it is our country of
2 300 million people in a globally-competitive
3 environment are going to educate enough of our
4 young people to meet the critical skill sets
5 that are going to be needed to advance our
6 country going forward.

7 And it's got to be a non-
8 incremental public policy initiative. I mean,
9 it can't be well, how we just kind of move the
10 can a little bit further in the right
11 direction. Because that type of
12 incrementalism will not achieve the goals that
13 the nation needs.

14 So we're almost 60 years since
15 Brown. You've got 41 years since the Nixon
16 School Finance Commission. These issues have
17 been litigated. You go to the Ohio case, the
18 court says the school-funded system is broken.

19 Poor kids are getting the short end of the
20 deal. You need to change it. A few years
21 after that -- and I won't go through the
22 boring details -- the court say we stand by

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1 our original ruling. We're the Supreme Court.

2 But we can't force you all to do anything --
3 speaking to the legislature. Right?

4 So we can't afford to just kind of
5 be mired down in the moment and think about
6 how we get some slight improvement over where
7 we are. I think that's what the Department's
8 doing with a lot of their initiatives which
9 are great. But you need to be thinking about
10 this country 50 years from now and where we're
11 going to be at in comparison to those we're
12 competing with internationally with India and
13 in China and throughout the globe. And more
14 importantly, where we are in comparison to our
15 own march as a nation towards this more
16 perfect union. This is the civil rights issue
17 of our time. If you think it through, this is
18 where if we're really going to create a
19 country in which not a guarantee of results,
20 but a comparable opportunity for young people
21 to meet their potential.

22 So I think that the goal should be

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1 not in the short term but in the long march of
2 history in our country are we finally going to
3 get to the point where education is going to
4 be there for all, not just for sons of
5 landowners or not just for the sons of the
6 clergy. I mean, the education at various
7 levels in our country has always been reserved
8 for a certain group of people. And now the
9 question really is whether we're going to take
10 all of the young people here and give them the
11 opportunity to not only serve their potential
12 but to serve our country's.

13 CHAIR EDLEY: We're not going to
14 have you very much as this goes on. So let me
15 just push you a bit.

16 It sounds great, but it sounds
17 like the book I want to write back at
18 Berkeley. If we do what you said, how do we
19 avoid being dismissed as utopian?

20 REP. FATTAH: Well, I think you
21 have to tie the goal to an imperative that the
22 country buys into.

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1 That is to say that if we want to
2 be economically competitive, if we want to
3 have the national security that we want, does
4 it really require that we educate these
5 children? I think you've got to make that
6 point that if we want to have the kind of
7 Social Security, Medicaid -- these
8 entitlements that need to be funded -- do
9 these children have to get an education? If
10 we look at the census data, education and
11 wealth is normally generational in our
12 country. We want to break a cycle -- a
13 generational cycle of poverty in a way in
14 which we propel these young people forward.
15 You've got to show that it's important to the
16 nation. That's number one. Number two,
17 you've got to show that it's doable. And I
18 think finally you've got to lay it out in a
19 way in which the politics works towards
20 achieving it versus failing at it. So there's
21 a lot of talk about tax reform and so on. The
22 most hated tax in the country is the property

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1 tax. Wherever you are in the political
2 spectrum, you could find someone who totally
3 is on the opposite side of some of these
4 education questions than me, but will totally
5 agree that we shouldn't have a system in which
6 the wealthiest communities can shield their
7 tax dollars for only the education of their
8 children.

9 Why would a state like Arkansas
10 have -- you know, when the Nixon group got
11 together 1,700 school districts? I mean, how
12 does Hawaii have one, and it's not even a
13 contiguous piece of land? I mean, why is it
14 that in Florida you've got a county-based
15 system, and if you were playing out the Gore-
16 Bush election, it's the same kind of deal
17 between the level of equipment and the types -
18 - in terms of what's happening in the schools.

19 So you couldn't design a scheme
20 better to put poor children in the worst of
21 circumstances than what we have designed. So
22 I just think that we've got to raise our

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1 vision above the here and now and think about
2 how if we were actually trying to educate
3 these children how we might do it. In part,
4 we can look at how those who are out-competing
5 us are doing it, and whether they take this on
6 as some local issue that you can decide what
7 algebra is in your local community. And if it
8 doesn't have any resemblance to some other
9 community's definition of algebra, that's
10 fine. I mean, it doesn't make any sense.

11 So I just urge the Commission to
12 rise to the occasion that the nation needs.
13 And you have the short-term fight, and it is a
14 fight everyday. And it's being waged and I
15 think very well by this Administration. But
16 it is not in and of itself not going to get us
17 there which is why this Commission is being
18 born.

19 MEMBER ALI: Congressman, you
20 raised a very important issue that I hope that
21 we can discuss before you leave. That is in
22 order to get to that blue sky that you have

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1 framed for us, what is the appropriate role of
2 the federal government to do that? You're
3 talking about decisions are inherently local,
4 whether it be systems of finance with property
5 tax, or whether it be curricula decisions made
6 at the local level. So what do you see the
7 role of this Commission and your role as
8 sponsors of this Commission --

9 REP. FATTAH: In my next mailing
10 to --

11 CHAIR EDLEY: Not inherently.
12 Historically.

13 MEMBER ALI: Right

14 REP. FATTAH: In my next mailing
15 to you, I'm going to send you -- my staff has
16 accumulated all of the original statutes that
17 allowed states to join the union. And in each
18 instance, to build this country we required
19 those states to make a commitment to free
20 public education.

21 The notion that the national
22 government has no interest in education -- a

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1 lot of my colleagues talk about well, you
2 can't find education in the Constitution I
3 think is wrongheaded, and that there is a
4 foundation that not just as a matter of common
5 sense but as a matter of statute and legal
6 precedent that the federal government does
7 have an interest. And it was demonstrated.
8 You couldn't be admitted to the union unless
9 you made a commitment to set aside land for
10 schools and you made a commitment to educate
11 people because we knew we couldn't be a great
12 nation built on ignorance.

13 So I mean, I think that there's a
14 role to play here. And I think that we need
15 to craft a better bargain than we presently
16 have.

17 We have regions of the country.
18 We have parts of states. We have racial
19 groups. We have just various disparities that
20 exist, some of it being constructively engaged
21 around this formation of the governors getting
22 together around curriculum. So there you have

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1 40-plus who joined together saying that there
2 really isn't a difference between algebra in
3 Philadelphia, Pennsylvania and algebra in
4 Philadelphia, Mississippi, and that we should
5 really have a national curriculum. And that's
6 been fought against if implemented by the
7 national government.

8 But now that you have the
9 governors coming together and agree to it, I
10 mean no one can argue with it from some
11 philosophical vantage point. When the Clinton
12 Administration tried to deal with some of
13 these issues on teacher certification, we ran
14 into the same issue. And then he created a
15 voluntary system which teachers can apply to
16 be nationally certified. And there are ways
17 to get at some of these issues. And we just
18 have to be creative about doing it.

19 CHAIR EDLEY: Okay. I have Karen,
20 Ben, Jim Ryan and then Rick Hanushek.

21 So, Karen?

22 MEMBER. HAWLEY MILES: So I'm

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1 Karen Miles from Education Resource
2 Strategies. I missed that very beginning.

3 So I just want to remind you, it's
4 not one of the four but for us to think about
5 the level of data as a key strand through the
6 whole piece of this because as we think about
7 common core standards which is common data on
8 outcomes, what we realize is we have nothing
9 on the other side, nothing about in a common
10 way reported on how talent, time, technology
11 and dollars are deployed in these districts
12 and states.

13 So I know you all talked about all
14 morning how you can look. And this is what I
15 do everyday. You can look across the country
16 at high-performing, high-poverty schools that
17 spend three times different. And it's not
18 about the amount, but it's about the specific
19 ways in which they've organized the resources
20 that they have. So we're at a place in time
21 where we can now be collecting data in a much
22 more nuanced way about how not just the

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1 dollars are being spent but how resources are
2 used that I think could go a long way in a
3 standards-based race in sort of illuminating
4 new ways to go, creating almost pressure to
5 use resources well just by forcing the
6 transparency around how dollars are used.

7 And the second thing that's
8 related to that is as we're looking for a
9 disruptive sort of step-function increase in
10 student achievement, I think we have to
11 realize we actually don't know yet all the
12 ways that we're going to get there. So to be
13 really careful about over-prescribing -- in
14 your second one or the third one -- how we're
15 going to get there because we don't know now.

16 And right now, to get to those high levels,
17 and we particularly don't know what it's going
18 to take to sort of disrupt the most persistent
19 cycles of poverty. And so what we have to be
20 doing is collecting data and shining the light
21 really clearly on what does this really,
22 really take over a period of time to work to

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1 get to these high standards.

2 So I would have that as something
3 that we could make a huge difference on is by
4 defining really clearly what are the data that
5 states should be reporting and be collecting
6 from districts as well -- not to define the
7 specific inputs, but to begin to illuminate
8 that -- the possible ways of doing things.

9 CHAIR EDLEY: I take it to say
10 that good data is a civil right.

11 Ben?

12 MEMBER JEALOUS: Hi. My name is
13 Ben Jealous. I'm CEO of the NAACP, a group
14 that was founded 102 years ago in part to make
15 progress on this very issue. So actually the
16 first grant request that W.E.B. DuBois wrote
17 was to create a commission on this issue, and
18 sent a group of black and white citizens
19 throughout the south and the urban north to
20 study this issue. So here we are.

21 A couple things. One, it's pretty
22 clear that we want to end with numbers. I

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1 think if we're going to do that, we need to
2 start with some numbers. Specifically if
3 we're going to end with the cost of doing
4 something, we have to start with the cost of
5 doing nothing. And we have to quantify that
6 and would hope that our friends at the Office
7 of Management and Budget could help us with
8 that perhaps.

9 But we need a good, credible
10 number of what it costs to do nothing. In
11 fact, there are at least two numbers there.
12 One is sort of a lost-GDP potential for this
13 country. And then the other, just the hard
14 costs of what it costs to keep people, not
15 just as surplus labor but as surplus students.

16 The other is that I hope we would
17 pay keen attention to the backdrop for where
18 we meet. It makes sense perhaps here today we
19 have a lot of administrative. If we were
20 going to meet in Washington again, I would
21 hope we would meet in Southeast or Northeast
22 or someplace where frankly we're physically

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1 uncomfortable because the students are
2 physically uncomfortable because they're in a
3 really -- well, I won't use those words -- but
4 place to learn.

5 The second is that I think with
6 that backdrop of course would come story. If
7 we wanted to make sure -- as somebody who's
8 lived in every quadrant of the city of their
9 career -- that local folks don't show up, this
10 is the perfect place to have it. Right? So I
11 think that there should be a bit of theater to
12 this if we're going to do this right. That's
13 just what the organizer in me senses.

14 I rarely disagree with Linda. But
15 Linda earlier described this as a 200-year-old
16 problem. And as somebody who 375 years ago
17 this year their family was involved in helping
18 to form Harvard -- one side of the family up
19 in Massachusetts and the other side of the
20 family was in chains in Virginia -- it's a
21 much older problem than a 200-year-old
22 problem. And I think that we should just

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1 accept that up front and let that inspire us
2 to be aggressive and disruptive.

3 And also put a bit of theater in
4 this by actually going to where the problem
5 exists.

6 CHAIR EDLEY: Rick?

7 MEMBER HANUSHEK: I wanted to pick
8 up a little bit on what Ben said.

9 I think we can now pretty
10 accurately describe a range of alternative
11 futures for the U.S. that are dramatically
12 different -- dramatically different --
13 depending on how well we compete
14 internationally. It makes a huge difference
15 to both individuals and to the nation to do
16 better.

17 And so, the reason for bringing
18 that up is I've always hoped that that
19 provides the leverage to think more broadly
20 and more boldly about the kinds of options
21 that we can undertake. Right now, we're stuck
22 in the thinking about very marginal kinds of

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1 changes in the education system. And they
2 have very marginal kinds of results. And they
3 put us into a very clear picture of what the
4 future of the U.S. looks like in the
5 international world. And so I would hope that
6 we could leverage these discussions to think
7 about broader, bigger changes than whether we
8 reduce class size by one and a half student
9 over the next year.

10 The other thing that I would
11 underscore is that at some level, it's easy to
12 agree on the goals. In Congressman Fattah's
13 history, another part of the history is the
14 1989 Governors' meeting that declared Goals
15 2000. It's very clear and nobody's going to
16 disagree with we'd like to be first in the
17 world in math and science by the year 2000.

18 CHAIR EDLEY: Typo.

19 MEMBER HANUSHEK: Typo. 3000?
20 Which did you change, Chris?

21 (LAUGHTER.)

22 MEMBER HANUSHEK: What we aren't

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1 in agreement on is both how to define our
2 goals and how much we're willing to put behind
3 them. In particular in my definition, we're
4 talking about the achievement of all of our
5 students and what they know which is a measure
6 of how well they're going to be able to
7 compete in the labor force in the
8 international economy, and that you have to
9 describe our goals in terms of performance
10 outcomes of the system and that finance is in
11 fact part of facilitating that. But it's only
12 part of facilitating those performance goals.

13 And so that's what I hope to bring to this
14 process.

15 CHAIR EDLEY: Okay. Here's the
16 list that I have. And then I'm going to draw
17 a line, if you'll permit me and if Reed goes
18 along.

19 I have Mike Rebell, Robert, David,
20 Matt, Ralph, Jose. And then I want to draw a
21 line. Did I get Jim? Oh, I'm sorry, Jim.
22 Actually you should have gone before Rick. My

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1 bad.

2 Okay. So Jim and then Mike.
3 That'll be good.

4 And what I'd like to do after that
5 is pick one of the four to focus on
6 understanding that things will bleed, et
7 cetera.

8 Congressman Honda, you wanted to
9 get in? Okay. All right. All right. Sounds
10 good.

11 Jim?

12 MEMBER RYAN: So Chris, I'll be
13 very brief.

14 I thought the way that you
15 structured the four factors makes perfect
16 sense. You invited us to raise difficult
17 issues that might cause some fright. So I'm
18 taking up your invitation.

19 A topic that is implicit in our
20 conversation but I want to make explicit is
21 segregation. When the Secretary talked this
22 morning, he mentioned that it's 50-plus years

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1 since *Brown vs. Board of Education*, and a lot
2 of our schools are both separate and unequal.

3 We've spent a good deal of time talking about
4 the unequal part.

5 What I would like, the separate
6 part to be part of our conversation. And so I
7 can imagine it becoming important in steps two
8 and steps three.

9 So for step one, it seems to me --
10 and this is picking up on something Dennis
11 said -- part of our task has to be to figure
12 out what does a successful education system
13 look like. What do we expect from schools?
14 And I think one hard question we need to
15 grapple with is do we consider our schools
16 successful if they're largely segregated on
17 the basis of race and income even if students
18 are achieving. Or do we think that the
19 purpose of education is not just to promote
20 high levels of achievement, but to promote
21 other social goals like respect for diversity
22 and tolerance and the like?

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1 It also I think comes into play in
2 step three when we're thinking about how do we
3 get where we want to go. Obviously the two
4 are related depending on the goal. Your means
5 of achieving that goal will work towards it.
6 But even if you just think about the goal of
7 raising achievement, it seems to me crucial to
8 think about the extent to which segregation on
9 the basis of race and income is an obstacle to
10 boosting achievement. Think about just
11 schools of concentrated poverty. And think
12 about the focus on data that was mentioned
13 earlier.

14 One thing that we might want to
15 focus on is what are the effects of
16 concentrated poverty within a school on
17 achievement levels, and are they the sorts of
18 things that can be addressed through resources
19 or will they more effectively be addressed by
20 reducing the levels of poverty within schools.

21 So I just want to make sure. I
22 know that's obviously an issue that everyone

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1 here knows about. But I'd like to make sure
2 that that's at least on the table and part of
3 the conversation.

4 CHAIR EDLEY: Mike?

5 MEMBER REBELL: Okay. Thank you.

6 I want to pick-up on Russlynn's
7 point -- the question about how we take an
8 issue that is largely state and local in its
9 orientation and deal with it through a federal
10 commission. And I think Congressman Fattah
11 did address this directly in talking about
12 emphasizing the national security aspects.

13 I think as far as framing of the
14 first part of our charge here, this is the
15 civil rights issue of our time. It also I
16 think can be seen as the national security
17 issue of our time for the reasons that Rick
18 mentioned.

19 To put it in terms that I found
20 very effective with many upper middle class
21 people when you ask them about being willing
22 to raise their taxes to provide more

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1 opportunity for poor children. When you put
2 it in terms of the future of Social Security
3 and Medicare and all these other things that
4 hit home to them, it really resonates. So it
5 is a national security issue both in terms of
6 the long-range economy and in terms of the
7 international challenge.

8 But I want to go a step beyond
9 that in talking about how we justify the
10 federal approach to this. And I want to do it
11 in terms of my own experience and that of a
12 number of people here in bringing these
13 litigations at the state level. We've had I
14 think an enormous amount of success.

15 When the U.S. Supreme Court said
16 in Rodriguez that it wasn't a federal issue
17 and leave it to the states, most people
18 thought that was the end of the game. The
19 state courts are never going to do anything.
20 Well, we've done a lot in many states. And I
21 notice there are so many people from Illinois
22 here, and there are a lot of reasons for that.

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1 Obviously the expertise.

2 No, but I'll tell you there's
3 another reason. And I realize this when Arne
4 Duncan asked me to come out to Chicago and
5 talk about the CFE case at the time that we
6 had gotten our big victory. And I realized
7 what we had pleaded to the Court of Appeals in
8 New York as being an inadequate amount of
9 funding for kids in New York City, it turned
10 out to be about double what kids in Chicago
11 were getting. And they've gotten no relief.
12 We've gotten a certain amount of relief. We'd
13 like more. We've got problems now in
14 implementing.

15 But what this is really saying is
16 despite the best of efforts and many state
17 courts really extending themselves further
18 than they have constitutionally in any other
19 area, we have this very uneven pattern. It
20 almost reflects the inequity on the school
21 level. We have an inequity on the state
22 level.

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1 Illinois never had a successful
2 litigation. So they've gotten nowhere as far
3 as fixing this problem. We've had a
4 successful litigation. New Jersey has. We've
5 made a lot of progress. We're not where we
6 should be yet. But this is a reason we have
7 to look at this from a federal point of view.

8 We can learn a lot from the experience of the
9 states. But this problem is never going to be
10 solved state by state. And if we accept it as
11 both a moral civil rights issue and a national
12 security issue, it has to be solved. So that
13 justifies why we're here as a federal
14 commission.

15 And the other point I just want to
16 make at this stage of things is I do think we
17 can learn a lot from the state litigations.
18 And picking up the second point when Chris was
19 citing President Obama's emphasis on post-
20 secondary education and college success as
21 being the core goal, I think we should also
22 mind the definition of sound basic education

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1 and thorough and efficient education, adequate
2 education that have come out of the 30-odd
3 state law suits that have really dug into
4 this. And what you'll find there is in
5 addition to preparation for college which is
6 really important, but you do get a real
7 emphasis on things like preparation to be
8 really competent citizens, and things like the
9 jury service that Congressman Fattah
10 mentioned. But beyond that, the ability to
11 vote. These things resonate, and they don't
12 resonate enough in our daily dialogue about
13 math scores and English scores. And it's what
14 education was all about.

15 And if we're going to dig into
16 history -- I like the Congressman's reference
17 to what states had to promise to come into the
18 union. But you dig back even further than
19 that, you get the Founding Fathers talking
20 about what you need for a democratic
21 citizenry, and they talk about educating
22 people for citizenship. That's what a lot of

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1 the state courts picked up. A lot of the
2 language in our state constitutions actually
3 go back to Revolutionary times in
4 Massachusetts and New Hampshire and all. They
5 go back to the 19th Century in the common
6 school visions.

7 So all of that I think should be
8 brought into this first part and the second
9 part about the history and about the goals.
10 But I also think the emphasis has to be on the
11 solutions. I very much agree with emphasizing
12 short term and long term. And I've talked
13 enough, so I won't say anything more specific
14 about some of the finance directions that I
15 think we should get into.

16 CHAIR EDLEY: Okay. Thanks.

17 Who's next? Robert Teranishi.

18 MEMBER TERANISHI: Thank you.

19 So I just want to emphasize a
20 couple points that seem to be stated
21 implicitly.

22 The first has to do with a lot of

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1 our discussion about poverty. And I want to
2 pick up on a point that Ben was making earlier
3 which is that race is a fundamental mechanism
4 through which poverty and inequality continue
5 to be reproduced. So I want to make sure that
6 we're cognizant on how race is a factor in
7 what's happening around inequality in
8 education.

9 With that said, our diversity as a
10 nation is also our strength. When we do these
11 comparison across nations, we often don't
12 think about diversity as our strength, and we
13 often think about it as a problem. And I
14 think when we think about framing, that's
15 something that we should definitely try to
16 emphasize.

17 Related to that, the name of our
18 Commission is Equity and Excellence,
19 historically these two goals have been seen as
20 competing goals, as mutually exclusive goals.

21 And I think as much as we can, we need to
22 stress that these should not be seen as

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1 competing goals but as complementary goals.
2 And the greater equality of opportunity, it's
3 something that can lift our nation as a whole.

4 And that's something that should be seen as a
5 strength and not necessarily just a problem in
6 our nation.

7 CHAIR EDLEY: David?

8 MEMBER SCIARRA: Good morning,
9 everyone. I'm David Sciarra. I direct the
10 work of the Education Law Center in Newark.
11 And we've been working on my organization for
12 over 30 years on state-level finance and
13 equity. And I'm one of those people
14 Congressman Fattah talks about who's been
15 litigating these issues for a long time and
16 still am.

17 I just want to make some brief
18 points that I think are overarching the
19 various strands, Chris.

20 I think it's really important that
21 we recognize that we have no national right to
22 education in the United States unlike other

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1 countries. We're one of the only countries
2 that does not have the national education
3 right in our Constitution. We do have 50
4 state rights to education embedded in the
5 state constitutions.

6 We have to understand that the
7 states control our resources. As has been
8 mentioned earlier, the federal government's
9 share of education funding is a very small
10 share. The vast bulk of resources, whether
11 they're generated through the property tax or
12 through the sales tax or through the income
13 tax or whatever means -- gambling or whatever
14 means -- are controlled by the states. And
15 the states are at the end of the day legally
16 responsible to ensure the education of all of
17 their children.

18 We're not a commission here to
19 talk about whether we need a national right to
20 education. That may be for another day. But
21 we have to deal with the system that we have.

22 So it's very important to

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1 understand that the states control the
2 resources, not the local school districts, not
3 the local property taxpayers. The state
4 allows them as Congressman Fattah pointed out
5 to raise more money for their kids. If you're
6 in a higher-wealth district than in a lower-
7 wealth district, that's all allowed by the
8 states, and state law controls that.

9 So I think we really have to dig
10 into these state-level issues that have been
11 ignored. We don't want to talk about them.
12 It's a real tough problem. We don't want to
13 talk about what's going on in the state
14 capitols around these issues across the
15 country. And I'm not talking about just now.

16 I mean, we talk about the budget crisis now.

17 But frankly, the condition of our state
18 finance systems have been broken, inequitable,
19 really the subject of the segregated patterns
20 that Jim talked about, reflected in state
21 policy, unequal, disparate, whatever names you
22 want to call it or really -- let's start with

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1 post-World War since that's the real shift
2 change for a long time. So this is a deep,
3 deep, deep problem.

4 And the condition of our finance
5 systems in the state are very, very bad. And
6 they vary in terms of how bad they are. We do
7 have a few states which have made an effort
8 largely through court decisions but some
9 through policy decisions to improve them. But
10 we have a long way to go to get these finance
11 systems where they need to be to ensure the
12 resources kids need.

13 Two other points around this is
14 that the concentration of poverty in our
15 public school systems in many states is
16 growing. We have states where the whole
17 public school systems in these states,
18 particularly in the south, are increasingly
19 becoming poor. So in terms of diversity and
20 things like that, it's almost hard to do that
21 because the systems overwhelmingly are serving
22 low-income children in growing, growing

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1 numbers.

2 But the point I want to make is
3 that where we come at that I think the big
4 change is around standards-based education.
5 And it's been talked about a number of times
6 here.

7 So every state now has a set of
8 content standards. They've adopted them. We
9 can argue about the rigor of those content
10 standards. But those define what kids should
11 know and learn. And they have assessment
12 systems, at least in language arts and
13 mathematics, that are supposed to be aligned
14 to those standards and assess student
15 achievement -- student proficiency against
16 those standards.

17 We're moving towards common core.

18 That's been talked about where we're starting
19 to connect all those disparate 50-state
20 content systems standards into a uniform set
21 of rigorous standards that will guide the
22 education of curriculum at the local level.

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1 States will soon adopt them. So we're moving
2 in that direction.

3 The problem with the finance
4 systems and the way I would suggest we think
5 about framing this is that they're completely
6 disconnected to the resources that kids need
7 to meet those standards. They're not aligned.

8 And they're not even close. I think we may
9 be the only state which because of the Supreme
10 Court, the court has said that the substantive
11 definition of our constitutional education is
12 what's in those standards, not just in
13 language arts and math by the way, but in
14 health and physical education, visual and
15 performing arts, social studies and the like.

16 So we have finance systems that
17 are completely disconnected to any rational
18 way. And we can argue about how you do this
19 and the state of all of that. But there's
20 simply no connection at all between the
21 resources that kids need, particularly in
22 high-poverty districts. And this concentrated

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1 poverty is growing to what we need to meet
2 those standards.

3 So the issues we have to focus on
4 down the line on your four list -- where do we
5 get to, goal, strategies and objectives -- is
6 what do we need to do to have a bold vision of
7 how these finance systems have to be reformed
8 to align to standards -- if you want to call
9 it that -- or to at least ensure at some level
10 that these systems are allocating both a
11 sufficient level of resources and more
12 importantly, allocating those resources
13 relative to concentrated student need. That's
14 the big issue.

15 Our finance systems are backwards
16 in most states where if you're in a low-
17 poverty district you get more resources than
18 if you're in a high-poverty district. Not
19 only is there no alignment with standards,
20 there's no alignment to student need as
21 measured by free reduced lunch, limited
22 English proficiency -- take your pick -- to

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1 the resources that are made available to
2 schools. So that's number one.

3 Number two is this the states have
4 no frameworks for the use of this funding. So
5 in other words, the states have very little
6 budgetary or policy frameworks particularly
7 for high-poverty districts that say this is
8 the kinds of key things we want you to invest
9 your money in. I'm not talking about micro-
10 managing now at the local district and school
11 level. But the states have really punted on
12 the question of whether or not they will get
13 into the job of trying to -- and let's talk
14 about low-performing districts at this point
15 and schools -- trying to make sure that the
16 resources that are given to those districts
17 and schools are driven into the classroom for
18 things that are effective like pre-school and
19 intensive early literacy programs and things
20 like that. So we need to dig into that.

21 And lastly, I think it's to
22 Russlynn's point is we have to really confront

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1 the issue of federal policy here. I mean, in
2 some sense you can think about all the federal
3 money going out to the states, and it's just
4 blind to whether these states are really
5 making a serious effort, both fiscally and
6 policy-wise, to make sure that they have a
7 finance system that can support the standards
8 that we're asking them to meet and to get the
9 student achievement to the levels we need.
10 The feds have got to say wait a minute, if you
11 want our money you've got to step up to the
12 plate and begin to do a better job of making
13 sure that your resources are aligned to the
14 standards, that you're driving funding state
15 and local where it's needed most, and that
16 you've got some budgetary frameworks in place
17 to make sure that at least in those
18 underperforming, low-performing districts and
19 schools across your state, the resources are
20 getting down to the classroom so that they're
21 being effectively and efficiently used to
22 enable kids to achieve the standards.

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1 CHAIR EDLEY: Okay. Tom Saenz.
2 And if we have time, Matt Miller, before we go
3 to --

4 MEMBER SAENZ: I wanted to make
5 two points.

6 I agree with a lot of the folks
7 who have talked about the need to lay out why
8 we have to address this problem. But the
9 discussion so far has been at the level of
10 national interests and cost to the nation as a
11 whole. And I think that we would make a
12 mistake if we assume that that was enough to
13 get the buy-in that we need.

14 And I say that because I believe
15 that for reasons that one could write a book
16 about and the books probably have been
17 written, it seems to be a greater tendency of
18 some participants in the public school system
19 to view it as an individual or at least
20 individual-family endeavor and not a common
21 endeavor where if you as a parent can
22 successfully navigate the system as it is for

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1 the success of your kids, then that's enough.

2 And I say it also as the President
3 of MALDEF, an organization that beginning 40
4 years ago did a lot of work around education
5 equity in court, including in Texas, and then
6 began to see beginning eight years ago a
7 backlash against those equity efforts in Texas
8 with law suits by high-wealth districts
9 challenging the system as it had been
10 developed. So I think we have to recognize it
11 in laying out the case. We have to do more
12 than explain this at a level of national
13 interest to have buy-in.

14 But a related point is unless we
15 are able to solve that problem -- which we're
16 not -- we have to grapple with it but we're
17 not going to be able to solve that problem. I
18 think we also have to attend to how the public
19 school student body and parents of public
20 school students have changed and are changing.

21 And we have to then talk about governance,
22 decision making, parental involvement because

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1 as you said, Chris, implementation is
2 critical. And implementation even under a
3 system that is quite equitable is in the hands
4 of local decision makers including parents.
5 And we have to make sure that we attend to how
6 the public school population and parent
7 population is changing and has changed. And
8 that may be the one thing that we need to
9 recognize that is dramatically different from
10 1970 in the Nixon Administration effort that
11 Congressman Fattah has appropriately pointed
12 us to.

13 This is a demographically
14 different public school student body. The
15 parents are demographically different, and
16 getting more so on a nationwide basis. And I
17 think that in laying out the case and talking
18 about implementation, we have to grapple with
19 those issues.

20 CHAIR EDLEY: Matt?

21 MEMBER MILLER: Thanks. A few
22 quick points picking up on some of the

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1 threads.

2 Chris, on your question about how
3 do we avoid the critique of being utopian if
4 we're bold, I think the answer to that is
5 rooted in the international comparisons so
6 that we can frame this. In that sense,
7 there's a benchmarking exercise. We're the
8 only country among our wealthy peers that
9 relies so heavily on local-based finance to do
10 this. We're the only country blah, blah,
11 blah, blah. And I think that takes you away.

12 It's a license to be bold because it's a
13 benchmarking exercise. It's just framing it
14 in a different way. It's not pie in the sky.

15 Any business would benchmark its performance
16 against best practice in the world. How do we
17 look versus other competitors who are doing
18 better? And especially when in the 2012
19 campaign, American exceptionalism is going to
20 be a big theme. We can help write the
21 editorial for the editorial writers because
22 we're exceptional in a way that's not getting

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1 results in the way we do this.

2 Second, I think that in addition
3 to thinking about the whole report, I just
4 wanted to put in a plug for thinking from the
5 beginning about what the really hot 10- to 20-
6 page executive summary is going to be because
7 that's going to be in my view -- they'll be a
8 lot of research and data and analysis, I
9 assume. But the most important end product
10 that's going to get the most play is something
11 that's hot, very concise sort of dramatization
12 of the stakes of the problem as well as the
13 direction the Commission ends up focusing on.

14 And we should be thinking about that.

15 Similarly, third, I think for that
16 reason or partly for that reason, we need to
17 think very early on as a Commission or the
18 staff about the data needs because my own
19 research in this area in my McKinsey life and
20 in my Center for American Progress life, it's
21 very hard sometimes to find the data you need
22 for the kind of analyses you wish you could

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1 show.

2 And if you want to come up with --
3 I love your idea about a Gini coefficient
4 equivalent metric. The thing that popped into
5 my head was the multiple of average teacher
6 salaries in the nearby affluent suburb versus
7 the nearby high-poverty urban or rural area to
8 capture some of the inequities. That data is
9 very often hard to get, and we may have to be
10 creative in trying to do it and have to think
11 early on about the end products we wish we
12 could produce to be able --

13 CHAIR EDLEY: Some of the
14 recommendations the Department starts
15 generating data that would --

16 MEMBER MILLER: And to find out
17 what's not available so we can come up with
18 ways to find best second alternatives to plug
19 it or even to find certain districts where we
20 can use it as an illustration by having folks
21 actually get on the phone and figure some
22 stuff out.

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1 I would also say I think we should
2 try and be a little creative in a way of
3 trying to show that this Commission is
4 different so it's not just the replay of 40
5 years ago. Why can't we do something --
6 again, this is just brainstorming at an
7 initial meeting -- but could we issue a call
8 to students in low-per-pupil districts in the
9 country to do their own short film for the
10 Commission website or YouTube of how they
11 would document what the disparities are and
12 what the impact of that is on their education.

13 There was a great movie -- I'm
14 blinking on the name -- about ten years ago
15 that actually showed kids taking over a high-
16 poverty school as a protest, kind of pulling
17 their own school version of a Wisconsin that
18 is going on now that didn't get as much
19 attention as it should have. But I can
20 imagine if you issued a call to kids, it could
21 unleash some creativity, show that we're
22 different, have a website where this kind of

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1 stuff could be done maybe as a contest for it.

2 CHAIR EDLEY: Did we mention that
3 Matt is from Los Angeles?

4 (LAUGHTER.)

5 MEMBER MILLER: Then lastly, to
6 the point about the timeframe that you had
7 mentioned, one potential hook for the
8 timeframe for the long term is the year when
9 China's GDP is expected to surpass the United
10 States, just again as another -- because I
11 think that's 2030ish -- 2035ish might be the
12 right long-term hook.

13 Anyway, just a few thoughts.

14 CHAIR EDLEY: Ralph?

15 MEMBER MARTIRE: Just a couple of
16 quick points.

17 CHAIR EDLEY: I'm sorry. By the
18 way, we can go on for about 20 minutes before
19 the camera shuts off until 2:00 o'clock.

20 Congressman Honda, are you going
21 to be here for 20 minutes? Okay. So we'll do
22 ten more minutes and then turn it over to

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1 Congressman Honda.

2 MEMBER MARTIRE: I don't think the
3 Congressman's charge is utopian at all. I
4 mean, poverty is the key indicator of
5 educational success before we as a nation have
6 allowed it to get that way. And we've allowed
7 it to get that way because this horrid
8 mismatch between resources and need.

9 So unless we say this is a federal
10 civil rights issue, and for other federal
11 civil rights issues, the federal government
12 didn't just leave it up to the states. The
13 federal government took a pretty active role
14 in forcing a change in how those issues were
15 dealt with. We need to take a pretty active
16 role in how this issue is dealt with.

17 And I like the benchmarking idea.
18 I think that's great.

19 The data? So much of the data is
20 used by demagogues to just prove their points.
21 It's like Winston Churchill said -- right --
22 there's three kind of lies -- lies, damn lies

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1 and statistics. So I think we have to clarify
2 the data end very well.

3 So total expenditure per kid is a
4 meaningless number. It's complete
5 meaningless, and yet it is used all the time.

6 We did a smaller analysis in
7 Illinois of instructional expense per kid, and
8 we broke down the most affluent districts
9 versus not the poorest, the vast majority of
10 districts.

11 So 77 percent of our kids are in
12 district A, and five percent of our kids are
13 in district B, right? What we found was a
14 differential and an instructional expense per
15 kid of about \$2400 per kid -- an instructional
16 expense.

17 Then we broke down these rich
18 districts, and we tried to look at what that
19 meant for quality education -- what did they
20 buy? Teachers' salaries and higher quality
21 teachers.

22 So they were spending \$64,000 a

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1 year as their average teacher salary versus
2 \$46,000 in most school districts which to us
3 begged the economic question. If you're a
4 really good teacher, would you be willing to
5 take \$18,000 a year or so more to teach in a
6 better school with smaller class size, more
7 mentoring and richer academic program? And
8 don't think too long about that. Most good
9 teachers are. And at least with one objective
10 cut of the data, we found that 64 percent of
11 the teachers in these affluent communities had
12 a Master's degree or more, yet only 37 percent
13 in all the rest of the schools.

14 So I think we can find some of
15 this data to make the case that yes, you tie
16 the resource to what you want it expended on
17 -- things that go in the classroom -- and then
18 make the case that when you have poverty, you
19 need to do other things to make up for what
20 those children get reinforced at home.

21 The final thing I'll say, we took
22 the five percent of school districts with the

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1 least poverty -- and I'd love to submit this
2 report to the Commission for you to just look
3 at it -- and we analyzed their instructional
4 expense per kid and their regression analysis
5 against academic performance measured by test
6 scores. We could all fight about whether or
7 not it's the legitimate thing to do, but we
8 did it. And what we found was very
9 interesting. At less than \$7200 per kid on
10 instructional expense, there was absolutely no
11 correlation between student performance and
12 the best-fit line for test scores. None.
13 You've got this \$7200 per kid, and every
14 district went to at or above the best-fit
15 line. Statistically significant correlation.

16 So even in these communities where
17 you could assume two-parent families,
18 education reinforced at home, all those other
19 things, you still had to get to a critical
20 mass of investment in instructional expense --
21 the things that go into the classroom -- to
22 see a statistically significant correlation

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1 between your taxpayer money and academic
2 outcomes.

3 And I think that's completely a
4 legitimate charge for us to do. We need to
5 strip aside the silliness in this data. We
6 need to focus on what works. And it really is
7 a federal issue.

8 The final thing I'm going to say,
9 the correlations between educational
10 attainment and economic viability are stronger
11 than ever. And for the longest time in
12 America, there was a direct correlation
13 between educational attainment and
14 unemployment rates -- right -- where your
15 higher level of education, the lower your
16 unemployment rate except for maybe our history
17 majors and no one can help them.

18 But the new change is the direct
19 correlation between educational attainment and
20 wage. What we have found both in Illinois and
21 nationally is since 1980, the only cohort of
22 workers that have seen a real increase in

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1 income after inflation have a college degree.
2 Every other cohort of workers is earning less
3 today than in 1980. That's stunning. That
4 makes this a national issue and I think helps
5 define our charge.

6 CHAIR EDLEY: Jose Torres and then
7 Congressman Honda.

8 MEMBER TORRES: Thank you. I'll
9 be very brief.

10 Jose Torres. I'm the
11 superintendent of schools. And I would like
12 to say that I'm one of four from Illinois but
13 only one superintendent among many lawyers.

14 (LAUGHTER.)

15 MEMBER TORRES: I think there's a
16 lot of lawyers around this table. And maybe
17 that's why we haven't really talked about
18 opportunity to learn standards.

19 That's something that we had
20 talked about in the standard movement. And it
21 was kind of shot down a little bit because of
22 the perceived threat of suits and courts and

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1 so forth.

2 What I really want to emphasize is
3 that the federal reach to the local level
4 happened from my perspective through No Child
5 Left Behind when the federal government
6 started to hold local schools accountable for
7 results and publish those results. And in
8 like manner, I think -- I want to emphasize
9 what Karen mentioned -- was that this level of
10 analysis needs to reach to the local school
11 level as painful as that will be for me as a
12 superintendent.

13 As someone who's been reading a
14 lot of Karen's work and so forth, and doing
15 the analysis to find that as a superintendent
16 I'm trying to create equity within my district
17 and finding that it's inequitable. And I'm
18 trying to figure out how do I move that so
19 that it's more equitable so that within local
20 schools, you have rich schools -- and I'm
21 going to go back to San Jose because I had
22 worked in San Jose. You have the south

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1 schools and you have the inner-city schools.

2 And the perception is that the
3 Title I from the federal funds really balance
4 the score. But in fact if you withdraw the
5 federal funds, there's a lot less money going
6 there because of what Ralph mentioned -- the
7 salaries, the tenure of those teachers and so
8 forth. So that if nothing else, we were able
9 to say every school district has to publish
10 their salaries -- not the teachers' salaries
11 necessarily -- but per pupil expenditure by
12 salary by school, it would shame us to move to
13 more equitable resources. And it would begin
14 to take out the excuse that oh well, the
15 federal money is going to fill in because in
16 fact the federal money should really be
17 supportive above that.

18 MEMBER ALI: Very briefly before I
19 yield to the Congressman.

20 This Commission has fortuitous
21 timing for a number of reasons, not the least
22 of which is the release of the new civil

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1 rights data collection data.

2 There are two parts of the civil
3 rights data collection. The part that is most
4 relevant to this conversation now though both
5 will be released in August. That is for the
6 first time we will have data at the school
7 site level on instructional and non-
8 instructional expenditures using very
9 carefully defined definitions to be actual
10 average teacher salaries at the school sites.

11 So you can no longer hide those inequities
12 that you're referring to, Jose, by reporting
13 the district average. We think that that will
14 help inform not only this Commission's work,
15 but this work around the country.

16 OMB has approved a universal
17 collection obviously contingent upon budget in
18 2012. But for this year, we will have
19 national projections based on a more robust
20 sample size than ever before -- 7,000 school
21 districts. That represents every district in
22 the country that serves over 3,000 kids

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1 alongside a representative sample of small,
2 rural and urban and the like.

3 Additionally, part one of that
4 collection, which will be released in just a
5 month or so, shows us for the first time which
6 students are getting access to which courses
7 ranging from biology all the way up to physics
8 and beyond, and algebra all the way up
9 statistics and the higher order trigonometry
10 Algebra 2. We will also see for the first
11 time in the second part of the collection in
12 August when students passed algebra for
13 example so you can see them along the
14 trajectory.

15 That is not to suggest that those
16 data aren't subject to a lot of
17 interpretation. But we think to help inform
18 this Commission's work, it will be our charge
19 to present that data to you early and often
20 alongside the data in the research that
21 currently exists.

22 CHAIR EDLEY: Standing between us

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1 and lunch, Congressman Honda.

2 (LAUGHTER.)

3 REP. HONDA: So are we coming back
4 after lunch?

5 CHAIR EDLEY: Yes. Absolutely.
6 And actually, do you want to work at lunch, or
7 what do you want to do?

8 MEMBER ALI: Yes. We were hoping
9 to have a working lunch for conversation. The
10 camera will be off for about two hours and
11 then we'll open up again.

12 CHAIR EDLEY: So we'll take 20
13 minutes or so to break, get food, et cetera,
14 but then try to start up again.

15 REP. HONDA: I'll be as brief as I
16 can.

17 I wanted to wait until everybody
18 spoke to sort of get a sense of what comes out
19 of this body that's so deeply rooted into the
20 kinds of the work that you do in different
21 areas. And I think that we have all the
22 planks and the pieces. We just have to figure

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1 out how it's going to be put together in terms
2 of long-term, short-term and the steps towards
3 achieving excellence and equity.

4 A couple of suggestions I was
5 making in my formal comments was terminology.

6 The issue of equity, I've heard that a lot.
7 And a lot of the battles that I hear, it's
8 about raising the amount of dollars behind
9 each child so that we get as much money as we
10 can for the school system.

11 But achieving that, no matter how
12 high that ADA is, it's not equity. It's
13 parity. So just trying to figure out how to
14 start honing in on some terminologies.

15 It seems to me that precise
16 wording and policy will make a difference in
17 how we look for solutions, such as equality
18 for all children versus equity for each child.

19 Then how does that change the picture on how
20 you go about P-12 and starting that because
21 there's a long-term vision for achieving
22 equity for each child that goes through our

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1 system. You've got to start some place,
2 probably preschool where IDEA allows you to
3 test and assess to get a road map all the way
4 up through. And then there's all kinds of
5 problems that come up, but we shouldn't be
6 deterred from those problems, but start
7 looking at the solutions and eventually
8 achieving a system-wide -- and I use the word
9 ecology because there's different kinds of
10 tensions that go on in this whole public
11 school system.

12 The reason why we have regional
13 meetings across this country is to precisely
14 look at the different regions and how the
15 notion of public education came about -- the
16 history of it -- because each region has a
17 different genesis. We may arrive at some
18 common terminology today, but the notion is
19 deeply rooted in its history and where we come
20 from. If we don't talk about sovereignty in
21 Indian country, if we talk about property
22 taxes in the context of rural areas, it sort

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1 of open ups this whole idea that this problem
2 is in the way we finance things. But the
3 challenge of the solution won't escape us
4 because we're innovators. We can figure
5 things out if we understand what equity means
6 and what the final solution is going to look
7 like in terms of the kind of national system
8 that we want.

9 States versus feds? There's a lot
10 of that discussion. And the paradigm we're
11 stuck in is all the states say they want to do
12 their thing within the states, and the feds
13 are out there. They have a role. And right
14 now it's about nine percent of the budget.
15 But the writers of the Constitution I don't
16 think said that entirely it's all up to you,
17 but I think that there's been a lot of debate
18 on why they use certain terminology so that
19 they will have a place at the table at some
20 point in time.

21 If they knew what we were looking
22 like today in terms of real time, multiple

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1 ways of educating ourselves and exchanging
2 information, if they saw Egypt and they saw
3 the impact of technology and social media, if
4 they saw Wisconsin and also how kids are
5 communicating with each other -- we haven't
6 tapped into that ability to reach out and
7 teach our public what it is that we
8 understand.

9 I'm glad that we have a media
10 person here because it's important that we
11 bring the community along with what we
12 understand and that their understanding --
13 their critical understanding -- of what the
14 nature of this system looks like and where it
15 should be I think can be greatly enhanced and
16 we can move forward.

17 The other reason for a regional
18 meeting is to create that public support and
19 that dialogue between yourselves and them, and
20 listening to them and asking the what ifs and
21 what about that. If they heard this kind of
22 discussion I think that every parent will want

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1 -- every citizen will want something and
2 they'd be willing to pay for it if they knew
3 what it's going to look like and what it's
4 going to cost.

5 And I think how we approach each
6 child's education is as if each child were
7 special, then we wouldn't have to have a lot
8 of political footballs around language class
9 or disabilities because each child will have
10 their plan and we'll address it. But it's
11 going to be expensive. So what's the cost of
12 doing nothing? And what's the cost of doing
13 something? And what's the cost of just
14 trudging along the way we are?

15 And I'll bet if each parent knew
16 that their child was going to have that kind
17 of attention, there won't be a lot of push-
18 back from the things that we want to be able
19 to propose in the long term and in the short
20 term.

21 So I'm very, very excited about
22 what it is that we are about to pursue. But

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1 it's going to require us hanging in there and
2 listening to each other because what you've
3 discussed today, in my mind, if we put it all
4 together and write it together and figure out
5 what it is that we effectively have said, I
6 think we'll have a pretty good plan and
7 something we can be really proud of.

8 And I just have to tell you that
9 the 30 years I've been in education from
10 migrant ed to classroom to school board -- and
11 I sat around a school board that went through
12 bankruptcy, desegregation and districting.
13 And I sat on a planning commission where we
14 talked about communities. And I guess the
15 other question is how are communities formed?
16 And is it true that our schools reflect the
17 communities? And so is it only school
18 districts? Is it only states and feds? How
19 about the governmental entity that creates the
20 communities by zones or by highest and best
21 use? And does that have an impact on what it
22 is that we're looking at?

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1 So you guys are awesome. And I'll
2 go without lunch. No, no, I'm kidding. Thank
3 you very much.

4 (APPLAUSE.)

5 CHAIR EDLEY: What was the name of
6 that character that Gilda Radner played on --
7 Roseanne Roseannadanna. Yes. I am so glad
8 that the two of you came. I was worried all
9 morning that you were going to end the morning
10 with you saying never mind and just send us on
11 our way. So thank you for your leadership and
12 for your presence.

13 All right. Twenty minutes or so?

14 (Whereupon, the above-entitled
15 matter went off the record at 12:16 p.m., and
16 resumed at 2:06 p.m.)

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A-F-T-E-R-N-O-O-N S-E-S-S-I-O-N

2:06 p.m.

REP. HONDA: I thought we agreed to nine.

CHAIR EDLEY: And six -- oh, five community conversations.

REP. HONDA: In our discussions prior to the Commission meeting, we discussed a proposed ten, and I thought we agreed to nine regional meetings in the different parts of the country. And the first one would have been in San Jose. And to sort of figure out what the formats -- formats can be different in each one. I could understand that there might be some misgivings about town hall meetings as Congress puts on them.

But it's about respect. It's about doing something that we haven't done before. And to expect to get some sort of a public support, we have to at least listen and to be out there. And I think that --

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1 CHAIR EDLEY: It's above our pay
2 grade.

3 MEMBER ALI: Yes. No doubt,
4 Congressman, I don't think what we've heard
5 now is different from our previous
6 conversations, that is that, yes, we will have
7 four of these larger regional meetings. In
8 addition, we will have five regional community
9 conversations.

10 What I've just heard the
11 Commission agree to, though, is that those
12 meetings ought to sit outside of the formal
13 Commission meetings where these folks as a
14 group have time to deliberate. So in addition
15 to the five regional meetings, whether they be
16 town halls or smaller community conversations,
17 the Commission itself -- this full body --
18 will meet, location to be determined, perhaps
19 likely in D.C. For budget and other issues,
20 they will meet together.

21 The town hall meetings, it sounds
22 like, will not be official Commission hearings

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1 though those meetings will absolutely be
2 transcribed and what we learn there will be
3 fed back to the Commission as soon as
4 possible.

5 REP. HONDA: I thought we were
6 opening up for those Commissioners who could
7 make those.

8 MEMBER ALI: Absolutely. No
9 doubt. Those nine regional meetings, we will
10 certainly -- Commissioners that can make them
11 and that have an interest in making them -- we
12 will see to it that they are there.

13 REP. HONDA: Okay. And then
14 respecting the communities, like what I wanted
15 to make sure that we set the model in San Jose
16 is that we have concurrent translations, and
17 not speak English, because they'll be multiple
18 languages in certain neighborhoods, and that
19 respect for the audience and for those who are
20 present listening.

21 And so my town hall meetings are
22 all well-attended, but we don't put up with

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1 nonsense because we'll have it at places where
2 it's public but it's also a place where
3 demands of civility by everybody, like the
4 Jewish Community Center, Santa Clara
5 University -- places like that -- not the
6 community centers.

7 But that it's available to
8 everybody and it's open to everybody so that
9 if we really are going to be talking about
10 public input, as a classroom teacher and a
11 community organizer, I can't see us creating
12 policy and say that this is the new stuff that
13 responds to our community needs. It would
14 ring too hollow for myself.

15 This will be I guess a way where
16 we can expect public support when we go
17 through this. And expect the political will
18 to see things happen right, because I suspect
19 that one of the things we want to do is
20 address ultimately what is the civil rights of
21 each child in this country relative to public
22 education.

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1 And I just contend that every
2 child comes to school with one currency and
3 that is time. We can't bank it and withdraw
4 later. We have to spend it well so that we
5 have a return on that investment. And absent
6 that -- I don't want us to fall short.

7 MEMBER ALI: And I'm sure I can
8 speak on behalf of the Commission that no one
9 here wants to see that happen either.

10 We'll work with your office to
11 think through the right location. I think
12 you've set out a good picture of ensuring that
13 we get public input while also ensuring that
14 there's a level of civility. We certainly
15 will have those town halls translated in real
16 time. They were also different from the
17 smaller community conversations -- the
18 additional five regional meetings. The town
19 halls will be broadcast live so that the
20 public from around the country can see them.
21 And we will also have them transcribed.

22 For the smaller community

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1 conversations, we'll work with the Commission
2 or a sub-group thereof, to think about where
3 they should be and the kind of format thereto.

4 We would expect real-life translation --
5 real-time translation. We'll know beforehand
6 the constituencies that will be present in
7 those smaller meetings, unlike the larger
8 meetings, so who translates and what languages
9 we'd be able to predict beforehand. And we
10 will be developing a transcription of those
11 smaller meetings -- the themes, if you will,
12 that emerge as opposed to a line-by-line
13 transcription. But in the four larger ones,
14 we will have both streaming live as well as
15 line-by-line transcription as it occurs.

16 REP. HONDA: And we're going to be
17 doing more or less what we call the internet
18 town hall meetings where we'll be online with
19 a stream --

20 MEMBER ALI: Yes.

21 REP. HONDA: -- and get questions
22 and answers and responses through our social

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1 media techniques and still be present.

2 But we'd like to try some things
3 that might work in other places where
4 streaming or using technology would make more
5 sense for the sparse population but you want
6 to reach a lot of people.

7 But there was a couple of things
8 that were said here today that really bears
9 repeating. I think it's that our thinking on
10 property tax where we're talking about rural
11 areas and being present in areas where
12 heretofore we never talk about. In all our
13 discussions here in Congress, I rarely hear
14 the word Indian country and Appalachia. And
15 it's always rural and urban or suburban, as if
16 it was not precise. And I think precision's
17 going to be called upon us to be on target for
18 the communities that we're looking at.

19 And I appreciate this opportunity.

20 I do. And I know that time is of essence.
21 So I appreciate the time that you are putting
22 into this because I know that it's valuable

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1 and it's critical.

2 CHAIR EDLEY: Thanks, Congressman.

3 Doris, you've been trying to get
4 in?

5 MEMBER WILLIAMS: On the outreach
6 piece, I was just curious as to what the
7 outreach is around the outreach sessions. And
8 I think that may have been somewhat addressed.

9 But I raise the question just to
10 make the point that we really need to be
11 intentional about being inclusive. And the
12 fact that we have a meeting in a region
13 doesn't make it a regional meeting. Or the
14 fact that we call it a community meeting
15 doesn't make it a community meeting.

16 And so I just want us to be very
17 intentional about the strategy that we're
18 using to do outreach around these meetings to
19 make sure that there are the diversity that's
20 reflected in our population, also in those
21 community centers, even with the rurals. He
22 mentioned Appalachia. Rural is so different

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1 in different parts of the country. I mean,
2 there's a diversity among rural that often
3 escapes us. And so, I think it's important to
4 make sure that we try and get rural voice in
5 all of those meetings regardless of what
6 region it's in. And I'm sure that's true of
7 some other stakeholder groups as well.

8 CHAIR EDLEY: Let's put together a
9 couple of people, including Doris. Are there
10 two other people who would volunteer to work
11 with Doris to be a sounding board for Stephen
12 and Russlynn?

13 Linda and Jim. Great. And Doris.

14 Okay. Steve, there's a sounding board.
15 That's great. So blame them, not Reed and me.

16 Okay. That's what I was looking
17 for.

18 MEMBER RYAN: I thought I might
19 volunteer Mike Rebell who has some experience
20 with public engagement around school finance
21 issues. Not that they would have to do
22 anything official, but I think it would be

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1 worth talking with the folks who are
2 organizing this about what you did in New York
3 because I thought that was a really successful
4 model.

5 CHAIR EDLEY: Okay.

6 MEMBER ALI: Just so that I'm
7 clear, this is not a sub-committee per se.
8 This is more of a kitchen cabinet on community
9 conversations --

10 CHAIR EDLEY: Right.

11 MEMBER ALI: -- and community
12 outreach. And that's Linda, Doris, Jim and
13 Michael Rebell. Okay. Great.

14 MEMBER DARLING-HAMMOND: March 4th
15 is ten days away.

16 MEMBER ALI: Yes.

17 MEMBER DARLING-HAMMOND: I was just
18 saying, March 4th is ten days away. If we're
19 going to have it then, we really need to
20 decide by tomorrow what -- and I'd be glad to
21 help think about who would be good people to
22 have and where you could have it and what

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1 things you could do. But it's really -- or we
2 need to re-schedule that meeting -- one or the
3 other.

4 I think it would be unfortunate if
5 the first town hall were not well organized
6 and purposeful and so on.

7 MEMBER ALI: We will work with
8 Gideon and the Congressman and this kitchen
9 cabinet to think through what meets both your
10 goals of timing but also Linda's right concern
11 about impact.

12 CHAIR EDLEY: I want to get back
13 to the content of the report.

14 MEMBER ROSE: I probably don't
15 need to say this but in thinking about all
16 communities and diversity and outreach and
17 languages, I want to be sure that American
18 Sign Language is part of that. Okay?

19 CHAIR EDLEY: Okay. I'm sorry.
20 Matt?

21 MEMBER MILLER: Can I throw out
22 one nanosecond idea from the Hollywood

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1 committee on what might be a use of some of
2 the regional meetings, just for reaction?

3 One way to think about this, in
4 addition to touching whatever constituencies
5 need to be touched, is you could imagine -- it
6 couldn't happen obviously in San Jose in a
7 week -- but in Philadelphia in late April, if
8 you push that off a little bit, which is
9 nicely situated between the Washington and New
10 York national media markets. NBC, for
11 example, is doing this whole thing Education
12 Nation now. Arne could call Brian Roberts and
13 say we've got this Commission that's doing
14 this stuff, we're going to be getting this
15 input. The way to think about it is to sort
16 of work with producers or think like producers
17 -- is if you're pitching a TV show called
18 "We're Screwed" where you'd assign essentially
19 top students in Philadelphia -- tenth, 11th
20 and 12th grade -- to research the funding
21 situation between Philly and nearby
22 surrounding suburbs and what the implications

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1 are. And they are the heroes of the piece,
2 and they share their findings somehow as part
3 of a report that MSNBC or NBC does. And then
4 you follow those kids and whoever else wants
5 to come along as they go from their school and
6 their situation to the nearby suburbs, you
7 know, as part of what a sense of input, et
8 cetera. It'd be an early way to test getting
9 traction with the press on these themes and is
10 not an impossible thing to imagine with a
11 little bit of lead time that you could sort of
12 gin up.

13 And you'd also acknowledge -- I
14 think we left Reed's point hanging -- but
15 there are outlier cities like Newark and
16 Washington, D.C. where a lot of money is
17 coming in and not a lot is coming out at the
18 bottom. But most city pairs are like -- or
19 urban rural or Indian reservation versus a
20 suburb -- show these gaps. And that's
21 reflected in teacher quality, et cetera, and
22 teacher salaries. And that's stuff students

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1 themselves -- the elite kids at the poor
2 schools in Philly -- could research and share
3 as they go on their quest to see and
4 understand why there's these differences.

5 Just a thought.

6 MEMBER ALI: Matt Miller has just
7 become a member of the kitchen cabinet on
8 community conversations.

9 CHAIR EDLEY: Okay. All right.
10 So let's talk about the report.

11 So here's my theory. And
12 everybody can fix it or come up with their
13 own.

14 We'll have these outreach meetings
15 going on. As Steve suggested, we'd try to
16 have a Commission meeting in the May time
17 frame. Before summer, in other words.

18 For that meeting, I think we want
19 to come to that meeting with some reporting
20 out of highlights from the outreach meeting --
21 major takeaway points from the outreach
22 meeting -- and outlines -- fairly detailed

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1 outlines from subcommittees for each of the
2 four parts that we were talking about earlier.
3 Now if we do that and we talk about that
4 outline, refine it, people can talk about what
5 they think might be missing, needs to be
6 added, some ancillary analyses, et cetera, and
7 begin the conversation about recommendations.

8 And then for the third meeting, we
9 would hope to have some drafting -- some
10 chunks of a final report in draft form -- as
11 well as clear drafts of recommendations. That
12 would enable us to go into the final meeting
13 with a complete draft that had been pre-
14 circulated so that difficult sticking points
15 can be identified and thrashed out in the
16 November meeting.

17 In other words, so the goal of the
18 August/September meeting would be to have a
19 focused enough conversation about
20 recommendations and about what the narrative
21 should be wrapped around those recommendations
22 so that we can actually produce a full draft a

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1 couple of weeks before the fourth meeting --
2 the final meeting.

3 The final meeting has to come
4 early enough so that there's time after it to
5 do polishing and editorial stuff and the
6 Hollywood roll-out planning. So I think that
7 sounds insanely fast. But I think that's the
8 only way to have a prayer of getting an end of
9 December thing done.

10 Now why end of December? Well,
11 because January it's already the Iowa
12 caucuses, for one thing. And to the extent
13 that we want to do something that helps frame
14 discussions in the 2012 Presidential, we're
15 already late because we've already missed the
16 opportunity to have our report be the thing
17 that folks talk about in their living rooms in
18 Iowa this coming summer.

19 But at least if we can get it in
20 at the front -- get something out at the front
21 end of the primary season, and we have an
22 effective communication strategy, I think

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1 we've got some prayer of using the campaign as
2 a megaphone to get more discussion of these
3 ideas by candidates and by groups. We want
4 education to be on the agenda in 2012.

5 MEMBER REBELL: Is there any
6 thought and is there any budget for coming
7 back to these nine communities with the final
8 report, or maybe a draft version of the final
9 report, as far as dissemination? If we're
10 talking about communications, it seems to me
11 if you started a conversation with these
12 people and you want to start influencing the
13 dialogue around the Presidential primaries and
14 all, it would really make sense to come back
15 and tell them: you guys said this in the
16 spring, here's what we're coming up with, help
17 us polish it, help get the word out. I'm sure
18 Matt can pick up on better ways of building on
19 that.

20 So I don't know if that's been
21 built into the budget. But it would seem to me
22 that makes sense as far as this report

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1 starting to get some buzz and having some
2 significance.

3 CHAIR EDLEY: It has not been
4 built into the budget. Let me speak for you.

5 It hasn't been built into the budget. And I
6 think it would be impossible to do a notice
7 and comment kind of -- here's a draft, what do
8 you all think. I mean, aside from the
9 communications problem of having our thunder
10 stolen, it raises expectations about how
11 responsive our final draft will be to the
12 detailed comments that that would bring in.
13 So if this were a two-year Commission, then I
14 think we might be able to do something like
15 that.

16 With respect to the dissemination
17 issue however, we did have an earlier chat
18 about having not just a national roll-out
19 strategy but a regional roll-out strategy.
20 And that in terms of invitations to these
21 community meetings, one group obviously to
22 invite to witness would be the journalists,

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1 the media figures in that area, not because we
2 necessarily expect to commit news, but at a
3 minimum it will prime them to focus on telling
4 the story once our final report comes out.
5 They'll see a certain closure to it. And we
6 can certainly in the roll-out strategy work
7 that. You came to the event in San Jose. You
8 remember such and such. Well, the report's
9 coming out on Monday. Here's an embargoed
10 copy. That sort of thing we should definitely
11 do.

12 And we talked about also again if
13 we can get money having Education Department
14 staff, Commission Members do briefings at some
15 key state capitols or even school districts.

16 MEMBER ALI: If I could also say,
17 the December time frame was not intended by
18 the Department or I think I can speak on
19 behalf of the Congressmen here to influence
20 the Presidential primaries. This is a
21 bipartisan commission.

22 That said, our goal was to ensure

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1 that whether your recommendations were short
2 term or long term, we as an Agency could do
3 something about it during our guaranteed
4 tenure here which is another couple of years.

5 So we were hoping to get
6 recommendations in December. And then clearly
7 there's a part that the Congress will take on,
8 and that is not that the Agency won't be a
9 part of drafting or determining legislation.
10 But where there are recommendations that are
11 regulatory in nature, we want to be able to
12 implement them. And December is about as late
13 as we can go and guarantee we can make those
14 quick and fast changes while we have our
15 current seats.

16 CHAIR EDLEY: Yes, I was mistaken.
17 I was thinking of the timing in relation to
18 the Winter Olympics.

19 (LAUGHTER.)

20 CHAIR EDLEY: Karen?

21 MEMBER. HAWLEY MILES: Yes. I'm
22 really interested in what people think about

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1 this.

2 I'm concerned about the work flow
3 you laid out and that it might not give us
4 enough time to focus on the issues on which
5 there might not be a lot of consensus around
6 this room.

7 So I think there's some issues --
8 but I could throw some out and see very
9 different answers -- upon which there's wide
10 consensus. For example, pre-K matters a lot,
11 and it's a very smart investment for high-
12 poverty kids. Others that for example the
13 degree to which we emphasize the total amount
14 of dollars versus the efficiency of those
15 dollars which we need to grapple with a little
16 bit more and get more of a fact base around
17 which we know. And that if we draft and we
18 delay to the end the discussion of all of the
19 difficulties, we will not end up with
20 something that is a consensus document.

21 So I'm wondering if there's a way
22 we can do some surveying or some work between

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1 now and then where we really begin to
2 understand where this group of experts who
3 have lots -- falls on various of these things
4 and we can say okay, we all know pre-K has to
5 be in there as a fundamental priority for any
6 kind of funding reform, let's say. Those
7 sorts of things that we could flesh out ahead
8 of time, get a sense of where people are so
9 that we can focus our conversations around
10 where are we and the commissioning of
11 additional facts to be pulled together or that
12 kind of thing around the topics that are most
13 contentious or most difficult in terms of
14 defining.

15 CHAIR HASTINGS: A great segue to
16 the other topic process-wise which is what
17 level of majority -- super majority -- will
18 end up being in the documents and what's the
19 process for that. So I'm going to turn that
20 over to Russlynn.

21 MEMBER FLORENTINO-CUÉLLAR: I
22 found this comment especially helpful in that

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1 as I was trying to connect this with the work
2 flow that's been laid out and particularly the
3 meetings that are planned. It struck me that
4 we either need to do a great deal of work
5 ahead of time before the next meeting to start
6 to use the next meeting and do exactly what
7 you described, or we need another meeting
8 because it certainly wouldn't be appropriate
9 to push it to the meeting where we have a
10 substantial draft. And it does seem to me
11 like the most high value-added use of our time
12 will be to zoom in on the four or five or six
13 issues where we have somewhat wide
14 disagreement. And there will be that
15 disagreement for us to then make some headway.

16 CHAIR EDLEY: I think that's a
17 great idea. And I think what it means in
18 practical terms is that when I said an outline
19 for the May meeting, it's got to be a detailed
20 outline and some tentative recommendations.

21 And I like Karen's idea about
22 trying to do some straw polls or survey monkey

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1 or something like that just to help each of
2 the committees distinguish the hard issues
3 from the straightforward issues so that we can
4 focus.

5 So why don't we look into some
6 sort of a mechanism that each committee could
7 use to --

8 MEMBER DARLING-HAMMOND: When you
9 say committee, are you thinking about the four
10 areas that you mentioned earlier like what's
11 the definition of the problem, what's the --
12 or did you have some other construction of
13 committees in mind?

14 CHAIR EDLEY: Look, I'd be happy
15 to come up with some other construction. But
16 the one that occurred to me was to have those
17 four. So it's characterization plus metrics
18 plus state comparison.

19 MEMBER DARLING-HAMMOND: Right.

20 CHAIR EDLEY: Then it's
21 vision/goals. Then it's the how to policies,
22 promising practices. And it's the financial

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1 structure that will enable those including
2 distinguishing between -- and I don't know
3 whether the spend money wisely, implement
4 wisely sort of stuff could be in three or
5 four. So we'll allow for some jurisdictional
6 negotiations by the subcommittees if we don't
7 get to it today.

8 What Reed and I thought was that
9 if we can get each committee to come up with
10 their thing, then Reed and I can work with
11 Steve and Russlynn and other folks at the
12 Department to try to integrate those four
13 outlines and move pieces around so that what
14 we come into in May at least flows. And I say
15 that simply because there will be a lot of
16 overlap as the committees work on it. And I
17 think we could just let the committees think
18 about it in whatever way is easiest for them
19 to think about and not focus so much on the
20 overall organization of the report. We'll try
21 to work with your best ideas to integrate it
22 into something that seems like a report.

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1 MEMBER DARLING-HAMMOND: So just a
2 friendly amendment, it seems to me that some
3 of those flow from others. And so getting
4 some consensus among members of the group on
5 some things would allow us to sort of go slow
6 to go fast, get some things locked in where we
7 have consensus and then figure out what the
8 recommendations are that flow.

9 So one possibility might be to try
10 to by May have a good written statement of the
11 current problem -- the part one -- not just an
12 outline. And perhaps maybe the subcommittees
13 can do some things on number two or three.

14 But the fourth one which is what's
15 the finance system we're going to propose as a
16 solution, it seems to me that's going to
17 require some discussion among the group based
18 on some shared understanding of the problem
19 and where we want to go. So I just can't
20 imagine that fourth group doing something
21 without having a consensus on the earlier
22 ones. And it may be there are ways to stage

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1 it that we could take advantage.

2 The other thing that I think is
3 likely is that most people probably have
4 calendars like mine that are very busy in the
5 next couple of months. And subcommittee work
6 could be planned and more intense after a
7 moment in time than they can be in the next
8 little while because all of us are probably
9 planned out for a little while. So we could
10 do more intense subcommittee work on some of
11 the things that build on a consensus that we
12 might have achieved by May about what the
13 problem is and where we're headed.

14 Anyway, so just to think about
15 whether there's some part of it that needs to
16 be staged. Otherwise, we might have four
17 subcommittees that come up with things that
18 just cannot be stitched together. I think
19 that's a possibility.

20 CHAIR EDLEY: Rick?

21 MEMBER HANUSHEK: There is one
22 part that slipped by in your discussion. I

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1 agree with the timing and everything. But
2 this question about then we'd have drafts and
3 final drafts. The question is who is doing
4 the drafting.

5 Participating in a number of these
6 activities, I think it's impossible to think
7 of four committees having separate drafts that
8 we then tie together. And I think that it is
9 going to need a single voice at least in
10 writing this. And so that my amendment to
11 your timing would be that we have each
12 subcommittee that would actually write out
13 what the recommendations look like and an
14 outline of some of the things to be discussed,
15 but that you would not call upon each of the
16 four subcommittees to draft one quarter of the
17 report or whatever.

18 MEMBER ALI: Yes. And Rick, our
19 intention is to have a writer consultant for
20 the Commission that will be responsible for
21 weaving these and getting you drafts in really
22 timely fashions.

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1 Any recommendations that you have
2 on who that person ought to be are more than
3 welcome. We have done a little bit of digging
4 in the field and have a couple of names, but
5 didn't have anybody to present to you today.

6 And specifically to Reed's point
7 about consensus versus majority vote, our
8 inclination -- though again this is a decision
9 for you all to second and confirm -- our
10 inclination was to call for a super majority
11 for the recommendations. Out of 28, that's
12 about 19 members. The ex-officio members do
13 not have a vote on these recommendations.

14 CHAIR EDLEY: I'm sorry. So
15 that's two thirds or 60 percent?

16 MEMBER ALI: Yes. It's about 60.

17 CHAIR EDLEY: I'm sorry. So did
18 you say 18 or 19?

19 MEMBER ALI: Nineteen.

20 CHAIR EDLEY: Nineteen?

21 CHAIR HASTINGS: Rather than
22 phrasing it as 19, I'm just worried about

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1 attendance tripping us up. If you would
2 specify either 60 percent or two thirds of
3 those who are present at that final meeting?

4 MEMBER MILLER: So that if some of
5 us flee to Illinois, it is not a problem.

6 (LAUGHTER.)

7 MEMBER HANUSHEK: So I presume
8 that email means that everybody's going to
9 attend and set the final meeting?

10 MEMBER ALI: Yes. We would have a
11 list that if those that couldn't be here, we
12 would certainly elicit your final vote and
13 approval of the report beforehand.

14 MEMBER HANUSHEK: So could you
15 explain a little bit more what you mean by a
16 professional writer? I'm used to the sort of
17 National Academy model where the Executive
18 Director, who's a seasoned professional writes
19 it. Is that what you're talking about?

20 MEMBER ALI: Not necessarily,
21 though we could go there.

22 The budget for this -- we've

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1 allocated some money within the Office for
2 Civil Rights. Our staff director is a
3 longtime attorney, Stephen Chen in the Office
4 for Civil Rights that has a pretty wide
5 portfolio, not just the Commission.

6 So our hope was that we could get
7 a seasoned writer as a consultant, though not
8 a full-time Departmental employee that could
9 help take the laboring or on the writing of
10 the report, again subject to all of your edit
11 and approval.

12 And I would imagine, Rick, that
13 there are some members, including yourself,
14 that might get into a little bit of the grain
15 of the writing more than others, and we want
16 to leave room for you to be able to do that.

17 CHAIR EDLEY: In my mind, Rick,
18 what I was thinking is somebody who's sort of
19 midway between an NRC Executive Director and a
20 journalist.

21 MEMBER HANUSHEK: So it's readable
22 also.

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1 CHAIR EDLEY: Exactly. But on the
2 other hand, you want somebody who can spell
3 ESEA, which most journalists can do.

4 Well, we're supposed to stop at
5 what time?

6 Well, I guess what I'm wondering,
7 I'm still kind of puzzling through kind of the
8 knit together of the last couple of comments.

9 We have a little bit more time
10 today to talk about either part one or part
11 two. But I want to make sure that people
12 think that using these basic four committees
13 and to make sure nobody has a better idea.
14 And so, at least for the moment, nobody has a
15 better idea, right?

16 MEMBER DARLING-HAMMOND: I think
17 it's the right structure for the report. What
18 I'm puzzling over is whether it doesn't make
19 sense to get a common statement of the problem
20 and then have subcommittees that work on the
21 question of okay, how would we get there,
22 where do we want to go, et cetera. I feel

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1 like we should have a common statement of the
2 problem before we go off and try to solve it.

3 CHAIR EDLEY: Right. I just don't
4 want to wait until May for that.

5 How about the following? How
6 about if we take 45 minutes now and get as far
7 as we can on people suggesting some of the
8 nuggets that they think should be part of the
9 common statement of the problem, and then we
10 try to put that together in -- I won't even
11 say version 1.0 -- but version 0.04, and see
12 if that gives enough guidance to the
13 subcommittees?

14 MEMBER DARLING-HAMMOND: Right.
15 And that's something you could imagine if we
16 have a writer could be written pretty much in
17 full by the next meeting.

18 CHAIR EDLEY: Exactly.

19 MEMBER DARLING-HAMMOND: And then
20 for the rest of the time, you're worried about
21 figuring out where we're going, how do we get
22 there, et cetera.

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1 MEMBER ALI: And on that, even if
2 we don't have an official writer on board,
3 Stephen and I can commit to you working with a
4 couple of you -- Matt Miller -- in getting
5 that to you in anticipation of the next
6 meeting.

7 CHAIR EDLEY: A couple of Matt
8 Millers.

9 But at least provisionally, I
10 still want to say that for the May meeting we
11 want to have detailed outlines, text for
12 recommendations and a clear flagging of the
13 things that require a food fight.

14 Okay. My suggestion is we take
15 our ten-minute break right now, and then we
16 come back and we focus on part one before we
17 leave. Reed, does that make sense?

18 CHAIR HASTINGS: Excellent.

19 CHAIR EDLEY: Okay. So let's try
20 to start at five of. It's now quarter of.

21 (Whereupon, the above-entitled matter
22 went off the record at 2:44 p.m. and resumed

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1 at 2:59 p.m.)

2 CHAIR EDLEY: Russlynn isn't back
3 yet, is she? She had to duck out. Okay.

4 There's a question about how each
5 of us individually should handle inquiries
6 from the press. Do you want to tell us that
7 or do you want to for Russlynn to come back?
8 Wait for Russlynn. Okay.

9 Okay. Why don't we do this. Why
10 don't you frame that substantive question -

11 CHAIR HASTINGS: In our corner, we
12 had an interesting sub-debate which is the
13 focus of the Commission around the achievement
14 gap -- the roots of it -- and what we can do
15 about that through the finance system, or is
16 it about equitable finance. And one's
17 assumptions about which of that guides this
18 Commission, and it could be more narrow about
19 educational finance or it could be more broad
20 about what are the sources of inequity and how
21 do we attack them through the finance system.

22 So I was --

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1 CHAIR EDLEY: I'll take a swing at
2 that.

3 I think if we're clear about the
4 characterization of the equity and excellence
5 challenges in part one, and we provide in part
6 two a good normative framework -- so we do the
7 description in part one and provide a good
8 normative framework in part two -- then in
9 part three, I think we're going to have
10 programmatic ideas, hopefully evidence-based
11 as opposed to ideology-based -- the
12 programmatic ideas. And those will include
13 ideas about how not to spend money -- things
14 that don't look like worthwhile investments.
15 And I think that sets us up for the point that
16 Rick and several others have made that really
17 before you start talking about all the
18 additional money, all the additional resources
19 that might be needed, one has to have a story
20 to tell about the strategy for improving the
21 effectiveness with which the dollars we
22 already have will be spent. And then I think

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1 what you have, part four then going to the
2 finance issue as what's needed in a finance
3 system to enable or to help advance the
4 programmatic goals that you identified in part
5 three, then it doesn't really become a report
6 that's all about finance. It becomes a report
7 that's about equity and excellence but that
8 gives due attention to finance, both in terms
9 of how resources are distributed and how
10 resources are to be used effectively.

11 So I guess where that takes me is
12 that in answer to the question is the
13 Commission primarily about finances, I would
14 say it's a major focus but not exclusive to
15 what we're doing. And you can even add that
16 it would not be smart to try to talk about our
17 ambitions in equity and excellence without
18 talking about resources. On the other hand,
19 it would not be smart to talk about what kinds
20 of resources are needed unless you have some
21 sense of what you want them for.

22 I'm a lawyer. I can bullshit.

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1 Yes, Dennis?

2 MEMBER VAN ROEKEL: One of the
3 things about the definition of equity that I
4 think is often left out -- and to me this is
5 important about how we tie the equity and
6 excellence to the finance. Part of equity is
7 that you provide the finances to do what you
8 said you were going to do. See, if our
9 purpose was to provide a really great
10 education for about 70 percent of the kids, we
11 could say hey, we're doing all right. But in
12 part two, if we say that as a state or a
13 nation we really do believe that we ought to
14 educate every single child, then one of the
15 definitions or pieces of that definition is do
16 you have a system that actually can do what
17 you said you wanted to do. And so if you say
18 well, we want to do that but we only have this
19 much money, that's not equitable.

20 So either change what you say you
21 want to accomplish or change your system of
22 doing that. But what you can't do is spout

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1 off these high ideals and then design and
2 create a system that won't do it. And to me,
3 that's part of the definition of equity when
4 we talk about equity and excellence.

5 CHAIR EDLEY: Can I offer a
6 friendly amendment?

7 MEMBER VAN ROEKEL: Sure.

8 CHAIR EDLEY: Which is that in
9 terms of the resources that you need to
10 provide in order to achieve what you said you
11 want to achieve, the resources include not
12 just the dollars.

13 MEMBER VAN ROEKEL: Oh,
14 absolutely.

15 CHAIR EDLEY: Right. But the
16 organizational culture and all that stuff.

17 MEMBER VAN ROEKEL: Yes. See, one
18 of the things that I think is a mistake is
19 when we say that it's only money.

20 CHAIR EDLEY: Right.

21 MEMBER VAN ROEKEL: And if you put
22 it into a system that is dysfunctional, that's

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1 not going to solve your problem. So I totally
2 agree with your friendly amendment, sir.

3 CHAIR EDLEY: Matt?

4 MEMBER MILLER: The one thing I'd
5 add is I think there's been 100 reports on the
6 achievement gap and related stuff like that.
7 And I guess my intuition --

8 CHAIR EDLEY: I've read them all.
9 I don't know about you, but I've read them
10 all.

11 MEMBER MILLER: I've written one.

12 But my intuition is that the
13 school finance equity gap is the biggest
14 undiscussed thing in U.S. education because
15 candidates don't talk about it because of the
16 politics, the press doesn't talk about it
17 because candidates don't talk about it.

18 And so however we end up in what
19 you just described, which is fine, I think one
20 of the biggest contributions of this group
21 will be a really sharp first section that is
22 the definitive documentation of that in ways

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1 that everybody can get their hands on and say
2 wait a minute, we acknowledge money's not
3 everything but Jesus, we didn't know that.

4 CHAIR EDLEY: And feds don't talk
5 about it because I think it's a state and
6 local --

7 CHAIR HASTINGS: Matt, let me also
8 just kind of stir it up then which is I
9 perceive in California that there isn't a
10 funding gap. There may not be compensatory
11 sufficient to meet someone's desires, and yet
12 there's a huge achievement gap. And so, I'm
13 struggling to understand why you think doing
14 something on the finance system is going to
15 have a bigger effect or a major effect in
16 reducing the achievement gap.

17 MEMBER MILLER: Well, when you say
18 there's not a funding gap -- I mean, in
19 California, per pupil funding is a lot lower
20 than many other states. I know from working
21 with charter schools there in my consulting
22 life, when they think about who they can't

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1 attract that they would like to to teach in
2 downtown LA compared to Beverly Hills or Santa
3 Monica, let alone how they operate charters in
4 other areas of the country, it's kind of
5 staggering the pool that they think is not
6 accessible to them for potential teachers.

7 CHAIR HASTINGS: California is low
8 funded. We agree on that.

9 MEMBER DARLING-HAMMOND:
10 California's highest spending districts are
11 above \$20,000 per pupil, the lowest spending
12 around \$6,000. The gap between Beverly Hills
13 and Baldwin Park, which was the Serrano pair,
14 is now Beverly Hills back to spending more
15 than 50 percent more than Baldwin Park and
16 having much more needy kids to spend it on who
17 come with a lot of needs. So the same issues
18 you have in other states, we have in
19 California. There's a myth that it's more
20 equitably funded. But it's really quite
21 inequitable and low funded on top of that.

22 Since I have the mic -

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1 (LAUGHTER.)

2 MEMBER DARLING-HAMMOND: -- thank
3 you, Matt, for getting it started.

4 One thing we said earlier that I
5 wonder if we have consensus on is that the
6 nation has set about to articulate standards
7 for what kids should know and be able to do,
8 to do that in a more common way than has been
9 the case in the past, to try to then figure
10 out how to create more of a systematic way of
11 enabling kids to get to those standards. Is
12 there a consensus that we start from some set
13 of expectations for common core standards for
14 what kids should know and be able to do, and
15 that the funding question then becomes how do
16 you ensure that the resources are there given
17 that there's the several gaps? There's the
18 fact that kids are coming to school with a
19 much bigger income and home opportunity gap --
20 community opportunity gap -- because we have
21 much deeper poverty for children here.

22 So what is it that it takes for a

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1 kid who's well supported at home to be able to
2 meet the standards? And what do you need to
3 be able to fill in to be sure that a student
4 who doesn't have those things -- health care,
5 whatever, pre-school -- has those things that
6 allow them to close the achievement gap at
7 entry to school and then be able to sustain
8 continuing growth to those standards through
9 school?

10 And just let me say, one reason
11 I'm wondering whether we can ground it in the
12 standards is that we can talk about closing
13 the achievement gap. But given how much
14 access to resources the wealthiest people in
15 our society have, we'd have to put many of
16 those kids in a closet for 15 years so they
17 get no stimulus whatsoever to actually really
18 completely close the achievement gap. I'm
19 happy to set that as a goal.

20 MEMBER REBELL: I am just a little
21 bit concerned if we focus on the core
22 standards that - the Common Core - that is as

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1 I understand it they are reading in math. And
2 I really don't want to get away from the fact
3 that the definition of the goal -- adequacy or
4 whatever we're going to call it -- has to be
5 much broader. Okay.

6 CHAIR EDLEY: But I don't
7 understand the question. Because we have
8 content standards but we don't have
9 achievement standards, unless you're talking
10 about NAGB and NAEP, which I don't -- well,
11 but states under NCLB, those are a joke. So
12 we don't -- and you're talking about -- so --

13 MEMBER DARLING-HAMMOND: You could
14 talk about NAEP for now. But in four years,
15 two consortia will have developed assessments
16 for the Common Core standards that have common
17 benchmarks. So that's prospective rather than
18 current.

19 Right now we have our national
20 NAEP standard basically.

21 CHAIR EDLEY: So that we say we're
22 against?

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1 MEMBER DARLING-HAMMOND: I'm not
2 trying to get into the debate about whether
3 Texas has to adopt the common core or
4 something like that. I'm trying to ask the
5 question whether we're gaining a consensus in
6 the country about what we think what kids
7 should be able to know and be able to do and
8 that we could approach the question of school
9 financing from the perspective of what does it
10 take to enable them to do that which allows
11 you to take up both the dollar questions and
12 the efficiency questions. How do you spend
13 the money and whether you need to spend to do
14 that?

15 The alternative is a view which is
16 to say let's get equal spending for everyone.

17 That's another conversation. So we have to
18 decide what conversation we want to have.

19 Let me leave it at that. A lot of
20 people want to get in.

21 CHAIR EDLEY: Eric?

22 MEMBER HANUSHEK: So I have a bit

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1 of a technical question here. How do we
2 adjudicate for the factual issues? Because in
3 the course of this conversation, my
4 understanding of a number of these facts are
5 different than would have been as stated very
6 clearly. And so how are we going to in fact
7 bring in information and factual things?

8 I also have thought a lot about
9 could you start with standards and get to how
10 much you should spend in some sense and
11 resources required. And I have not found any
12 way to do that, or seen any way that is in my
13 opinion valid other than being a political
14 question addressed by legislatures to deal
15 with this question.

16 So there's some fundamental issues
17 about how we proceed here in my mind to get
18 agreement on what seems to be the first part
19 that we should all agree on.

20 MEMBER MILLER: Can you give an
21 example of --

22 MEMBER HANUSHEK: Yes, I have to

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1 give an example of a fact for Matt if I could.

2 If you look nationally at spending
3 per pupil related to the proportion of poor
4 kids in the school, you see that the schools
5 in the highest quintile of poverty spend the
6 most. Schools in the lowest quintile of
7 poverty spend almost the same amount as the
8 highest but a little bit less. And in the
9 middle three quintiles, there are differences
10 in spending that's lower.

11 So it is not factually true that
12 we are spending less on poor kids. Now it may
13 be that we should be spending a lot more, and
14 I'm open to that idea. But as a factual
15 statement, it is not true according to NCES --
16 a subset of this building -- that we're
17 spending less on the high-poverty schools.
18 That's at the district level.

19 MEMBER MARTIRE: I think there's a
20 couple of definitional things going on.

21 So number one, a state could have
22 a relatively equitable-looking funding system

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1 where amounts are relatively similar, but if
2 the amount being spent on instructional
3 expense isn't enough to create a quality
4 education, then everyone has an equally lousy
5 education. I don't know that that's the
6 standard.

7 So I think the first thing we have
8 to get our arms around is what does it take
9 from an instructional expense to deliver a
10 quality basic education. Whether it's up to
11 standards -- whatever -- what is that? Then
12 that's for a typical kid.

13 Then we need to adjust for
14 poverty. And there's where the multipliers
15 come in. We certainly need -- and all the
16 data tell you this -- you need to spend a
17 multiple on a kid who's coming from poverty
18 what you spend on a kid who's not in poverty
19 to get equal academic outcomes. All the data
20 suggests that. So we're doing that nowhere in
21 the country as far as I could tell.

22 And then, that's getting to

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1 adequate. Part of the charge is excellence.
2 What's an excellent education look like? Are
3 you developing critical thinking skills in
4 kids? Lateral thought skills in kids? Do
5 they have a rich environment where they're
6 getting a choice of foreign languages, where
7 they're getting art, where they're getting
8 music? Where they're getting a real education
9 but maybe you can't measure a lot of these
10 things on a standardized test. And I don't
11 think we meet that test in most places.

12 So once again, total expenses per
13 kid? I live in River Forest, Illinois. It's
14 an affluent community. And I live in the
15 crappiest house with the least curb appeal and
16 the smallest yard. But I live there for the
17 schools. And what my kids get in addition to
18 their core curriculum at their public school,
19 great books class, choice of four foreign
20 languages, choice of 20 orchestral instruments
21 to play that the school will teach them and
22 they get to pick from, and all that stuff, and

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1 they've been getting this stuff since first
2 grade.

3 Now one mile away is Austin,
4 Illinois. The schools are falling apart. The
5 classrooms are crowded. The kids don't have a
6 foreign language option in many of the
7 classes. They're spending the same amount.
8 But they've got to spend stuff on security and
9 transportation and special ed we don't spend a
10 nickel on. You want your kid to the River
11 Forest school, get them there.

12 The total expenses per kid is
13 irrelevant. We've got to look at what drives
14 student achievement. We've got to define how
15 much a basic quality education costs and
16 whether or not districts are getting to that
17 for a kid that doesn't have to overcome
18 poverty, got to create a multiple of that for
19 a kid who does have to overcome poverty. And
20 then you've got to look at okay, that's
21 adequate. What's excellent?

22 CHAIR HASTINGS: Would a useful

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1 approach in terms of trying to understand both
2 excellence and adequacy be to look at real
3 examples? So in sports, no one thought you
4 could run a four-minute mile until somebody
5 did.

6 And so, maybe a useful part of the
7 device is to identify the district or CMO
8 that's high-poverty, high achievement at some
9 reasonable scale and some reasonable
10 sustainability and say, okay, well, there's a
11 resource model that works and that's achieving
12 those goals. Because honestly, none of us
13 probably know what's the minimum level because
14 it depends on how well it's deployed and how
15 effective it is. And with our broad national
16 purview, maybe we can focus in on a couple of
17 examples where the actual proves the possible.

18 MEMBER BROWN: What Rick is
19 referring to is our recent study on return on
20 investment where I'm sure the school district
21 you just described came out kind of mediocre
22 on our measure. We were looking at

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1 expenditures versus achievement. And we have
2 a really nifty website. If you want to go on
3 it, it's at AmericanProgress.org/
4 [/issues/2011/01/pdf/dwwroi.pdf](http://issues/2011/01/pdf/dwwroi.pdf). And you'll
5 see a pretty rich discussion and web
6 presentation with a very interactive website
7 about where you can rank districts in every
8 state. You can rank them by size, you can
9 rank them by poverty, you can rank them by
10 urbanicity which you'd be interested in. And
11 anyway, it's a lot to play with and it'll keep
12 you busy for several hours.

13 That wasn't what I was going to
14 say though.

15 Another thing we have to throw
16 into the mix -- and this is very unpopular
17 with a lot of folks -- is tax effort because
18 when you look at the interstate differences
19 that we have, and even in a district, there's
20 a huge effect of tax effort and tax base. And
21 so you have states in the South and the West
22 -- some of whom make a considerable tax effort

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1 but they have no wealth, unlike California
2 which has more wealth and a pretty lousy tax
3 effort. And we're going to have to put into
4 our deliberations whether people in one part
5 of the country should make up the difference
6 in adequate and fair distribution of education
7 resources for people who aren't willing to
8 make the effort themselves. And it's a very
9 difficult conversation. I know because we've
10 had it within our own organization.

11 But we're just going to have to
12 grapple with that if -- I would just say that
13 we at the Center made a proposal about a new
14 Title I formula which is controversial because
15 it takes into consideration tax effort as well
16 as poverty. And I'm not sure where this group
17 will come out. But I think you have to look
18 at it.

19 CHAIR HASTINGS: Sandra?

20 MEMBER GLENN: I just wanted to
21 raise a couple of observations. There may be
22 more questions than any answers or direction.

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1 One of the things that I've
2 noticed, when we talk about education and what
3 education should be, what's excellent, what's
4 adequate, most times the public -- and you
5 think about how we bring people along -- their
6 notion of education may be back from the '50s,
7 '60, maybe '70s of what education is -- what
8 is a high school education, what should it be,
9 how many years of math do you need, do you
10 need to have phys ed or not, world language.
11 The picture for 21st Century living or quality
12 of life or economic competitiveness, I don't
13 think people have translated that into what
14 then has to happen in our schools, to most
15 people, what has to happen as a fundamental,
16 almost floor level for quality education.

17 So defining what we mean by
18 adequate or excellent education I think is
19 worth some time even before you get to
20 standards. We base the standards on this is
21 what we think children need to know because --
22 because they need to have X level of

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1 competency in analytical thinking to be able
2 to carry out certain jobs now in the 21st
3 Century. But I don't think we've made that
4 translation for people. So defining education
5 in the 21st Century I think is a piece of this
6 puzzle.

7 Then I think linking what that
8 education is and what opportunities,
9 conditions, environments are best connected to
10 achieving that -- a little bit different than
11 how this dollar investment per child, but to
12 do what? Teaching and instruction in quality
13 instruction runs very high. Some other things
14 may be of lesser importance. So how do we
15 help people rank here are the critical
16 opportunities, components and conditions that
17 must be present to get to that outcome?

18 So that's kind of like a framework
19 number two because then everybody can sort of
20 see themselves in the conversation. I think
21 part of our problem is when you go from here's
22 equity, high-poverty school district, very

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1 wealthy districts, you leave out most of the
2 people who are somewhere in between. Most
3 school districts are not in large urban areas.

4 They impact a lot of children. Most school
5 districts are not high-wealth districts.
6 They're sort of somewhere in between, and
7 people need to see themselves in this
8 conversation.

9 So how do we connect the outcomes,
10 the opportunities to a broader context where
11 even if you are not at the worst end, you see
12 how this could be better, how your children
13 need to achieve more just to get on an even
14 playing field. Can we construct that kind of
15 conversation around this so that now when you
16 talk about the drivers of this being the state
17 -- those state legislators are usually elected
18 mainly by people who are living in those
19 middle districts, not at either end of the
20 spectrum? So how can we give them a buy-in to
21 the conversation to see where there's some
22 value into re-thinking how the platform for

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1 this funding?

2 And again, I don't have a specific
3 here's the best way to do it. But it seems
4 like those are some of the key strands that we
5 would need to kind of get in this conversation
6 for this Commission's report to have some real
7 I guess opportunity to be moved beyond the
8 shelf that people were talking about.

9 MEMBER MARTIRE: I just want to
10 follow up on what you just said.

11 We looked at the wealthiest
12 districts versus the vast majority of
13 districts. And we found the funding
14 discrepancies there. So that's 77 percent of
15 the kids of Illinois get an inadequate
16 education. And it's because of our funding
17 system.

18 And I think what's interesting, in
19 a state when you say your education quality is
20 tied to the address of the kid based on
21 property wealth in a state like Illinois,
22 that's not acceptable. And if the local

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1 district can't do more because they don't have
2 more resources or whatever, we always say it's
3 the state's responsibility to come in and do
4 more. And our state hasn't done it.

5 We're looking at this from a
6 national standpoint. So if you're a middle-
7 income kid somewhere in California, you had
8 nothing to do with Proposition 13 that limited
9 property taxes. You've got an under-funded
10 education. And we're going to penalize you,
11 kid because you happen to live in a state that
12 has a ridiculous state law.

13 Too much in the education funding
14 debate at the national level has been
15 punitive. We're saying if you don't make
16 enough tax effort or if you don't do this,
17 we're not going to give you the resources you
18 need to be successful. How is that moving it
19 forward?

20 MEMBER CASSERLY: Another way to
21 look at finance equity or adequacy -- and I
22 think Michael and I have talked about this in

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1 years past -- it's not to look at it from the
2 vantage point of the district and how much
3 they spend or the state and how much they
4 spend or the nation and how much it spends,
5 but from the vantage point of the kid and how
6 much is spent on them by their schools and
7 their families who spend definable amount on
8 educational purposes over time.

9 So you're looking at the
10 cumulative family and school spending on
11 education of a child born in year 1 through
12 years, fourth grade, for instance, and then
13 looking at their academic attainment in that
14 light because as you measure their academic
15 achievement in grade four, you are not
16 assessing what they just learned in grade
17 four, you're assessing everything they've
18 learned up through grade four. Treat the
19 spending in exactly the same way and from the
20 vantage point of the kid, and you might have a
21 different story to tell.

22 MEMBER FLORENTINO-CUÉLLAR: Just a

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1 very brief comment on the conversation of the
2 last few minutes.

3 Will asked a very perceptive and
4 important question which is how are we going
5 to adjudicate factor dispute. And at the risk
6 of stating the obvious, I think the answer has
7 been the conversation.

8 And what the conversation suggests
9 to me is that while there is some value in
10 trying to define a metric, something that is
11 as precise as a Gini coefficient, we may also
12 I think gain a great deal from trying to
13 maintain this perspective where we recognize
14 that the complexity of the problem requires
15 some engagement even in the report text with a
16 recognition that you're going to get very big
17 differences in the answer to the question of
18 what is the inequity if you look at district
19 level versus school level versus state level,
20 if you look at bringing in the family in the
21 community context or if you don't, if you look
22 at achievement, if you look at race and class,

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1 segregation.

2 And it suggests to me that as part
3 of the conversation and part of what goes in
4 the report, we keep a little bit of this
5 pluralistic discourse. And we say there is
6 good reason to believe that there is a big
7 inequity problem. But you can think about it
8 in different ways, and there are subtleties
9 here that recommend different approaches to
10 policy making.

11 CHAIR HASTINGS: Let me just do a
12 process check. We've got about 90 minutes
13 left. We need to divide up in the committees.

14 And what I would like to do is have some of
15 the time for the committee to get together
16 here before we break up because coordinating
17 offline is going to be even harder.

18 So would it be okay with everyone
19 if we turned to who wants to work on what
20 part, and then those groups can be meeting
21 here in this room altogether, try to outline
22 what's going to happen between now and May?

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1 Congressman Honda?

2 REP. HONDA: Thank you. We use
3 the word equity a lot. And we use the word
4 equity in the context of what we understand,
5 what programs that we're familiar with or how
6 we're struggling with it.

7 I don't remember anyone defining
8 what equity is, first. And then, how do you
9 conceptualize that in terms of how do you
10 determine what each child needs in terms of
11 approaching that issue of equity for the
12 child? Then how do you operationalize that
13 without any consideration of cost first.
14 Because it's achieving the equity first and
15 trying to figure out what is that first step.

16 And then we can see what the cost is going to
17 be.

18 And I think that some people are
19 concerned about -- talking about money and
20 things like that. It's a barrier and it's
21 something that disallows any progress in terms
22 of moving forward with the understanding of

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1 what that term equity means. And so, I think
2 in some debate classes, I was taught that
3 first you have to define what it is that
4 you're going to talk about. Then you agree
5 upon the rules, and then you move forward.

6 So I'm not sure whether the term
7 equity has been defined yet.

8 CHAIR HASTINGS: Congressman, I
9 think you just signed up for the first working
10 subgroup which is part of doing that
11 introduction.

12 (LAUGHTER.)

13 MEMBER SCIARRA: What's come up
14 here is the issue we have very weak data on
15 the condition of our state finance systems.

16 The federal government at one time
17 back after the Nixon report actually started
18 to invest some money in the research side of
19 school finance. A lot of the costing-out
20 methodologies that we have now for costing out
21 education such as professional development,
22 successful schools process, evidence-based

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1 process -- we have some methods to do that --
2 really came out of the federal government's
3 investment in bringing forward folks who were
4 trained to do education finance work and begin
5 to grapple with this.

6 So part of the problem we face is
7 that we've had dis-investment in the research
8 on school finance and the use of resources.
9 We have very weak data sets.

10 That being said, we've done some
11 work on this recently. And looking at the
12 condition of the state finance systems, both
13 in terms of adjusted cost level of funding in
14 each state, what kids typically get -- not in
15 any one particular school district but across
16 the state -- but more importantly, the
17 distribution pattern relative to student
18 poverty.

19 And I can tell you, the situation
20 in our states is very bad when you look at
21 these metrics. Now sure they need to be
22 improved. But we have states that are

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1 extraordinarily low-spending that are flat,
2 that provide no resource bump-up to deal with
3 student poverty and concentrated student
4 poverty. We have only a very few states that
5 have progressive finance systems, typically,
6 meaning that they allocate more resources or
7 direct more resources as poverty increases.
8 California's low spending -- very little bump-
9 up, typically across the board. And also
10 around the fiscal equity measure, we have a
11 lot of states that are low-spending and
12 regressive or flat, meaning they provide even
13 less resources as poverty increases, but have
14 fiscal capacity. Some of the southern states
15 have actual fiscal capacity to do better but
16 aren't putting out.

17 So this is the issue that I think
18 we have to frame out along with the issue of
19 ensuring that states put in place -- this is
20 an area where I think we can take some
21 leadership that the states start to put in
22 place protocols to ensure at least in our

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1 higher poverty schools if they're going to
2 have invest more that funds are driven through
3 the budgetary process to districts and schools
4 in ways that we know can make a difference.

5 But let me just go back to the
6 Newark example since, Reed, you brought it up.

7 We had fits and starts in terms of
8 money coming into Newark and reform, meaning
9 the state making an effort to ensure that
10 money got into those schools and was invested
11 in ways that we thought made sense. Now I'm
12 talking back in 1999 to 2000. We've learned a
13 lot more since then.

14 But just let me give you this
15 fact. In 2000-2001, on our fourth grade
16 language arts test -- I'm going to stick just
17 with one -- the Newark kids were at 52 percent
18 passing, essentially proficient. By 2007-
19 2008, they're up to 76.7 percent across the
20 board in the district. That's an increase of
21 24.7 points in that span of time, and only the
22 state average when we started out was 85.3.

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1 I'm talking about across the entire state of
2 New Jersey which is one of the highest
3 performing states in the nation. And the
4 state average only moved up 3.4 points.

5 My point is it's about progress.
6 It's not about, we put more money in and boom,
7 have we automatically closed the achievement
8 gap? And I can take you to districts in New
9 Jersey that have done -- urban districts -- 90
10 percent free and reduced rate, limited English
11 proficiency rates up 16, 17, 18 percent, where
12 they've done much better than this across the
13 board in terms of beginning to narrow the gap
14 through a sustained effort at increasing the
15 resource level to make it more fair or more
16 equitable -- whatever term you want to use --
17 plus investing the resources where we know
18 it's going to make a difference, plus making
19 sure that all the other issues around
20 leadership, capacity building, evaluation --
21 things that we have to have.

22 I keep coming back to something

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1 our court said in 1999. And Jim Ryan worked
2 on this case so he knows this too. When the
3 court ordered more money, they actually
4 adopted the standards -- the content standards
5 as the substantive definition of a
6 constitutional education for all kids, and
7 then they ordered more money into the urban
8 schools that led to this. But they said
9 something that I think is so profound. They
10 said standards alone do not ensure any
11 substantive level of achievement. They said
12 real improvement -- real improvement depends
13 upon a variety of other issues such as
14 sufficient resources, effective leadership,
15 effective use of resources, efficient
16 administration and, sort of, extra effort to
17 deal with the societal and social factors and
18 poverty factors that kids bring with them to
19 school.

20 So I think this Commission is set
21 up to deal with that finance issue, that
22 inequity that we see in the states. We have

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1 to begin to define it. We have to call for
2 more research so that we can define it even
3 better. We have to deal with the costing-out
4 issue which Rick talked about. We need better
5 research on costing-out methods to figure out
6 what the cost of an education is for kids,
7 including poor kids and at-risk kids to meet
8 standards. We need a lot more research on
9 that.

10 But we can start pushing that
11 forward in the context, though, of also making
12 sure that we mention -- or not just mention,
13 but that we're firm about this -- that this
14 has to be part of a more comprehensive,
15 substantive change in our educational systems
16 that ensure the effective use of resources and
17 all the other things we know from management
18 issues and governance issues that have to be
19 in place, particularly in schools that serve
20 extraordinarily high concentrations of poor
21 kids.

22 CHAIR HASTINGS: Thank you. And

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1 we've got our four topics. And I think
2 everyone is uncomfortable with the idea of
3 dividing up by areas, leading to a potentially
4 schizophrenic document, but no one has a
5 better model. So run with me for a minute.

6 The four areas -- the first was
7 characterizing the problem. The second
8 section was the North Star of ideally what it
9 should be. The third is how we get there I
10 presume programmatically since the fourth is
11 funding, which is the funding part of how do
12 we get there.

13 I just wanted to do a quick straw
14 poll to see if there are about equal numbers
15 interested in the groups or do we have to
16 realign the agenda?

17 MEMBER REBELL: This really goes
18 to the question of whether we're prepared to
19 deal with the fourth item until we've gotten
20 somewhere with the first three. And Chris had
21 put out the possibility of at least making
22 progress on the first. I don't gather that

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1 we've made progress on any of them, quite
2 frankly.

3 CHAIR HASTINGS: I agree. You
4 could have that view. But on the other hand,
5 I think another hour we weren't going to make
6 that much more progress, either. And I was
7 conscious of trying to get the subcommittees -
8 - to get 60 minutes here to meet before you
9 all run off to your planes so that there's a
10 better chance between now and May.

11 CHAIR EDLEY: Michael, you have
12 some serious ethics issues, don't you, that
13 may keep you from serving on the --

14 (LAUGHTER.)

15 CHAIR HASTINGS: Okay. On the
16 first group, what people at least on a first
17 pass would be inclined, assuming you're only
18 on one subcommittee to work on the first --
19 characterizing the problem?

20 (A SHOW OF HANDS.)

21 One, two, three, four, five.

22 Okay. That's not bad.

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1 North Star?

2 (A SHOW OF HANDS.)

3 One, two, three, four, five.

4 Okay. That's working out well.

5 How to get there?

6 (A SHOW OF HANDS.)

7 One, two, three, four. Okay.

8 Great.

9 And the last one -- funding?

10 (A SHOW OF HANDS.)

11 CHAIR EDLEY: I think two is a
12 golden palace on the hill, and three is how
13 you build it. Two is the picture of what you
14 want the system to look like. In particular,
15 what are the equity and excellence qualities
16 that you hope the system will exhibit. And
17 three is what are the policies that we either
18 know or have reason to think may be effective
19 and cost-effective at getting us there. Four
20 is how you pay for it in some sense. It
21 matters -- is that not --

22 Well, I think that --

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1 CHAIR HASTINGS: Let's combine
2 three and four. Is that fine?

3 Now we have three groups. We have
4 what's the current situation, what's the North
5 Star and how do we get there programmatically
6 and fiscally.

7 MEMBER FLORENTINO-CUÉLLAR: So
8 just one quick observation.

9 CHAIR EDLEY: Okay.

10 MEMBER FLORENTINO-CUÉLLAR: Here's
11 another thought about this. Maybe combining
12 them is the right idea. But I was just going
13 to suggest to be contrarian but it is actually
14 not a bad thing if these groups overlap a
15 little bit. And the reason why is because
16 some of this harmonizing of disagreements that
17 is going to have to happen I think will
18 involve -- I mean, this is assuming we don't
19 go the route where we just really defer the
20 conversation until we've worked out the first
21 few parts of the report but instead proceed in
22 some parallel. It'll be precisely at the

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1 issue of how do you harmonize ideas that are
2 being developed and the subcommittees that are
3 not actually not entirely compatible. I think
4 that in some ways that might be a helpful
5 mechanism for identifying what those
6 disagreements are.

7 CHAIR HASTINGS: I don't think
8 there's any issue. If there are those with
9 enough time to be on two groups, they
10 shouldn't be limited from that.

11 Why don't we put three and four
12 together for now, but leave it to that group?
13 If they ultimately decide that it's more
14 efficient to break those into two problems,
15 then they are able to do so.

16 MEMBER DARLING-HAMMOND: If you
17 figured out what would work, how would you
18 fund it, what would be a new finance system is
19 a whole basket.

20 CHAIR HASTINGS: Okay. Well,
21 we're putting three or four together and
22 letting three and four decide if they want to

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1 break that up or whether the programmatic and
2 funding are so linked.

3 CHAIR EDLEY: And we're going to
4 look at these lists. Some people aren't here.
5 We're going to look at these lists and we may
6 strong-arm some people to make sure that the
7 mix is good.

8 CHAIR HASTINGS: Looking at the
9 clock, my suggestion is that we break into the
10 subcommittees for 45 minutes. And then that
11 will give us half an hour to come back and
12 talk about both what we covered and more
13 precisely does that structure still feel okay
14 so that we can move forward. Does that sound
15 --

16 MEMBER MARTIRE: Are we committed
17 to put it on --

18 CHAIR HASTINGS: No, you are not.
19 At least for today, you're probably going to
20 be on one because you can only be in one
21 place.

22 So if we go into the subgroups for

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1 45 minutes until 4:30 and then come back for
2 half an hour, does that work?

3 Okay. Hearing no objection, we'll
4 do that.

5 So group one, if you could be in
6 that corner. Group two in that corner. And
7 group three down at this end. And then we'll
8 be back at 4:30.

9 (Whereupon, the above-entitled matter
10 went off the record at 3:43 p.m. and resumed
11 at 4:35 p.m.)

12 CHAIR HASTINGS: Okay. If we can
13 get our Group #1 to give us a little insight
14 of what they covered, how much it gelled, how
15 achievable the task feels, what they want to
16 cover. About five minutes would be great.

17 MEMBER FLORENTINO-CUÉLLAR: Sure.
18 Of course, we had a very productive
19 discussion. We decided that the truly
20 difficult thing before us is to define the
21 problem. And once that's done, then
22 everything else will follow perfectly, and

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1 your task will be simple. No doubt.

2 So our discussion really went in a
3 couple different directions, but I'll try to
4 pull it together and then my colleagues can
5 just jump in if there's anything I left out.

6 Several folks had the very helpful
7 suggestion that we think about this in terms
8 of both excellence and equity, and maybe frame
9 part one as, first, an opportunity to document
10 the problems with excellence in this country.

11 And that of course will entail some more
12 discussion and refining. But it is an
13 enterprise that can be pursued by making
14 international comparisons, by thinking about
15 the consequences even outside the
16 international context for communities that are
17 not able to maintain a degree of excellence in
18 education.

19 And in the process of telling this
20 story, we thought it would be especially
21 important to find very vivid examples,
22 recognizing that the examples are not to be

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1 taken as representative of a very complex
2 subject, but they can help concretize the
3 discussion. So we would want to find examples
4 involving high-performing districts with maybe
5 large numbers of poor kids that have been able
6 to buck some of the trends that we're
7 concerned about and illustrate the possibility
8 of maybe a very different kind of equilibrium.

9 By the same token, it'll be just as important
10 to illustrate the depth of the problem with
11 some very concrete examples of how bad the
12 excellence problem is.

13 That then leads to a discussion of
14 equity which we might frame by discussing
15 equity as a lack of opportunities, or rather
16 the distribution of opportunities on the basis
17 of thoroughly arbitrary factors. And here we
18 would want to make a couple of points. For
19 one, the problem of equity is not reflected
20 just in one kind of measurement, just as we
21 were talking about before. There are problems
22 involving segregation. There are problems

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1 involving different kinds of funding. But a
2 really critical point here would be to argue
3 that the U.S. is really quite distinctive in
4 its funding structure for education. And that
5 whatever else we say about the problems of
6 equity, surely the education-funding reality
7 that we have is quite probably an essential
8 building block, maybe more forcefully putting
9 it than that, but it really probably is an
10 essential building block of the problem and of
11 the solution.

12 And at the same time that we
13 recognize that funding is not everything, that
14 in fact, the U.S. spends a lot more as
15 percentage of GDP on education than a lot of
16 other countries and gets worse outcomes, but
17 we have to kind of come back and say we can
18 talk about the different manifestations of
19 problems of inequity, about the different
20 issues that arise with respect to how
21 efficiently money is spent but we have to
22 recognize that the funding structure we have

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1 is distinctive and is a big, big part of the
2 problem. And then, maybe at that point or
3 maybe even earlier, talking about the costs of
4 not dealing with the problem and how those
5 costs are going to be big, not only for the
6 people who are directly impacted by the gap in
7 excellence but also for a heck of a lot of
8 other kids that are going to pretty good
9 schools and getting a pretty good education,
10 but are going to be living in a society, if
11 you don't do something, that is going to be
12 quite difficult to sustain.

13 So I would like to close by
14 invoking John F. Kennedy in talking about
15 asking not what you can do for yourself but
16 for your country and suggesting that we would
17 be greatly helped if we could get some support
18 -- maybe from the folks who are involved in
19 this in the Department of Education in
20 gathering data. We will need a lot of data to
21 tell the story effectively and we will
22 undertake it to gather ideas from our little

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1 subgroup and also from others about the kinds
2 of data that we need, but then we need some
3 assistance in actually getting it.

4 And then second, in finding some
5 of these examples -- some of these districts
6 or schools where we can tell a compelling
7 story of how success has been achieved despite
8 some of their constraints but also some
9 examples of some of the depths of the problem.

10 MEMBER ALI: We, as of this point,
11 don't have money for new research. We hope
12 to build upon existing research in the field.
13 We will, no doubt, be relying on lots of you
14 that have both authored and know about where
15 this research can be found to bring it to our
16 attention. We will certainly solicit input
17 from you. On the examples too.

18 That is not to say we wouldn't do
19 deeper dives upon your request, and we
20 couldn't -- especially with the civil rights
21 data collection -- come up with new analyses
22 that haven't been done before.

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1 If we can commission new research,
2 we will let you know that in very short order.

3 MEMBER FLORENTINO-CUÉLLAR: But I
4 think that's entirely consistent with the
5 tenor of our discussion. I think what we had
6 in mind more is just putting your heads
7 together with ours to make sure that we make
8 the best possible use of existing research in
9 telling the story.

10 CHAIR HASTINGS: Any questions for
11 Tino?

12 (No response.)

13 CHAIR HASTINGS: Great. Group #2?

14 MEMBER REBELL: Okay. Well, I
15 think where our group came out tends to fit
16 pretty nicely with where you left off. So I
17 guess that was the aim at a preliminary level.

18 I was just saying that I do think
19 that where our conversation Group 2 began was
20 somewhat close to where you left off.

21 So to some extent, what we'd like
22 to do is say what you've done is painted a

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1 picture of inequity and lack of excellence.
2 And what we would see our job is, is to
3 present the vision of how we can break that
4 cycle of schools being this repository of
5 inequity and achievement gaps, and financing
6 is part of it, but it does go beyond
7 financing.

8 A tentative organizing theme that
9 we're thinking of for painting what this goal
10 of a new approach should be is to try to
11 revitalize for the 21st Century the historical
12 notion of the American Dream. And if you
13 remember, the idea of the American Dream was
14 that even though there are different talents,
15 different degrees of motivations that
16 individuals have, the job of our school system
17 in the competitive American society was to
18 even the playing field at the start of the
19 competitive race for life, so to speak, and to
20 give everybody a solid starting point for,
21 then, going off and doing their thing, and
22 some will succeed more than others. But the

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1 school's job was to prepare everybody to enter
2 that race on a fair basis.

3 So thinking of that, it resonates
4 that it's got historical roots in America,
5 it's got I think a lot of political traction
6 to it, would then allow us to bring in four
7 other concepts that we think should be
8 emphasized in this context.

9 So one of them is the college
10 readiness theme that the President is
11 emphasizing and that really the common core is
12 working with. To some extent, we see the
13 common core and college readiness as working
14 together. So part of this 21st Century
15 American Dream would be, how do we prepare all
16 kids to be able to take advantage of what we
17 see as this common core and to achieve college
18 readiness or post-secondary work readiness.

19 Another dimension, of course, is
20 the international competitiveness. And this
21 we would be directly picking up from where
22 Group 1 seems to be putting a lot of its

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1 emphasis. And we've got to prepare our
2 children for the global marketplace and for
3 the international competitiveness. So that's
4 expanding the historical notion of the
5 American Dream.

6 But in the emphasis on the common
7 core and the international competitiveness, we
8 don't want to lose sight of the other
9 historical dimension of education which is
10 preparing people to be capable citizens. And
11 again, there's a lot of history to that. But
12 there's also a lot of future orientation when
13 you think about it because citizenship means
14 voting, it means being prepared to be on a
15 jury, as the Congressman said this morning.
16 But it also means as one of our members put it
17 having his ten-year-old understand something
18 about what's going in Egypt today because
19 we're living this and our kids are seeing it
20 on TV and it's a very different world. So
21 you've got to in some sense be prepared for
22 citizenship on a much broader global

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1 perspective for this.

2 Just one other point I want to
3 make with these major themes that we're
4 bringing up, what we seem to be moving toward
5 is something of a more comprehensive view of
6 education than the traditional K-12 view. And
7 on the one hand, it's more than the
8 traditional K-12 because we're talking about
9 college readiness.

10 On the other hand, if we're
11 talking about breaking the cycle of inequity
12 and really giving kids -- all kids -- a solid
13 foundation in terms of equal opportunity in
14 the classic American Dream sense, it also
15 means that we've probably got to think more
16 broadly about the inputs that go in especially
17 at an early age. So it probably means talking
18 about health, early childhood, family supports
19 -- a lot of these things that are necessary to
20 break that fundamental cycle of inequity.

21 And exactly how we work this in is
22 one of the things that we want to work on over

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1 the next couple of months. We do have some
2 models of how this can be done. And some of
3 it does involve greater collaboration and
4 cooperation between school systems and other
5 municipal departments and agencies --
6 community agencies -- that take some of the
7 heavy emphasis off financing just for schools.

8 So how much of that we're going to
9 get into, I don't know. But that was a theme
10 that people brought up and we want to think
11 about at least.

12 CHAIR HASTINGS: And did you guys
13 figure out how to work together between now
14 and May? Do you have a rough plan for that?

15 MEMBER REBELL: We do. We're
16 going to circulate a draft and continue our
17 conversation.

18 CHAIR HASTINGS: Excellent.
19 Excellent.

20 Group #3, then. Who's reporting
21 for Group #3?

22 MEMBER BROWN: Well, we didn't

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1 solve the problem, but we certainly had a very
2 rich discussion. And I think it was pretty
3 sobering. I mean, we know we have a local, a
4 state, a federal problem. We know there are
5 states -- Linda told us about Massachusetts,
6 that it had more success in closing
7 achievement gaps and putting in more equitable
8 funding systems. We talked a lot about
9 political will, talked about using money
10 efficiently.

11 This group -- Chris decided he was
12 leaving it at the end.

13 CHAIR HASTINGS: Is there a
14 remedial session for this group at 5:00
15 o'clock?

16 (LAUGHTER.)

17 CHAIR HASTINGS: Is that group
18 staying after?

19 MEMBER BROWN: Well, I think we
20 know the elements of what has to go into a
21 solution. But it's really tough. You have to
22 talk about phasing in, how we get to where we

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1 want to be, and just a lot of difficult issues
2 about how you structure a finance system in a
3 country that's so unlike every other advanced
4 country in the world.

5 CHAIR HASTINGS: Do most people in
6 the group want to keep it as one group?

7 MEMBER BROWN: Oh, I think we did.
8 I didn't see any disagreement about that.
9 Did you, Linda, Rick?

10 CHAIR HASTINGS: It sounds like
11 provisionally it's one group now. And if by
12 May, you guys decide to --

13 MEMBER MARTIRE: We haven't
14 identified any way that we were comfortable
15 with costing out any of the things it would
16 take to move to a better education. And that
17 was one of the big areas of disagreement as to
18 whether that can even be done at a certain
19 level.

20 CHAIR HASTINGS: It's perfectly
21 reasonable to go either way. So we'll leave
22 it in your group's -- did I cover that, Rick?

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1 MEMBER HANUSHEK: So I thought
2 there was some agreement on disagreements.
3 There are fundamental agreements that in fact
4 any system of support for schools had to
5 recognize that some kids take more resources
6 than others and that you had to have a system
7 that in fact supported poor kids and LEP kids
8 and what have you.

9 There was agreement that some of
10 the things that we take for granted now are
11 probably dysfunctional, such as the way we
12 regulate and support and fund and describe
13 special education. And there was complete
14 disagreement on whether we could in fact
15 describe in some fundamental sense what the
16 base funding ought to be for any system. And
17 there was an idea that, after we had these in
18 line, we would later discuss how the different
19 levels of government work together -- federal,
20 state and local -- in terms of supporting
21 these various ideas.

22 So I think that there was a lot of

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1 agreement but a lot of disagreement on some
2 basic points.

3 CHAIR HASTINGS: Well, that
4 discussion will be ongoing between now and
5 May.

6 MEMBER BROWN: Can I ask a process
7 question?

8 CHAIR HASTINGS: Yes.

9 MEMBER BROWN: I mean, how are we
10 going to get from here to there in May? Are
11 we going to have conference calls? I think we
12 need staffing. I mean, it would help if they
13 had had someone taking notes on our
14 conversation.

15 CHAIR HASTINGS: The other two
16 groups did that. The other two groups took
17 notes. And then the other two groups arranged
18 to get together. And I think you guys just
19 ran out of time because it's such a big topic
20 and a larger group. So maybe right
21 afterwards, you really want to get together
22 for another five minutes and just think about

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1 how much progress you can make that's
2 realistic between now and May and figure out
3 how you want to do that.

4 And then when we get back together
5 in May, I think we'll all have had a clearer
6 idea about the various areas. We'll come
7 together and we'll be able to work through the
8 whole day with a lot of the introductions over
9 with and really get into the meat of these
10 individual sections.

11 So with that, Russlynn, do you
12 want to say a final word?

13 MEMBER ALI: So first let me thank
14 you for what might not feel to you like an
15 amazingly productive day, but it certainly
16 feels that way to me because I think we have
17 started -- and I can speak on behalf of the
18 Secretary and the ex-officios here -- we have
19 really started what we think is going to be an
20 amazing document with an amazing group of
21 people that will drive a sorely needed
22 conversation in this country. So I thank you

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1 and apologize in advance for how hard and
2 tough this is all going to be.

3 Cindy, yes, we will provide you
4 sort of a staffing level of support for this,
5 especially in those groups like Group 3 and 4
6 where this is so big. So please tell us what
7 you need from us. And that is, both, about
8 bodies. It certainly is about research, Tino.

9 But it's about what kind of support you need
10 and we're going to deliver that. We will find
11 a way to deliver that for you along the way.

12 When it comes specifically to
13 questions of press, I wouldn't script that,
14 right? You all are grown-ups and experts and
15 I believe will handle that just fine. If you
16 get in tough questions or your instinct says
17 don't answer until you gut-check with one of
18 the co-chairs, then please do that. We're
19 also here to help support that, too. But I
20 would imagine that -- right -- they will
21 handle it with all due course and maturity and
22 confidentiality, as appropriate.

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1 Are there any immediate
2 housekeeping issues, Stephen?

3 CHAIR EDLEY: We're going to have
4 a good teleconference and, hopefully,
5 videoconference capability.

6 MEMBER ALI: And Stephen will be
7 in touch with you about the kinds of
8 technologies that we can use, that fits within
9 the government regulations and the ways to
10 communicate. You can talk amongst yourselves
11 as a small group. You don't have the sort of
12 Brown-Act equivalent or the FACA rules as
13 subgroups and subcommittees. So please engage
14 in whatever kind of conversation you need to
15 as a group to get to where we're going for
16 May.

17 If this is feeling overwhelming
18 for you between now and May as you're digging
19 deeper in your subgroups, please let us know.

20 And again, let us offer or help provide you a
21 kind of support that you'll need.

22 In very, very short order, we will

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1 get for you a primer of research that deals
2 with each of these four buckets that we hope
3 will help frame some of your conversations.
4 And as new data is coming out from the
5 Department, both on our Data Dashboard that we
6 announced out of the Secretary's office a few
7 weeks ago, and the Civil Rights Data
8 Collection and other sources, we'll make sure
9 that you have access to that in real time and
10 very quickly.

11 CHAIR EDLEY: There's not a lot of
12 time for spinning wheels. So if you feel like
13 you're floundering, if you feel as though you
14 are spinning your wheels, you've got to send
15 up a flare, you've got to reach out to us and
16 we'll do what we can to move you along.

17 CHAIR HASTINGS: Stephen is the
18 point person for all these things.

19 On a final note, I'd just like to
20 offer a note of thanks to Russlynn and the
21 Secretary for assembling an incredible group
22 which will be an incredible experience over

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1 the year.

2 So with that, we close. And thank
3 you very much, Russlynn.

4 (APPLAUSE.)

5 (Whereupon, the above-entitled
6 matter went off the record at 4:57 p.m.)

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