

Capital Reporting Company
President's Advisory Commission on Educational Excellence 12-11-2013

1

MEETING OF
PRESIDENT'S ADVISORY COMMISSION ON
EDUCATIONAL EXCELLENCE

Thursday, December 11, 2013

1:13 p.m.

Consumer Financial Protection Bureau Auditorium
1700 G Street, Northwest
Washington, D.C. 20552

Reported by: Christina S. Hotsko, RPR

Capital Reporting Company
President's Advisory Commission on Educational Excellence 12-11-2013

2

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

2 MS. GANDARA: Thank you so much for your
3 interest in our work. And I hope that we can
4 continue to have conversations with you.

5 So we have only about an hour. And as I
6 have mentioned in the briefing that we did, we
7 have two major emphases of equal importance. And
8 one of those is the Student Support Services,
9 because I think we all realized that schools can't
10 do it alone. Right? And we need to work in
11 partnership.

12 But I'm not going to spend much time
13 today on that because Dan Cardinali is really good
14 at spearheading that. And hopefully the next time
15 we get together, we'll be able to go more deeply
16 into those issues.

17 But I think, one, I invite the other
18 committee members to raise what you think is
19 important. One thing I feel a certain urgency
20 about is to get some idea about how you feel about
21 last year's efforts to do the recognition of
22 Hispanic teachers, of Latino teachers, possibly

Capital Reporting Company
President's Advisory Commission on Educational Excellence 12-11-2013

3

1 more of an emphasis on the STEM teachers.

2 How do we feel about doing it this year?

3 If we're going to do this again, if we think that

4 this is a worthwhile activity, we need to start

5 yesterday doing it because we were racing towards

6 the finish line last time. And, you know, Lily

7 was my partner in crime on this.

8 MS. ESKELTEN: I always like any kind of

9 recognition for our teachers of any ilk because so

10 often we really don't get to know the stories

11 behind how hard teachers are working.

12 But it was something that was pulled

13 together very quickly. It wasn't really

14 disseminated amongst a lot of groups so that

15 people could then, you know, send out information

16 and send us nominations. We were kind of running

17 around going, well, we know some award-winning

18 educators and teachers.

19 So I have no problem with doing it again.

20 I think that role models are very important for

21 all groups.

22 And I think as we start -- but it has to

Capital Reporting Company
President's Advisory Commission on Educational Excellence 12-11-2013

4

1 be -- it can't just be having the president shake
2 their hand. You know, that's very, very special
3 for those individuals. But the purpose of that
4 was to show Latino students that they might be
5 thinking about a career as a teacher.

6 And so it has to be hooked to something
7 that then says, "And here's the scholarship
8 program or here's the loan forgiveness or
9 here's" -- this morning when we were talking with
10 Martha and others, she encouraged us to think
11 about things that could be done administratively
12 through -- that didn't take a literal act of
13 Congress.

14 So I'm not sure what is possible in terms
15 of a scholarship; or a loan forgiveness program;
16 or if you're bilingual, then you qualify for this
17 or that. That's what, I think, gets the press in.
18 If you were to say, "And look at these amazing
19 Latino teachers, and if you're interested in
20 following the footsteps, here's a path for you."
21 There's a hook to it. And all we have is the
22 recognition last year.

Capital Reporting Company
President's Advisory Commission on Educational Excellence 12-11-2013

5

1 MS. GANDARA: This is why we thought it
2 was so important to link with teach.org. Because
3 they have -- they're trying to lay out the
4 pathways, though at my last conversation with them
5 they hadn't yet laid out the other piece. So how
6 do we help people pay for this to happen?

7 And that's -- I'm not sure where we go
8 with that. I think we need to talk with the Teach
9 people. We need to find out what they are
10 thinking along these lines. And I don't know if
11 we should be, like, challenging major corporations
12 or something across the country to be helping us
13 to do us. Because it's one thing to say, "Oh, you
14 should become a teacher." It's another thing to
15 actually help people do that.

16 MS. ESKELTEN: Well, and if -- you know,
17 there may be places in more enlightened state
18 legislatures that have scholarships or have loan
19 forgiveness programs. I guess all I'm doing is
20 putting on the table what we could look at.

21 But if there was something that dealt
22 with affordable college with some kind of

Capital Reporting Company
President's Advisory Commission on Educational Excellence 12-11-2013

6

1 financial assistance that went with, "and if
2 you're a teacher and you're bilingual and you're
3 willing to teach in these high Latino schools,"
4 you know, whatever it is, that, I think, will get
5 us the publicity. Because everybody is interested
6 in, you know, "How do I pay for this?"

7 MS. GANDARA: Yes. Well, I'm hearing you
8 say we need to pay -- we need somebody to actually
9 do the legwork and find out what's out there now,
10 what kinds of things could we point to now and
11 then what kinds of things could we conceive of and
12 try to cajole people into doing.

13 MS. NEIRA: I want to push back a little
14 bit on that. Because I think that there are a
15 couple initiatives that are already in place that
16 we should be finding the place to do this, instead
17 of -- doing both, not one or the other but doing
18 both.

19 For example, we have the President's goal
20 on developing recruiting and retaining 100,000
21 poly-STEM teachers. Well, part of this could be
22 that you are going to look at Latino women, young

Capital Reporting Company
President's Advisory Commission on Educational Excellence 12-11-2013

7

1 girls, in the STEM area. And maybe in some of the
2 language that goes out from the department there
3 is encouragement or invitation to look at.

4 So I think it has to be at both ends,
5 that we can't just count on the partners to do
6 this work but how can you leverage what's already
7 in. In the whole recruitment and retention piece
8 is one that is out there. And there's a goal for
9 this administration.

10 So where do we find the space in that
11 language that's already there --

12 MS. GANDARA: I couldn't agree with you
13 more.

14 MS. NEIRA: -- is a place where I would
15 encourage the department to leverage some of their
16 thinking.

17 MS. GANDARA: Let me just ask a question:
18 Alex, do we know, is there any money tied to this
19 100,000 goal?

20 MS. CEJA: Similar to what's happening
21 with Teach, there are corporate philanthropic
22 sponsors that are supporting that effort. It

Capital Reporting Company
President's Advisory Commission on Educational Excellence 12-11-2013

8

1 would just depend in terms of what we envision,
2 if. It's an event, we would look with our
3 strategic partnership office to identify the
4 funding sources.

5 MS. GANDARA: For scholarships or just
6 for the event?

7 MS. CEJA: For the event. I think for
8 scholarships we would have to flush out specific
9 who manages the scholarships. If there's already
10 a vehicle in place that's a fit or if there's an
11 external partner, then we would have to figure out
12 those logistics.

13 And we will, following up after this
14 commission meeting, we will reschedule the calls
15 that were canceled yesterday. Because I think
16 that will really set the tone for what's included
17 in the framework of our second-term plan, and that
18 will really help us figure out the next steps in
19 terms of partnering with them and other
20 stakeholders that are part of that effort.

21 MS. NEIRA: So this morning when I was
22 listening very carefully, they talked about the

1 interagency activities. So part of this is when
2 you do have these interagency activities is how
3 that voice of having the Latino identification
4 opportunities. Because what Lily is talking about
5 is it's really about the opportunities. So how
6 are we creating those opportunities along the way?

7 I have to echo what Lily said about the
8 recognition. I think the recognition is great.
9 It shouldn't be a one-time isolated event. So how
10 are we using those ten individuals that were
11 identified?

12 We had talked about how they would become
13 mentors, even if it was using technology to do
14 that mentoring. So how have we kept them
15 connected? How would we do that in the future?

16 And I definitely would say that we
17 would -- if we are to do this process again, that
18 we really need to get out the word to a lot of
19 other folks who are worthy of at least being
20 considered.

21 MS. GANDARA: We had a -- without going
22 into too much detail, we had a very big breakdown

Capital Reporting Company
President's Advisory Commission on Educational Excellence 12-11-2013

10

1 last year.

2 MS. NEIRA: We understand. And it was
3 great to get it off the ground.

4 MS. GANDARA: I think there was total
5 agreement.

6 MS. NEIRA: Absolutely.

7 MS. GANDARA: Yeah, yeah. You know,
8 Alfredo Artiles also -- I don't recall who else,
9 but I know somebody else from the committee had
10 raised this last time and it just simply got too
11 complicated to think about as we were racing
12 towards the finish line.

13 But that -- I think it might have been
14 you, too, Kent, who was making the point that
15 teachers don't do this on their own.

16 MR. SCRIBNER: Right.

17 MS. GANDARA: Great teachers exist in a
18 space where they have been encouraged, supported,
19 and working collaboratively. And is there a way
20 for us to acknowledge that if we're going to try
21 and front the teachers?

22 MR. SCRIBNER: And to that point, you

Capital Reporting Company
President's Advisory Commission on Educational Excellence 12-11-2013

11

1 know, this morning when we talked about the
2 importance in preparation and hiring of culturally
3 competent teachers, to say the least, and then
4 your point in terms of the data suggesting that
5 bilingual and Latino teachers are good for Latino
6 kids, it seems to me that one place that these
7 Champions for Change, these teachers who we've
8 awarded, could be -- would be in the area of
9 recruiting folks to get into teaching.

10 Teach For America is an organization that
11 does that in some of the liberal arts schools
12 across the country. But it would seem to me that
13 we've got some really top-notch teachers,
14 practitioners, who could go to speak to, you know,
15 colleges, undergraduates, encourage them to get
16 into teaching.

17 The comment earlier about even in Texas
18 and California, where two-thirds of the student
19 population is minority yet one-third of the
20 teaching population is. Not to mention places
21 like Georgia and North Carolina and Tennessee,
22 with three to two hundred percent increases in

1 Latino population.

2 So I think folks like these would be good
3 recruiters because we don't want quality without
4 diversity, but we don't want diversity without
5 quality, either. We want to have both.

6 And I think taking these ambassadors to
7 draw the education field would be a good use of
8 time and resources. And perhaps the philanthropic
9 community could help support that.

10 MS. CEJA: I do want to acknowledge a
11 colleague of ours from Teach for America that has
12 joined us, Enrique Soto. And they've got some
13 really exciting initiatives underway to really
14 bring attention to diversify in in the teaching
15 profession. So they would be great partners for
16 us to engage with, especially as it relates to
17 having males in the teaching profession.

18 MR. SCRIBNER: Take those strategies to
19 scale.

20 MS. GANDARA: Kent, you raised something
21 that I need to put on the table now, I think, and
22 I should have put it on right at the very

1 beginning. But we did this because we were short
2 on time, in part, last year. It was all done
3 under the Champions for Change.

4 But I would like some sense about if we
5 would want to go forward again with Champions for
6 Change, which meant that a lot of the decisions
7 that we made and things that we did really had to
8 fit into another set of criteria that weren't
9 necessarily our criteria but had to fit Champions
10 for Change.

11 Do we want to go forward, again, with
12 Champions for Change now that we have experience
13 with that? Or do we want to forge out on our own
14 under another umbrella or our own umbrella?

15 MR. SCRIBNER: I would suggest we forge
16 out on our own under our own standalone umbrella.
17 I mean, if Cecilia Munoz's data, which I'm sure is
18 correct, you know, 60 percent of the population
19 growth between now and 2050 is Latino population
20 growth, then, you know, we have to take this
21 seriously. This, I think, would be a great
22 initiative to embrace.

Capital Reporting Company
President's Advisory Commission on Educational Excellence 12-11-2013

14

1 MS. ESKELTEN: Can I ask, Champions for
2 Change is part of the Obama administration, it's
3 not something that would necessarily be continued
4 with the next administration?

5 MS. CEJA: It is part of the Obama
6 administration's efforts to recognize leadership.
7 Not just teacher recognition but in general.

8 MS. GANDARA: Right. Of all kinds.

9 MS. ESKELTEN: And so it makes sense to
10 do what Kent is talking about. Because we're
11 hoping that the work we do on this commission will
12 outlive, you know, the commission and however many
13 administrations come after.

14 So part of what we need to decide, not
15 at this table, but would be to decide who would
16 be that ongoing champion of this kind of
17 recognition. The Congressional Hispanic Caucus
18 goes on beyond --

19 You know, it's not that it doesn't have
20 to belong, you know, somewhere in the city, but
21 even if it was like one corporation, that
22 corporation will sometimes have their charity of

Capital Reporting Company
President's Advisory Commission on Educational Excellence 12-11-2013

15

1 the week and then they change. You know?

2 We have to find a home for this that
3 institutionalizes it no matter who is in office.

4 MR. SCRIBNER: I agree.

5 MS. ESKELTEN: And I don't know exactly
6 what organization that would be, but we would
7 certainly want someone that says I am
8 absolutely -- I get up in the morning talking
9 about excellence in education for Latino students.

10 MS. ABELLA: Another angle? As I sit
11 here and I hear the dialogue about motivating and
12 encouraging students to become teachers, and I
13 think about teachers and I think about their
14 salaries and I think about how they're not
15 well-respected in the society.

16 It's very much a similar problem with
17 attracting STEM professionals, students to go into
18 engineering and science. Same thing. It's a
19 societal perception that engineers are not
20 respected. They're nerdy. Right? And the
21 teachers also are not respected, they're not well
22 paid.

Capital Reporting Company
President's Advisory Commission on Educational Excellence 12-11-2013

16

1 So it's hard to attract and recruit
2 scientists and engineers to be -- to go to college
3 and study science and engineering. The same thing
4 with teachers.

5 One of the things I always thought would
6 be important is to elevate their importance
7 through the media. And we have on the commission
8 an opportunity to partner, to do something like
9 that. To have some kind of campaign, something
10 where we extoll what it is that both of these, the
11 engineers, as well as the teachers, do for
12 society. Because they are very influential. But
13 I don't know that the society as a whole respects
14 them for what they do.

15 MS. GANDARA: So let me say a couple
16 words about teach.org, because this is actually
17 what they're doing. So they have a campaign and
18 they have all these PSAs, and they are working on
19 getting the word out to young people across the
20 country that teaching is an exciting, rewarding,
21 fantastic profession.

22 And they actually have these resources

1 which they've been able to do market studies. And
2 they have concluded that the biggest barrier to
3 getting young people to go into teaching is, in
4 fact, the perception of the field.

5 It's not the pay. It's not the work.
6 It's not all these other things. But it's the
7 perception that if I'm going to go out and get a
8 good degree -- because they also are targeting the
9 top third of the college graduates, so they're
10 very interested in the sort of quality piece, too.

11 If I'm going to go out and I'm going to
12 get a good degree in these fields, I want to do
13 something that's respected, that people really
14 think, you know, is a great thing. And my mom is
15 telling me, you know, "Don't do it, mi hijo." You
16 know? Or "mi hija." You know? Do something else
17 that's more respectable.

18 QUESTION: I just said it to my colleague
19 here, how do we become Finnish and how do we
20 become Polish?

21 MS. ABELLA: Exactly. Finland. In
22 Finland, the teachers are highly respected. This

Capital Reporting Company
President's Advisory Commission on Educational Excellence 12-11-2013

18

1 is what made me think of it. Because just
2 recently I was talking to somebody from Finland.

3 QUESTION: When I taught overseas for
4 three years, I was treated like royalty. I would
5 go to a museum, "Oh, you have a teacher ID? Go to
6 the front of the line." When I came back here to
7 teach, the status was under the bus.

8 MS. GANDARA: Well, that's what teach.org
9 is trying to do, is trying to flip that and get
10 people --

11 QUESTION: It's a cultural --

12 MS. GANDARA: It is a huge problem.

13 QUESTION: A huge cultural problem.

14 MS. GANDARA: Andrea?

15 QUESTION: Well, I sit for the NEA on the
16 advisory board of the TEACH Campaign. And part of
17 the campaign is not only to recruit kids on campus
18 to go into teaching to choose teaching, but as
19 well use teacher ambassadors.

20 And that's where the NEA and the AFT have
21 been involved in helping -- there's ten what they
22 call "market areas." We would call them ten

Capital Reporting Company
President's Advisory Commission on Educational Excellence 12-11-2013

19

1 cities and college campuses around those cities
2 where we help identify those teachers, those
3 unsung heroes, to talk about teaching and why they
4 love it and what makes it wonderful for them to
5 connect with young people, talking about how
6 important it is that we have the finest and best
7 to go into teaching.

8 And by connecting with a practitioner, an
9 accomplished practitioner, you know, attracts and
10 instills some pride in making that choice. One of
11 their PSAs is "Do more: Teach."

12 So that's part of it. But I would
13 caution putting a lot of our eggs in that basket
14 where we leave it up to one campaign to elevate a
15 profession who has been, historically, discounted.
16 It's going to take more than saddling up with
17 Microsoft and State Farm to elevate a profession
18 that is noble as teaching.

19 QUESTION: I just wanted to piggyback.
20 Teaching is a noble profession. But sometimes the
21 root there -- and I don't know if there are any
22 teacher educators here -- but the BA or the BS in

Capital Reporting Company
President's Advisory Commission on Educational Excellence 12-11-2013

20

1 education is often a watered-down route to
2 becoming teacher. And that may be the biggest
3 problem of all, is what courses you have to take
4 in order to then be that wonderful and in that
5 wonderful profession.

6 MS. GANDARA: It's complicated. I come
7 from a state in which you have to get a
8 disciplinary degree before you can enter a
9 teaching program. And actually, because that has
10 become now such a lengthy process, oftentimes a
11 minimum of six years so that you can go out and
12 earn \$32,000 a year, there's been a lot of
13 discussions about ways to cut back on that simply
14 because we're asking people to do a lot with very
15 little remuneration.

16 MS. ABELLA: I was going to comment on
17 Finland. And so -- because, you know, it turns
18 out that in order to go into a teaching college or
19 teaching program in Finland, it's almost as strict
20 as being an engineer and getting into MIT. I
21 mean, it is so strict and the requirements so
22 high.

Capital Reporting Company
President's Advisory Commission on Educational Excellence 12-11-2013

21

1 And that's what changes that perception
2 that teaching is something that's more than noble,
3 right? It's actually something that is esteemed
4 as a profession.

5 QUESTION: And that is to get into this
6 program to teach you how to teach.

7 MS. ABELLA: Yes.

8 MS. ESKELTEN: And it's by design. It's
9 by design. And it's very systematic. It's not
10 like just jumping over hurdles. When you are a
11 university student, if your grades are good enough
12 and you're in your freshman, sophomore, junior
13 year, then you're recruited. It's like, "We think
14 you might be good enough to get into the College
15 of Education."

16 I got into the college of education at
17 the University of Utah because the check cleared.
18 I didn't have to -- I mean, it wasn't like getting
19 into law school.

20 And what they do in most universities,
21 they limit the seats in the Engineering
22 Department, the Law Department, the Medical

Capital Reporting Company
President's Advisory Commission on Educational Excellence 12-11-2013

22

1 School. We only take that many kids or that many
2 students.

3 And so the cash cow on most campuses is
4 your College of Education. Come one, come all.
5 Somebody's got to pay the freight, so we'll take
6 whoever wants to come into the university
7 Education Department. It is not hard to get into
8 most colleges of education. And I don't think I'm
9 saying anything that people don't already know.

10 But in Finland, the reason it is what it
11 is, when you graduate from that program, there's
12 no teacher in Finland that's allowed to have your
13 own classroom without a master's degree. They've
14 made it a very academically rigorous program.

15 And when you're out of that program, you
16 are an expert in assessment, you are an expert in
17 instructional design, you are an expert in
18 collaborating with your colleagues. They have a
19 very different system than we have, which is still
20 very isolated, still very scripted, still very,
21 you know, hit that test score or you're not a good
22 teacher.

Capital Reporting Company
President's Advisory Commission on Educational Excellence 12-11-2013

23

1 They don't have standardized tests in
2 their system. We have a billion dollar test
3 industry in the United States. In Finland, the
4 testing industry doesn't exist. And Finland is at
5 the top because they've put all of their money in
6 insisting on career, long-term, highly, highly
7 educated, competent, trained, collaborative
8 professionals.

9 MS. GANDARA: So you rely on their
10 professionalism and skills as opposed to the
11 standardized test.

12 MR. SCRIBNER: We're going to have a
13 tough time, though, if our strategic plan is to be
14 more like Finland.

15 MS. GANDARA: Right.

16 MR. SCRIBNER: Because, you know, you've
17 got to read before you get into first grade in
18 Finland. You know, the kind of richness of our
19 heterogeneity in this country is something that I
20 kind of like.

21 MS. GANDARA: But not only that, but also
22 the fact that we don't invest in our kids the way

Capital Reporting Company
President's Advisory Commission on Educational Excellence 12-11-2013

24

1 Finland does.

2 MR. SCRIBNER: Right. Exactly. I mean,
3 our kindergardeners don't know their numbers,
4 don't know their shapes, hold a pencil like this.
5 (Indicating.)

6 MS. GANDARA: Probably don't have
7 healthcare, probably don't have nutrition.

8 MR. SCRIBNER: And so yeah, I mean, I get
9 it. But I think from our perspective, you're
10 right, in terms of elevating the stature of
11 teaching is absolutely a societal complex
12 conversation issue generations to come that we
13 will be fighting.

14 But I think from my perspective, I like
15 the fact that -- what Lily said about the
16 infatuation with testing and the private, you
17 know, testing industry that education is -- the
18 industrial complex that exists around schools that
19 we have to acknowledge is there and we have to
20 navigate through that.

21 But from my perspective, I think, you
22 know, where we need to move is how to get good,

Capital Reporting Company
President's Advisory Commission on Educational Excellence 12-11-2013

25

1 culturally competent folks who connect with kids
2 in their classroom in this country.

3 MS. GANDARA: And unfortunately, we will
4 not, ourselves, be able to solve this whole
5 problem of how our whole society operate and views
6 teachers. But we can do a piece of it. And so I
7 think the idea is to decide what piece that is --

8 MR. SCRIBNER: Right.

9 MS. GANDARA: -- that would have the
10 biggest impact that we can actually accomplish.

11 And so if we're doing this through a
12 vehicle that we are, sounds to me, like the
13 committee is thinking we need to go out on our own
14 and not be a Champions for Change.

15 MR. SCRIBNER: Right.

16 MS. GANDARA: And that gives us the
17 opportunity to structure this a little bit
18 differently and probably to think about how
19 exactly we want to do this.

20 We were hemmed in, under Champions for
21 Change, to do it in exactly the way it had always
22 been done by the White House. But we would be

Capital Reporting Company
President's Advisory Commission on Educational Excellence 12-11-2013

26

1 open, then, for how we could do this differently,
2 perhaps to have a greater impact.

3 QUESTION: Very briefly. I'm one of the
4 assistant superintendents here in Fairfax. I
5 think we've got to recognize that salary matters
6 for teachers. And perhaps the most important work
7 we can do or that you guys can do or all of us
8 working together, maybe we can go one step at a
9 time. Right? And we may want to start with
10 earlier start and recognize that perhaps teaching
11 is no more -- is no longer a ten-month job. It is
12 a profession. And in order to attract the best
13 and the brightest, you do have to have a quality
14 salary, a very comprehensive salary.

15 As someone who grew up outside the United
16 States and taught outside of the United States,
17 it's totally different, the respect. The way how
18 we see teachers in America is completely different
19 how we see teachers in other countries.

20 To me, for example, it's all about
21 policy. How to impact policy. And perhaps we can
22 start with our new teachers, early start teachers,

Capital Reporting Company
President's Advisory Commission on Educational Excellence 12-11-2013

27

1 who are 12-month teachers who can help us but at a
2 completely different salary rate. And from there,
3 we'll start moving from pre-K through elementary
4 and then perhaps middle school and then high
5 school. Because this change is not going to
6 happen overnight.

7 If we could attract the best to our early
8 start programs, we could start making a huge
9 difference. That's -- in Fairfax, for example, we
10 have the privilege of attracting -- every year we
11 hire 1,500 new teachers because it's just a
12 massive system. But we have 30,000 applicants.
13 So we get the opportunity to hire, really, some
14 top-notch teachers.

15 Teachers, they want to teach. And they
16 want -- there are lots of people who want to teach
17 and they want to become great professionals. But
18 what I don't see is really the incentives, the
19 respect, the systems and the structures in place
20 to really nurture our system, our teachers, the
21 way how we nurture lawyers or doctors or
22 engineers.

Capital Reporting Company
President's Advisory Commission on Educational Excellence 12-11-2013

28

1 MS. NEIRA: I just want to follow up.
2 You make an excellent point about salary. And I
3 just want to add that I'm hoping that part of our
4 discussions as the commission is also to take a
5 look at the pipeline of how we're getting Latino
6 teachers into the system.

7 Because right now, I have a real concern
8 about some of the policies that are being put in
9 place, like rating some of the teacher preparation
10 programs.

11 And in rating and putting certain
12 criteria on the teacher preparation programs, what
13 impact does that have on teachers, on Latino
14 teachers and teachers of color in general, coming
15 into the system? What barriers are some of the
16 policies that have not been, in my opinion,
17 thoroughly thought out? While having good
18 intentions might have some negative consequences.

19 So as we're talking here and we know that
20 we can only do certain pieces as part of the
21 commission to have an impact, I also think that it
22 is our responsibility to take a look at the more

Capital Reporting Company
President's Advisory Commission on Educational Excellence 12-11-2013

29

1 comprehensive policies that are also going to be
2 impacting future teachers, especially our target,
3 which is the Latino population. How are we
4 ensuring both that there's quality, that there's
5 competency and quality, but that there's also the
6 opportunity -- that the barriers are not there,
7 starting with salaries?

8 MS. GANDARA: Is anybody here familiar
9 with the Teacher Salary Project? Okay. This is a
10 national -- okay. So I need to get some
11 information out to folks.

12 There is a national campaign called the
13 Teacher Salary Project, which has been picking up
14 steam and trying to raise the issue nationally
15 about the salary of teachers and how that needs to
16 be increased.

17 So they would potentially be a partner
18 with us as well. There you go.

19 MS. ESKELTEN: Every time you say a
20 website, I look it up.

21 MS. GANDARA: So Lily has just brought it
22 up, the governor's challenge.

1 So we should disseminate some of this
2 information, we should take a look at this and see
3 if there's potential there for some kind of
4 collaboration with these folks since, I think,
5 it's probably the most direct way to get at what's
6 been raised here about the prestige of the
7 profession.

8 Okay. So I'm just very conscious of
9 time, that we're going to run out of time. And
10 there is an interest in developing our own kind of
11 structure, and we'll need to talk about what's
12 involved in doing all of that.

13 There is an interest in going forward
14 with the teacher recognition, perhaps even shining
15 a little bit stronger light on STEM teachers as
16 models as well. Not only, but as well.

17 We would need a whole new process in
18 place for how these people get nominated. We need
19 partners.

20 We need to actually, soon, decide on when
21 this whole thing happens because this stuff
22 happens fast.

Capital Reporting Company
President's Advisory Commission on Educational Excellence 12-11-2013

31

1 So I think we'll have to have another --
2 we'll have to have some kind of a call, Alex, with
3 the committee, I think, to refine some of these
4 issues and consider who else we might have as
5 partners.

6 Are there any other things people want to
7 add? I've been taking notes, and I'll share them.

8 MS. CEJA: I do want to add, in the
9 absence, I note our commissioner couldn't join us.
10 But we had a great conversation with Univision on
11 trying to elevate the parental engagement
12 platform, which is essential to the work you all
13 are doing.

14 And so we will -- when we reconvene, we
15 can share more. But Univision is interested in
16 partnering with not only on the teaching, you
17 know, side of what we're going to be doing but
18 also on parental engagement.

19 So Veronica is going to share -- they've
20 got ferias, they've got list of their annual
21 ferias that they will be rolling out across the
22 country. And they attract more than 6,000 parents

Capital Reporting Company
President's Advisory Commission on Educational Excellence 12-11-2013

32

1 and students. And so it's an opportunity for us
2 to partner with them and elevate the agenda of
3 parental engagement. I just want to make sure
4 that that's noted.

5 MS. GANDARA: Okay. I'll get that on the
6 agenda. I know that Lily also wants to raise an
7 issue around the Common Core.

8 MS. ESKELTEN: You can tell tests are a
9 big part of my life because I gave a lot of tests.
10 My kids thought I gave too many tests. I think I
11 tried to test things I actually thought, so maybe
12 that was the difference.

13 And now we're all struggling with what is
14 going to be the result of what I love. I love
15 higher standards, creative, critical thinking
16 skills. You can get an app for the Common Core,
17 put it on your cell phone. I went and looked at
18 the sixth grade standards to go, "Okay. Do I hate
19 these?"

20 And I love things that said kids would
21 give an opinion, kids will summarize something,
22 kids will argue with each other, show evidence of

Capital Reporting Company
President's Advisory Commission on Educational Excellence 12-11-2013

33

1 why they believe something or why they don't
2 believe something. Those are the kinds of things
3 I love.

4 I'm scared to death that the consortiums
5 that are working so hard on how to assess those
6 things are going to find out that you can't reduce
7 the Common Core that I love to a multiple choice
8 test. I defy you to do that. It can't be done.

9 So I'm still waiting to see what the
10 assessment -- I didn't say they couldn't be
11 assessed. I said you can't put it on a multiple
12 choice test. When you ask a child to give an
13 opinion, how will you do that? You can do that.
14 I did it all the time. But it's not going to look
15 like a standardized number that we're used to. So
16 I'm scared.

17 And as we take a look at who, I think,
18 were the children who were the greatest victims of
19 No Child Left, they were kids in the most
20 vulnerable communities. Because they basically
21 said, "All right. They told us that we win or
22 lose by whether or not we had this cut score, so

Capital Reporting Company
President's Advisory Commission on Educational Excellence 12-11-2013

34

1 our special ed kids, our English language
2 learners, our kids in poverty, how do we
3 manipulate them to get the right number?"

4 Some of them out and out cheated. Some
5 of them did what they did in El Paso, where they
6 had an administrator who had a very sophisticated
7 push-out program for kids who didn't speak English
8 at Bowie High School, and he ended up in jail.

9 And, you know, so now we've got something
10 that the majority of our states have said, "Yes,
11 we're all for the Common Core." I don't know if
12 those state governors actually read it or it was
13 just the next thing to say, you know, "All in
14 favor of high standards." Who's going to be
15 against that?

16 But the educators out there, especially
17 in communities of color, communities with high
18 English language learners, communities of poverty,
19 our teachers are saying, "All right. If the
20 standards are good, will the assessments be as
21 good as the standards?" And the jury is still out
22 on that one.

Capital Reporting Company
President's Advisory Commission on Educational Excellence 12-11-2013

35

1 MS. NEIRA: Well, not in New York State.

2 MS. ESKELTEN: Of course. Of course,
3 Maria. The jury is in. They suck.

4 MS. ESKELTEN: So, I mean, now we've got
5 that. You know, all of a sudden people are
6 saying, "Should we now be against high standards
7 for all kids?" And they're going to get things
8 mixed up with, "Are you talking about the
9 standards or are you talking about assessments
10 that really don't match those standards?"

11 So we're in a very precarious position
12 right now. And I'm really worried, as we talk
13 about -- in this particular commission, we talk a
14 lot about measurements, we talk a lot about -- you
15 know, we were talking about not rankings but
16 ratings of things like universities. People love
17 the idea, but it's always in the details.

18 And so --

19 MS. GANDARA: And then the funding of
20 those details.

21 MS. ESKELTEN: And so now we're looking
22 at this Common Core. I've actually talked to

1 people who are working on the consortium and said,
2 "I'm still just wondering how you're going to be
3 assessing -- whether you use a computer or not,
4 whether or not it's, you know, a very
5 sophisticated computer program -- if it's a
6 multiple choice program, you can't be complete."

7 MS. GANDARA: So let me add one other
8 thing to this, to this discussion. And Santiago,
9 I would like for you to be especially thinking
10 ability this.

11 It seems to me that just looking at the
12 Common Core and the standards and what's being
13 asked is a step forward, I believe. Because it's
14 really asking kids to be teachers and kids to be
15 much more thoughtful about what they're learning,
16 rather than just learning facts.

17 But it also is going to put a heavy
18 premium on language.

19 MS. NEIRA: Absolutely. It does.

20 MS. GANDARA: And it's an area that we
21 know that many Latino kids are going to struggle
22 with coming to school with another highly valuable

1 but undervalued language.

2 Why are we not using -- why is the
3 Department of Ed not using this as the grand
4 opportunity to reopen the discussion about
5 bilingual instruction in our schools? How can
6 these kids whose first language is Spanish do best
7 in school under Common Core, other than being able
8 to use both of their languages?

9 So it just seems to me this is a window
10 of opportunity that we should be grasping onto and
11 saying, "Yes. Great idea. Now let's educate
12 these kids in both of their languages so that they
13 can really demonstrate their abilities."

14 But I haven't heard a peep from anybody
15 about this.

16 MS. CEJA: So let me just say I think
17 what you heard from the secretary this morning --
18 or I think it was Jim Shelton -- we do have new
19 leadership that is -- I think you'll all be very
20 excited about Libia Gil, just given her background
21 in advocacy in support of bilingual education.

22 She's definitely someone we want to

Capital Reporting Company
President's Advisory Commission on Educational Excellence 12-11-2013

38

1 connect our commissioners with. We've actually
2 met with her a few weeks ago. We want to set up a
3 conference call.

4 We met with her to share with her what
5 our agenda looked like and to make sure that we
6 could collaborate. But I think you will have an
7 opportunity to hear from her on what she plans to
8 do on the second term and her priority.

9 We're excited that she's on board. I
10 definitely think she's going to bring the
11 leadership we need on this issue to your point.
12 But we will make sure we follow up and set that up
13 for 2014.

14 QUESTION: I ditto what Alejandra said.
15 The NABE board members had an opportunity to meet
16 with Dr. Libia Gil. And as superintendent of
17 California, I've been the superintendent of
18 California, I've had the pleasure of working with
19 her. We're very, very hopeful and very encouraged
20 by her now becoming the new director of OELA and
21 Deputy Secretary of Education.

22 We believe that if she's given the

1 support that it would take to make a change and
2 make a difference in OELA, that she, I think, will
3 have a unique opportunity to get it done. She is
4 going to receive a lot of support from
5 stakeholders such as NABE and the Hispanic
6 Education Coalition.

7 And that story is yet to be written, but
8 we're also encouraged by her appointment as the
9 new director. And as I said, the NABE board
10 members met with her about a week ago and are
11 extremely encouraged by it.

12 MS. GANDARA: That's great. I would love
13 to see NABE coming out very strong on this as
14 well, that this is an opportunity to marry a new
15 policy with what we know is good for kids.

16 QUESTION: And unfortunately, this coming
17 March, about 4 million kids in K-12 will receive
18 the first go-around of the assessments under the
19 Common core, all across the states. And of that
20 4 million, 25 percent will be English learners.

21 So it is a concern for NABE. We have
22 voiced that concern with the secretary, we have

Capital Reporting Company
President's Advisory Commission on Educational Excellence 12-11-2013

40

1 voiced that concern with policy makers, and we
2 have voiced that concern with the various working
3 groups of the Common Core.

4 And as Latino and a bilingual -- I
5 speaker Portuguese, Spanish, English and French --
6 we have also voiced that concern. We have three
7 children; they're fluently bilingual because it
8 was something that was held and supported in our
9 home.

10 For seven years I recruited, as a
11 superintendent, teachers from Spain and Mexico
12 because we did not have sufficient bilingual
13 teachers at home, domestically. And the
14 competency levels of those teachers that we
15 recruited from Spain and Mexico was, I think,
16 super superior in many, many cases to what we have
17 found domestically because of the culture,
18 experience, their bilingualism, and the fact that
19 they brought that new dimension to our classrooms.

20 MR. SCRIBNER: And they're not devalued
21 in the societies that they live in.

22 MS. NEIRA: In New York State we've

1 already seen the impact on English language
2 learners because they have already been
3 administered a Common Core assessment. They
4 haven't been taught to the Common Core, but
5 they've been assessed.

6 So I think having a voice not waiting
7 until April's administration, since you already
8 have one of the largest English populations in New
9 York State, that the results are the results that
10 we've always seen for English language learners,
11 which we did not deal with before. I don't know
12 what we will deal with now.

13 But it is concerning to -- and I'm going
14 to talk as a practitioner now -- that Common Core
15 has been absent English language learners or
16 students with disabilities.

17 So once again we have standards that have
18 been norm on the so-called majority. But we're
19 saying we're the majority and these students are
20 not at the core of those standards, even though in
21 2060 -- what did you say?

22 MR. SCRIBNER: 2050.

Capital Reporting Company
President's Advisory Commission on Educational Excellence 12-11-2013

42

1 MS. NEIRA: 2050 we're going to be the
2 majority. So where's the norming of that
3 standard? And that is very concerning to me as an
4 educator. In looking at are we setting up or are
5 we continuing a cycle of failure because we're not
6 putting the support systems in? We know what the
7 support systems are.

8 QUESTION: I'd encourage that some states
9 are beginning to put their brakes: California,
10 Florida. Texas is beginning to put the brakes on.

11 And I think that stakeholders like
12 ourselves have to let our voice be heard through
13 our local legislative process and the state
14 government process.

15 And I was glad to see the Department of
16 Education, through the secretary's office, did
17 come out criticizing the assessment and the
18 accommodations in a way that would be helpful to
19 this process. And this was done last July.

20 So there are some hopeful signs. But we
21 as practitioners and activists and stakeholders
22 have to make our voices heard through the

Capital Reporting Company
President's Advisory Commission on Educational Excellence 12-11-2013

43

1 legislative process in our states, as well as our
2 political leaders.

3 MR. SCRIBNER: And if I may, you know,
4 again, I come from a state, Arizona, that has a
5 bumpy history here recently, that bilingualism is
6 not viewed as an asset to this economic equation.
7 And I think the issue is even more fundamental
8 that the Common Core, teacher training.

9 I mean, I think students who come to
10 school with a home language different than English
11 are viewed by society as a problem that needs to
12 be fixed, as opposed to an asset that needs to be
13 invested in.

14 And I think, you know, that's a --
15 business community gets it. Even in Phoenix,
16 business community gets it: our bilingualism as
17 an asset to draw companies.

18 So I mean, I think one of the things
19 that we might want to do, in addition to
20 highlighting bilingualism in the teaching
21 profession but highlighting bilingualism
22 generally -- STEM professions, business,

1 financing, in other areas -- and tying that back
2 to the schools, tying that back to the preparation
3 programs.

4 Because I think what we're talking about
5 here, the Finland example, it's a cultural norm.
6 And we need to play our roles in the complicated
7 process, play a role in recreating the cultural
8 norm in this country that bilingualism is, in
9 fact, an asset?

10 QUESTION: Five years ago, the
11 Californians together with CAFE and also with the
12 Sobrato Company in Silicon Valley, started a
13 program that was called Seal of Biliteracy. It's
14 now been signed by five governors. New York just
15 a year ago, California was the first. California,
16 New York, Illinois. Texas did two months ago.
17 And Florida has it now in their legislature.

18 But it's called the Seal of Biliteracy
19 that recognizes high school graduates who have
20 passed a competency exam of biliteracy and
21 bilingualism, and they get to wear a gold tassel
22 at graduation, being recognized for their

1 competency in dual language and biliteracy and
2 multiculturalism. And also, they get to be
3 recognized by the business community.

4 There is a bill with Congresswoman
5 Brownley from California, Southern California,
6 that is carrying a bill in Congress now that would
7 make this a nationally recognized certified
8 program that any state can use it to begin to
9 recognize the importance both from a national
10 perspective as well as an economic perspective and
11 a global competitiveness for students who are
12 graduating from our high schools that are fluently
13 bilingual and competent and biliterate so that
14 they do get recognized at that level.

15 MS. GANDARA: Thank you, Santiago. I'm
16 going to cut you off because we're out of time.
17 But yes, this year, 21,000 kids in California got
18 that.

19 And one of the chapters in the book that
20 is coming out was actually stimulated by this.
21 And we ask, so what good does it do them once they
22 get out in the labor market? So we'll be able

Capital Reporting Company
President's Advisory Commission on Educational Excellence 12-11-2013

46

1 to get that.

2 But maybe this is something that we as a
3 commission just simply want to support --

4 MR. SCRIBNER: I think so.

5 MS. GANDARA: -- as part of the changing
6 the perception from a deficit to an asset. Thank
7 you.

8 QUESTION: Just to add that Harvard has a
9 citation on the diploma and on their transcript
10 that you are proficient in another language or two
11 languages. So the citation might be the language.

12 But oftentimes when we look to places
13 like Harvard, maybe they could add a citation.

14 MS. GANDARA: That's interesting. I
15 tried to spearhead that in the University of
16 California. That's very interesting. I didn't
17 know this. Fantastic.

18 Thank you everyone. And thank you for
19 all of your input because it's been very valuable.
20 So thanks.

21 (Whereupon, at 2:01 p.m., the meeting was
22 adjourned.)

Capital Reporting Company
President's Advisory Commission on Educational Excellence 12-11-2013

47

1 CERTIFICATE OF NOTARY PUBLIC

2 I, CHRISTINA S. HOTSKO, the officer before whom
3 the foregoing proceedings were taken, do hereby
4 certify that the witnesses whose testimony appear in
5 the foregoing proceedings were duly sworn by me; that
6 the testimony of said witnesses was taken by me in
7 stenotypy and thereafter reduced to typewriting under
8 my direction; that said statement is a true record of
9 the proceedings; that I am neither counsel for,
10 related to, nor employed by any of the parties to the
11 action in which this statement was taken; and,
12 further, that I am not a relative or employee of any
13 counsel or attorney employed by the parties hereto,
14 nor financially or otherwise interested in the
15 outcome of this action.

16

17

18

CHRISTINA S. HOTSKO
Notary Public in and for the
District of Columbia

19

20

21

22 My commission expires:
September 14, 2016

(866) 448 - DEPO

www.CapitalReportingCompany.com © 2013

Capital Reporting Company
 President's Advisory Commission on Educational Excellence 12-11-2013
 Page 1

<hr/> <p style="text-align: center;">\$</p> <hr/> <p>\$32,000 20:12</p> <hr/> <p style="text-align: center;">1</p> <hr/> <p>1,500 27:11</p> <p>1:13 1:12</p> <p>100,000 6:20 7:19</p> <p>11 1:11</p> <p>12-month 27:1</p> <p>14 47:22</p> <p>1700 1:15</p> <hr/> <p style="text-align: center;">2</p> <hr/> <p>2:01 46:21</p> <p>2013 1:11</p> <p>2014 38:13</p> <p>2016 47:22</p> <p>2050 13:19 41:22 42:1</p> <p>20552 1:16</p> <p>2060 41:21</p> <p>21,000 45:17</p> <p>25 39:20</p> <hr/> <p style="text-align: center;">3</p> <hr/> <p>30,000 27:12</p> <hr/> <p style="text-align: center;">4</p> <hr/> <p>4 39:17,20</p> <hr/> <p style="text-align: center;">6</p> <hr/> <p>6,000 31:22</p> <p>60 13:18</p> <hr/> <p style="text-align: center;">A</p> <hr/> <p>ABELLA 15:10 17:21 20:16</p>	<p>21:7</p> <p>abilities 37:13</p> <p>ability 36:10</p> <p>able 2:15 17:1 25:4 37:7 45:22</p> <p>absence 31:9</p> <p>absent 41:15</p> <p>absolutely 10:6 15:8 24:11 36:19</p> <p>academically 22:14</p> <p>accommodations 42:18</p> <p>accomplish 25:10</p> <p>accomplished 19:9</p> <p>acknowledge 10:20 12:10 24:19</p> <p>across 5:12 11:12 16:19 31:21 39:19</p> <p>act 4:12</p> <p>action 47:11,15</p> <p>activists 42:21</p> <p>activities 9:1,2</p> <p>activity 3:4</p> <p>actually 5:15 6:8 16:16,22 20:9 21:3 25:10 30:20 32:11 34:12 35:22 38:1 45:20</p> <p>add 28:3 31:7,8 36:7 46:8,13</p> <p>addition 43:19</p>	<p>adjourned 46:22</p> <p>administered 41:3</p> <p>administration 7:9 14:2,4 41:7</p> <p>administrations 14:13</p> <p>administration's 14:6</p> <p>administratively 4:11</p> <p>administrator 34:6</p> <p>advisory 1:6 18:16</p> <p>advocacy 37:21</p> <p>affordable 5:22</p> <p>AFT 18:20</p> <p>against 34:15 35:6</p> <p>agenda 32:2,6 38:5</p> <p>ago 38:2 39:10 44:10,15,16</p> <p>agreement 10:5</p> <p>Alejandra 38:14</p> <p>Alex 7:18 31:2</p> <p>Alfredo 10:8</p> <p>allowed 22:12</p> <p>alone 2:10</p> <p>already 6:15 7:6,11 8:9 22:9 41:1,2,7</p> <p>am 15:7 47:9,12</p> <p>amazing 4:18</p> <p>ambassadors 12:6 18:19</p> <p>America 11:10</p>	<p>12:11 26:18</p> <p>amongst 3:14</p> <p>Andrea 18:14</p> <p>angle 15:10</p> <p>annual 31:20</p> <p>anybody 29:8 37:14</p> <p>anything 22:9</p> <p>app 32:16</p> <p>appear 47:4</p> <p>applicants 27:12</p> <p>appointment 39:8</p> <p>April's 41:7</p> <p>area 7:1 11:8 36:20</p> <p>areas 18:22 44:1</p> <p>argue 32:22</p> <p>Arizona 43:4</p> <p>Articles 10:8</p> <p>arts 11:11</p> <p>assess 33:5</p> <p>assessed 33:11 41:5</p> <p>assessing 36:3</p> <p>assessment 22:16 33:10 41:3 42:17</p> <p>assessments 34:20 35:9 39:18</p> <p>asset 43:6,12,17 44:9 46:6</p> <p>assistance 6:1</p> <p>assistant 26:4</p> <p>attention 12:14</p> <p>attorney 47:13</p>
------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

Capital Reporting Company
 President's Advisory Commission on Educational Excellence 12-11-2013
 Page 2

<p>attract 16:1 26:12 27:7 31:22</p> <p>attracting 15:17 27:10</p> <p>attracts 19:9</p> <p>Auditorium 1:14</p> <p>awarded 11:8</p> <p>award-winning 3:17</p> <hr/> <p style="text-align: center;">B</p> <hr/> <p>BA 19:22</p> <p>background 37:20</p> <p>barrier 17:2</p> <p>barriers 28:15 29:6</p> <p>basically 33:20</p> <p>basket 19:13</p> <p>become 5:14 9:12 15:12 17:19,20 20:10 27:17</p> <p>becoming 20:2 38:20</p> <p>begin 45:8</p> <p>beginning 13:1 42:9,10</p> <p>behind 3:11</p> <p>believe 33:1,2 36:13 38:22</p> <p>belong 14:20</p> <p>best 19:6 26:12 27:7 37:6</p> <p>beyond 14:18</p> <p>biggest 17:2 20:2 25:10</p> <p>bilingual 4:16 6:2</p>	<p>11:5 37:5,21 40:4,7,12 45:13</p> <p>bilingualism 40:18 43:5,16,20,21 44:8,21</p> <p>biliteracy 44:13,18,20 45:1</p> <p>biliterate 45:13</p> <p>bill 45:4,6</p> <p>billion 23:2</p> <p>bit 6:14 25:17 30:15</p> <p>board 18:16 38:9,15 39:9</p> <p>book 45:19</p> <p>Bowie 34:8</p> <p>brakes 42:9,10</p> <p>breakdown 9:22</p> <p>briefing 2:6</p> <p>briefly 26:3</p> <p>brightest 26:13</p> <p>bring 12:14 38:10</p> <p>brought 29:21 40:19</p> <p>Brownley 45:5</p> <p>BS 19:22</p> <p>bumpy 43:5</p> <p>Bureau 1:14</p> <p>bus 18:7</p> <p>business 43:15,16,22 45:3</p> <hr/> <p style="text-align: center;">C</p> <hr/>	<p>CABE 44:11</p> <p>cajole 6:12</p> <p>California 11:18 38:17,18 42:9 44:15 45:5,17 46:16</p> <p>Californians 44:11</p> <p>campaign 16:9,17 18:16,17 19:14 29:12</p> <p>campus 18:17</p> <p>campuses 19:1 22:3</p> <p>canceled 8:15</p> <p>Cardinali 2:13</p> <p>career 4:5 23:6</p> <p>carefully 8:22</p> <p>Carolina 11:21</p> <p>carrying 45:6</p> <p>cases 40:16</p> <p>cash 22:3</p> <p>Caucus 14:17</p> <p>caution 19:13</p> <p>Cecilia 13:17</p> <p>CEJA 7:20 8:7 12:10 14:5 31:8 37:16</p> <p>cell 32:17</p> <p>certain 2:19 28:11,20</p> <p>certainly 15:7</p> <p>CERTIFICATE 47:1</p> <p>certified 45:7</p> <p>certify 47:4</p>	<p>challenge 29:22</p> <p>challenging 5:11</p> <p>champion 14:16</p> <p>Champions 11:7 13:3,5,9,12 14:1 25:14,20</p> <p>change 11:7 13:3,6,10,12 14:2 15:1 25:14,21 27:5 39:1</p> <p>changes 21:1</p> <p>changing 46:5</p> <p>chapters 45:19</p> <p>charity 14:22</p> <p>cheated 34:4</p> <p>check 21:17</p> <p>child 33:12,19</p> <p>children 33:18 40:7</p> <p>choice 19:10 33:7,12 36:6</p> <p>choose 18:18</p> <p>Christina 1:21 47:2,19</p> <p>citation 46:9,11,13</p> <p>cities 19:1</p> <p>city 14:20</p> <p>classroom 22:13 25:2</p> <p>classrooms 40:19</p> <p>cleared 21:17</p> <p>Coalition 39:6</p> <p>collaborate 38:6</p> <p>collaborating</p>
----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

Capital Reporting Company
President's Advisory Commission on Educational Excellence 12-11-2013

<p>22:18</p> <p>collaboration 30:4</p> <p>collaborative 23:7</p> <p>collaboratively 10:19</p> <p>colleague 12:11 17:18</p> <p>colleagues 22:18</p> <p>college 5:22 16:2 17:9 19:1 20:18 21:14,16 22:4</p> <p>colleges 11:15 22:8</p> <p>color 28:14 34:17</p> <p>Columbia 47:20</p> <p>coming 28:14 36:22 39:13,16 45:20</p> <p>comment 11:17 20:16</p> <p>commission 1:6 8:14 14:11,12 16:7 28:4,21 35:13 46:3 47:21</p> <p>commissioner 31:9</p> <p>commissioners 38:1</p> <p>committee 2:18 10:9 25:13 31:3</p> <p>Common 32:7,16 33:7 34:11 35:22 36:12 37:7 39:19 40:3 41:3,4,14 43:8</p> <p>communities</p>	<p>33:20 34:17,18</p> <p>community 12:9 43:15,16 45:3</p> <p>companies 43:17</p> <p>Company 44:12</p> <p>competency 29:5 40:14 44:20 45:1</p> <p>competent 11:3 23:7 25:1 45:13</p> <p>competitiveness 45:11</p> <p>complete 36:6</p> <p>completely 26:18 27:2</p> <p>complex 24:11,18</p> <p>complicated 10:11 20:6 44:6</p> <p>comprehensive 26:14 29:1</p> <p>computer 36:3,5</p> <p>conceive 6:11</p> <p>concern 28:7 39:21,22 40:1,2,6</p> <p>concerning 41:13 42:3</p> <p>concluded 17:2</p> <p>conference 38:3</p> <p>Congress 4:13 45:6</p> <p>Congressional 14:17</p> <p>Congresswoman 45:4</p> <p>connect 19:5 25:1 38:1</p>	<p>connected 9:15</p> <p>connecting 19:8</p> <p>conscious 30:8</p> <p>consequences 28:18</p> <p>consider 31:4</p> <p>considered 9:20</p> <p>consortium 36:1</p> <p>consortiums 33:4</p> <p>Consumer 1:14</p> <p>continue 2:4</p> <p>continued 14:3</p> <p>continuing 42:5</p> <p>conversation 5:4 24:12 31:10</p> <p>conversations 2:4</p> <p>core 32:7,16 33:7 34:11 35:22 36:12 37:7 39:19 40:3 41:3,4,14,20 43:8</p> <p>corporate 7:21</p> <p>corporation 14:21,22</p> <p>corporations 5:11</p> <p>correct 13:18</p> <p>counsel 47:9,13</p> <p>count 7:5</p> <p>countries 26:19</p> <p>country 5:12 11:12 16:20 23:19 25:2 31:22 44:8</p> <p>couple 6:15 16:15</p> <p>course 35:2</p>	<p>courses 20:3</p> <p>cow 22:3</p> <p>creating 9:6</p> <p>creative 32:15</p> <p>crime 3:7</p> <p>criteria 13:8,9 28:12</p> <p>critical 32:15</p> <p>criticizing 42:17</p> <p>cultural 18:11,13 44:5,7</p> <p>culturally 11:2 25:1</p> <p>culture 40:17</p> <p>cut 20:13 33:22 45:16</p> <p>cycle 42:5</p> <hr/> <p style="text-align: center;">D</p> <hr/> <p>D.C 1:16</p> <p>Dan 2:13</p> <p>data 11:4 13:17</p> <p>deal 41:11,12</p> <p>dealt 5:21</p> <p>death 33:4</p> <p>December 1:11</p> <p>decide 14:14,15 25:7 30:20</p> <p>decisions 13:6</p> <p>deeply 2:15</p> <p>deficit 46:6</p> <p>definitely 9:16 37:22 38:10</p> <p>defy 33:8</p> <p>degree 17:8,12</p>
--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

Capital Reporting Company
 President's Advisory Commission on Educational Excellence 12-11-2013

<p>20:8 22:13 demonstrate 37:13 department 7:2,15 21:22 22:7 37:3 42:15 depend 8:1 Deputy 38:21 design 21:8,9 22:17 detail 9:22 details 35:17,20 devalued 40:20 developing 6:20 30:10 dialogue 15:11 difference 27:9 32:12 39:2 different 22:19 26:17,18 27:2 43:10 differently 25:18 26:1 dimension 40:19 diploma 46:9 direct 30:5 direction 47:8 director 38:20 39:9 disabilities 41:16 disciplinary 20:8 discounted 19:15 discussion 36:8 37:4 discussions 20:13 28:4</p>	<p>disseminate 30:1 disseminated 3:14 District 47:20 ditto 38:14 diversify 12:14 diversity 12:4 doctors 27:21 dollar 23:2 domestically 40:13,17 done 4:11 13:2 25:22 33:8 39:3 42:19 Dr 38:16 draw 12:7 43:17 dual 45:1 duly 47:5</p> <hr style="width: 20%; margin: 0 auto;"/> <p style="text-align: center;">E</p> <hr style="width: 20%; margin: 0 auto;"/> <p>earlier 11:17 26:10 early 26:22 27:7 earn 20:12 echo 9:7 economic 43:6 45:10 ed 34:1 37:3 educate 37:11 educated 23:7 education 12:7 15:9 20:1 21:15,16 22:4,7,8 24:17 37:21 38:21 39:6 42:16 EDUCATIONAL</p>	<p>1:7 educator 42:4 educators 3:18 19:22 34:16 effort 7:22 8:20 efforts 2:21 14:6 eggs 19:13 either 12:5 El 34:5 elementary 27:3 elevate 16:6 19:14,17 31:11 32:2 elevating 24:10 else 10:8,9 17:16 31:4 embrace 13:22 emphases 2:7 emphasis 3:1 employed 47:10,13 employee 47:12 encourage 7:15 11:15 42:8 encouraged 4:10 10:18 38:19 39:8,11 encouragement 7:3 encouraging 15:12 engage 12:16 engagement 31:11,18 32:3 engineer 20:20 engineering 15:18</p>	<p>16:3 21:21 engineers 15:19 16:2,11 27:22 English 34:1,7,18 39:20 40:5 41:1,8,10,15 43:10 enlightened 5:17 Enrique 12:12 ensuring 29:4 enter 20:8 envision 8:1 equal 2:7 equation 43:6 ESKELSEN 3:8 5:16 14:1,9 15:5 21:8 29:19 32:8 35:2,4,21 especially 12:16 29:2 34:16 36:9 essential 31:12 esteemed 21:3 event 8:2,6,7 9:9 everybody 6:5 everyone 46:18 evidence 32:22 exactly 15:5 17:21 24:2 25:19,21 exam 44:20 example 6:19 26:20 27:9 44:5 excellence 1:7 15:9 excellent 28:2 excited 37:20 38:9 exciting 12:13</p>
------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

Capital Reporting Company
 President's Advisory Commission on Educational Excellence 12-11-2013
 Page 5

16:20 exist 10:17 23:4 exists 24:18 experience 13:12 40:18 expert 22:16,17 expires 47:21 external 8:11 extoll 16:10 extremely 39:11	finest 19:6 finish 3:6 10:12 Finland 17:21,22 18:2 20:17,19 22:10,12 23:3,4,14,18 24:1 44:5 Finnish 17:19 first 23:17 37:6 39:18 44:15 fit 8:10 13:8,9 five 44:10,14 fixed 43:12 flip 18:9 Florida 42:10 44:17 fluently 40:7 45:12 flush 8:8 folks 9:19 11:9 12:2 25:1 29:11 30:4 footsteps 4:20 foregoing 47:3,5 forge 13:13,15 forgiveness 4:8,15 5:19 forward 13:5,11 30:13 36:13 framework 8:17 freight 22:5 French 40:5 freshman 21:12 front 10:21 18:6 fundamental 43:7 funding 8:4 35:19	future 9:15 29:2 <hr/> <p style="text-align: center;">G</p> <hr/> GANDARA 2:2 5:1 6:7 7:12,17 8:5 9:21 10:4,7,17 12:20 14:8 16:15 18:8,12,14 20:6 23:9,15,21 24:6 25:3,9,16 29:8,21 32:5 35:19 36:7,20 39:12 45:15 46:5,14 general 14:7 28:14 generally 43:22 generations 24:12 Georgia 11:21 gets 4:17 43:15,16 getting 16:19 17:3 20:20 21:18 28:5 Gil 37:20 38:16 girls 7:1 given 37:20 38:22 gives 25:16 glad 42:15 global 45:11 goal 6:19 7:8,19 go-around 39:18 gold 44:21 government 42:14 governors 34:12 44:14 governor's 29:22	grade 23:17 32:18 grades 21:11 graduate 22:11 graduates 17:9 44:19 graduating 45:12 graduation 44:22 grand 37:3 grasping 37:10 great 9:8 10:3,17 12:15 13:21 17:14 27:17 31:10 37:11 39:12 greater 26:2 greatest 33:18 grew 26:15 ground 10:3 groups 3:14,21 40:3 growth 13:19,20 guess 5:19 guys 26:7
<hr/> <p style="text-align: center;">F</p> <hr/> fact 17:4 23:22 24:15 40:18 44:9 facts 36:16 failure 42:5 Fairfax 26:4 27:9 familiar 29:8 fantastic 16:21 46:17 Farm 19:17 fast 30:22 favor 34:14 feel 2:19,20 3:2 ferias 31:20,21 field 12:7 17:4 fields 17:12 fighting 24:13 figure 8:11,18 financial 1:14 6:1 financially 47:14 financing 44:1 finding 6:16			<hr/> <p style="text-align: center;">H</p> <hr/> hand 4:2 happen 5:6 27:6 happens 30:21,22 hard 3:11 16:1 22:7 33:5 Harvard 46:8,13 hate 32:18 haven't 37:14 41:4 having 4:1 9:3 12:17 28:17

Capital Reporting Company
 President's Advisory Commission on Educational Excellence 12-11-2013
 Page 6

<p>41:6 healthcare 24:7 hear 15:11 38:7 heard 37:14,17 42:12,22 hearing 6:7 heavy 36:17 held 40:8 help 5:6,15 8:18 12:9 19:2 27:1 helpful 42:18 helping 5:12 18:21 hemmed 25:20 hereby 47:3 here's 4:7,8,9,20 hereto 47:13 heroes 19:3 heterogeneity 23:19 high 6:3 20:22 27:4 34:8,14,17 35:6 44:19 45:12 higher 32:15 highlighting 43:20,21 highly 17:22 23:6 36:22 hija 17:16 hijo 17:15 hire 27:11,13 hiring 11:2 Hispanic 2:22 14:17 39:5 historically 19:15</p>	<p>history 43:5 hit 22:21 hold 24:4 home 15:2 40:9,13 43:10 hook 4:21 hooked 4:6 hope 2:3 hopeful 38:19 42:20 hopefully 2:14 hoping 14:11 28:3 Hotsko 1:21 47:2,19 hour 2:5 House 25:22 huge 18:12,13 27:8 hundred 11:22 hurdles 21:10</p> <hr/> <p style="text-align: center;">I</p> <hr/> <p>I'd 42:8 ID 18:5 idea 2:20 25:7 35:17 37:11 identification 9:3 identified 9:11 identify 8:3 19:2 ilk 3:9 I'll 31:7 32:5 Illinois 44:16 I'm 2:12 4:14 5:7,19 6:7 13:17 17:7,11 22:8 26:3 28:3 30:8</p>	<p>33:4,9,16 35:12 36:2 41:13 45:15 impact 25:10 26:2,21 28:13,21 41:1 impacting 29:2 importance 2:7 11:2 16:6 45:9 important 2:19 3:20 5:2 16:6 19:6 26:6 incentives 27:18 included 8:16 increased 29:16 increases 11:22 Indicating 24:5 individuals 4:3 9:10 industrial 24:18 industry 23:3,4 24:17 infatuation 24:16 influential 16:12 information 3:15 29:11 30:2 initiative 13:22 initiatives 6:15 12:13 input 46:19 insisting 23:6 instead 6:16 instills 19:10 institutionalizes 15:3 instruction 37:5</p>	<p>instructional 22:17 intentions 28:18 interagency 9:1,2 interest 2:3 30:10,13 interested 4:19 6:5 17:10 31:15 47:14 interesting 46:14,16 invest 23:22 invested 43:13 invitation 7:3 invite 2:17 involved 18:21 30:12 isolated 9:9 22:20 issue 24:12 29:14 32:7 38:11 43:7 issues 2:16 31:4 it's 5:13,14 8:2 9:5 14:2,19 15:16,18 16:1 17:5,6 18:11 19:16 20:6,19 21:3,8,9,13 26:17,20 27:11 30:5 32:1 33:14 35:17 36:4,5,13,20 44:5,13,18 46:19 I've 31:7 35:22 38:17,18</p> <hr/> <p style="text-align: center;">J</p> <hr/> <p>jail 34:8</p>
-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

<p>Jim 37:18 job 26:11 join 31:9 joined 12:12 July 42:19 jumping 21:10 junior 21:12 jury 34:21 35:3</p> <hr/> <p style="text-align: center;">K</p> <hr/> <p>K-12 39:17 Kent 10:14 12:20 14:10 kids 11:6 18:17 22:1 23:22 25:1 32:10,20,21,22 33:19 34:1,2,7 35:7 36:14,21 37:6,12 39:15,17 45:17 kindergardeners 24:3 kinds 6:10,11 14:8 33:2</p> <hr/> <p style="text-align: center;">L</p> <hr/> <p>labor 45:22 laid 5:5 language 7:2,11 34:1,18 36:18 37:1,6 41:1,10,15 43:10 45:1 46:10,11 languages 37:8,12 46:11 largest 41:8 last 2:21 3:6 4:22</p>	<p>5:4 10:1,10 13:2 42:19 Latino 2:22 4:4,19 6:3,22 9:3 11:5 12:1 13:19 15:9 28:5,13 29:3 36:21 40:4 law 21:19,22 lawyers 27:21 lay 5:3 leaders 43:2 leadership 14:6 37:19 38:11 learners 34:2,18 39:20 41:2,10,15 learning 36:15,16 least 9:19 11:3 leave 19:14 legislative 42:13 43:1 legislature 44:17 legislatures 5:18 legwork 6:9 lengthy 20:10 let's 37:11 level 45:14 levels 40:14 leverage 7:6,15 liberal 11:11 Libia 37:20 38:16 life 32:9 light 30:15 Lily 3:6 9:4,7 24:15 29:21 32:6</p>	<p>limit 21:21 line 3:6 10:12 18:6 lines 5:10 link 5:2 list 31:20 listening 8:22 literal 4:12 little 6:13 20:15 25:17 30:15 live 40:21 loan 4:8,15 5:18 local 42:13 logistics 8:12 longer 26:11 long-term 23:6 lose 33:22 lot 3:14 9:18 13:6 19:13 20:12,14 32:9 35:14 39:4 lots 27:16 love 19:4 32:14,20 33:3,7 35:16 39:12</p> <hr/> <p style="text-align: center;">M</p> <hr/> <p>major 2:7 5:11 majority 34:10 41:18,19 42:2 makers 40:1 males 12:17 manages 8:9 manipulate 34:3 March 39:17 Maria 35:3 market 17:1 18:22</p>	<p>45:22 marry 39:14 Martha 4:10 massive 27:12 master's 22:13 match 35:10 matter 15:3 matters 26:5 may 5:17 20:2 26:9 43:3 maybe 7:1 26:8 32:11 46:2,13 mean 13:17 20:21 21:18 24:2,8 35:4 43:9,18 meant 13:6 measurements 35:14 media 16:7 Medical 21:22 meet 38:15 meeting 1:5 8:14 46:21 members 2:18 38:15 39:10 mention 11:20 mentioned 2:6 mentoring 9:14 mentors 9:13 met 38:2,4 39:10 Mexico 40:11,15 mi 17:15,16 Microsoft 19:17 middle 27:4 million 39:17,20</p>
--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

Capital Reporting Company
 President's Advisory Commission on Educational Excellence 12-11-2013
 Page 8

<p>minimum 20:11 minority 11:19 MIT 20:20 mixed 35:8 models 3:20 30:16 mom 17:14 money 7:18 23:5 months 44:16 morning 4:9 8:21 11:1 15:8 37:17 motivating 15:11 move 24:22 moving 27:3 multiculturalism 45:2 multiple 33:7,11 36:6 Munoz's 13:17 museum 18:5</p> <hr/> <p style="text-align: center;">N</p> <hr/> <p>NABE 38:15 39:5,9,13,21 national 29:10,12 45:9 nationally 29:14 45:7 navigate 24:20 NEA 18:15,20 necessarily 13:9 14:3 negative 28:18 NEIRA 6:13 7:14 8:21 10:2,6 28:1 35:1 36:19 40:22 42:1</p>	<p>neither 47:9 nerdy 15:20 noble 19:18,20 21:2 nominated 30:18 nominations 3:16 nor 47:10,14 norm 41:18 44:5,8 norming 42:2 North 11:21 Northwest 1:15 Notary 47:1,19 note 31:9 noted 32:4 notes 31:7 nurture 27:20,21 nutrition 24:7</p> <hr/> <p style="text-align: center;">O</p> <hr/> <p>Obama 14:2,5 OELA 38:20 39:2 office 8:3 15:3 42:16 officer 47:2 oftentimes 20:10 46:12 Oh 5:13 18:5 okay 29:9,10 30:8 32:5,18 one-third 11:19 one-time 9:9 ongoing 14:16 onto 37:10 open 26:1</p>	<p>operate 25:5 opinion 28:16 32:21 33:13 opportunities 9:4,5,6 opportunity 16:8 25:17 27:13 29:6 32:1 37:4,10 38:7,15 39:3,14 opposed 23:10 43:12 order 20:4,18 26:12 organization 11:10 15:6 others 4:10 otherwise 47:14 ours 12:11 ourselves 25:4 42:12 outcome 47:15 outlive 14:12 outside 26:15,16 overnight 27:6 oversees 18:3</p> <hr/> <p style="text-align: center;">P</p> <hr/> <p>p.m 1:12 46:21 paid 15:22 parental 31:11,18 32:3 parents 31:22 particular 35:13 parties 47:10,13 partner 3:7 8:11 16:8 29:17 32:2</p>	<p>partnering 8:19 31:16 partners 7:5 12:15 30:19 31:5 partnership 2:11 8:3 Paso 34:5 passed 44:20 path 4:20 pathways 5:4 pay 5:6 6:6,8 17:5 22:5 peep 37:14 pencil 24:4 people 3:15 5:6,9,15 6:12 16:19 17:3,13 18:10 19:5 20:14 22:9 27:16 30:18 31:6 35:5,16 36:1 percent 11:22 13:18 39:20 perception 15:19 17:4,7 21:1 46:6 perhaps 12:8 26:2,6,10,21 27:4 30:14 perspective 24:9,14,21 45:10 philanthropic 7:21 12:8 Phoenix 43:15 phone 32:17 picking 29:13</p>
-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

<p>piece 5:5 7:7 17:10 25:6,7</p> <p>pieces 28:20</p> <p>piggyback 19:19</p> <p>pipeline 28:5</p> <p>places 5:17 11:20 46:12</p> <p>plan 8:17 23:13</p> <p>plans 38:7</p> <p>platform 31:12</p> <p>play 44:6,7</p> <p>pleasure 38:18</p> <p>point 6:10 10:14,22 11:4 28:2 38:11</p> <p>policies 28:8,16 29:1</p> <p>policy 26:21 39:15 40:1</p> <p>Polish 17:20</p> <p>political 43:2</p> <p>poly-STEM 6:21</p> <p>population 11:19,20 12:1 13:18,19 29:3</p> <p>populations 41:8</p> <p>Portuguese 40:5</p> <p>position 35:11</p> <p>possible 4:14</p> <p>possibly 2:22</p> <p>potential 30:3</p> <p>potentially 29:17</p> <p>poverty 34:2,18</p> <p>practitioner 19:8,9 41:14</p>	<p>practitioners 11:14 42:21</p> <p>precarious 35:11</p> <p>pre-K 27:3</p> <p>premium 36:18</p> <p>preparation 11:2 28:9,12 44:2</p> <p>president 4:1</p> <p>President's 1:6 6:19</p> <p>press 4:17</p> <p>prestige 30:6</p> <p>pride 19:10</p> <p>priority 38:8</p> <p>private 24:16</p> <p>privilege 27:10</p> <p>probably 24:6,7 25:18 30:5</p> <p>problem 3:19 15:16 18:12,13 20:3 25:5 43:11</p> <p>proceedings 47:3,5,9</p> <p>process 9:17 20:10 30:17 42:13,14,19 43:1 44:7</p> <p>profession 12:15,17 16:21 19:15,17,20 20:5 21:4 26:12 30:7 43:21</p> <p>professionalism 23:10</p> <p>professionals 15:17 23:8 27:17</p>	<p>professions 43:22</p> <p>proficient 46:10</p> <p>program 4:8,15 20:9,19 21:6 22:11,14,15 34:7 36:5,6 44:13 45:8</p> <p>programs 5:19 27:8 28:10,12 44:3</p> <p>Project 29:9,13</p> <p>Protection 1:14</p> <p>PSAs 16:18 19:11</p> <p>Public 47:1,19</p> <p>publicity 6:5</p> <p>pulled 3:12</p> <p>purpose 4:3</p> <p>push 6:13</p> <p>push-out 34:7</p> <p>putting 5:20 19:13 28:11 42:6</p> <hr/> <p style="text-align: center;">Q</p> <hr/> <p>qualify 4:16</p> <p>quality 12:3,5 17:10 26:13 29:4,5</p> <p>question 7:17 17:18 18:3,11,13,15 19:19 21:5 26:3 38:14 39:16 42:8 44:10 46:8</p> <p>quickly 3:13</p> <hr/> <p style="text-align: center;">R</p> <hr/> <p>racing 3:5 10:11</p>	<p>raise 2:18 29:14 32:6</p> <p>raised 10:10 12:20 30:6</p> <p>rankings 35:15</p> <p>rate 27:2</p> <p>rather 36:16</p> <p>rating 28:9,11</p> <p>ratings 35:16</p> <p>real 28:7</p> <p>realized 2:9</p> <p>really 2:13 3:10,13 8:16,18 9:5,18 11:13 12:13 13:7 17:13 27:13,18,20 35:10,12 36:14 37:13</p> <p>reason 22:10</p> <p>recall 10:8</p> <p>receive 39:4,17</p> <p>recently 18:2 43:5</p> <p>recognition 2:21 3:9 4:22 9:8 14:7,17 30:14</p> <p>recognize 14:6 26:5,10 45:9</p> <p>recognized 44:22 45:3,7,14</p> <p>recognizes 44:19</p> <p>reconvene 31:14</p> <p>record 47:8</p> <p>recreating 44:7</p> <p>recruit 16:1 18:17</p> <p>recruited 21:13 40:10,15</p>
---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

Capital Reporting Company
 President's Advisory Commission on Educational Excellence 12-11-2013
 Page 10

<p>recruiters 12:3 recruiting 6:20 11:9 recruitment 7:7 reduce 33:6 reduced 47:7 refine 31:3 related 47:10 relates 12:16 relative 47:12 rely 23:9 remuneration 20:15 reopen 37:4 Reported 1:21 requirements 20:21 reschedule 8:14 resources 12:8 16:22 respect 26:17 27:19 respectable 17:17 respected 15:20,21 17:13,22 respects 16:13 responsibility 28:22 result 32:14 results 41:9 retaining 6:20 retention 7:7 rewarding 16:20 richness 23:18</p>	<p>rigorous 22:14 role 3:20 44:7 roles 44:6 rolling 31:21 root 19:21 route 20:1 royalty 18:4 RPR 1:21 run 30:9 running 3:16</p> <hr style="width: 20%; margin: 0 auto;"/> <p style="text-align: center;">S</p> <hr style="width: 20%; margin: 0 auto;"/> <p>saddling 19:16 salaries 15:14 29:7 salary 26:5,14 27:2 28:2 29:9,13,15 Santiago 36:8 45:15 scale 12:19 scared 33:4,16 scholarship 4:7,15 scholarships 5:18 8:5,8,9 school 21:19 22:1 27:4,5 34:8 36:22 37:7 43:10 44:19 schools 2:9 6:3 11:11 24:18 37:5 44:2 45:12 science 15:18 16:3 scientists 16:2 score 22:21 33:22 SCRIBNER</p>	<p>10:16,22 12:18 13:15 15:4 23:12,16 24:2,8 25:8,15 40:20 41:22 43:3 46:4 scripted 22:20 Seal 44:13,18 seats 21:21 second 38:8 second-term 8:17 secretary 37:17 38:21 39:22 secretary's 42:16 seem 11:12 seems 11:6 36:11 37:9 seen 41:1,10 send 3:15,16 sense 13:4 14:9 September 47:22 seriously 13:21 Services 2:8 setting 42:4 seven 40:10 shake 4:1 shapes 24:4 share 31:7,15,19 38:4 Shelton 37:18 she's 37:22 38:9,10,22 shining 30:14 short 13:1 signed 44:14 signs 42:20</p>	<p>Silicon 44:12 similar 7:20 15:16 simply 10:10 20:13 46:3 sit 15:10 18:15 six 20:11 sixth 32:18 skills 23:10 32:16 Sobrato 44:12 so-called 41:18 societal 15:19 24:11 societies 40:21 society 15:15 16:12,13 25:5 43:11 solve 25:4 somebody 6:8 10:9 18:2 Somebody's 22:5 someone 15:7 26:15 37:22 somewhere 14:20 sophisticated 34:6 36:5 sophomore 21:12 sort 17:10 Soto 12:12 sounds 25:12 sources 8:4 Southern 45:5 space 7:10 10:18 Spain 40:11,15 Spanish 37:6 40:5 speak 11:14 34:7</p>
-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

Capital Reporting Company
 President's Advisory Commission on Educational Excellence 12-11-2013
 Page 11

speaker 40:5 spearhead 46:15 spearheading 2:14 special 4:2 34:1 specific 8:8 spend 2:12 sponsors 7:22 stakeholders 8:20 39:5 42:11,21 standalone 13:16 standard 42:3 standardized 23:1,11 33:15 standards 32:15,18 34:14,20,21 35:6,9,10 36:12 41:17,20 start 3:4,22 26:9,10,22 27:3,8 started 44:12 starting 29:7 state 5:17 19:17 20:7 34:12 35:1 40:22 41:9 42:13 43:4 45:8 statement 47:8,11 states 23:3 26:16 34:10 39:19 42:8 43:1 stature 24:10 status 18:7 steam 29:14 STEM 3:1 7:1 15:17 30:15	43:22 stenotypy 47:7 step 26:8 36:13 steps 8:18 stimulated 45:20 stories 3:10 story 39:7 strategic 8:3 23:13 strategies 12:18 Street 1:15 strict 20:19,21 strong 39:13 stronger 30:15 structure 25:17 30:11 structures 27:19 struggle 36:21 struggling 32:13 student 2:8 11:18 21:11 students 4:4 15:9,12,17 22:2 32:1 41:16,19 43:9 45:11 studies 17:1 stuff 30:21 suck 35:3 sudden 35:5 sufficient 40:12 suggest 13:15 suggesting 11:4 summarize 32:21 super 40:16 superintendent	38:16,17 40:11 superintendents 26:4 superior 40:16 support 2:8 12:9 37:21 39:1,4 42:6,7 46:3 supported 10:18 40:8 supporting 7:22 sure 4:14 5:7 13:17 32:3 38:5,12 sworn 47:5 system 22:19 23:2 27:12,20 28:6,15 systematic 21:9 systems 27:19 42:6,7 <hr/> <p style="text-align: center;">T</p> <hr/> table 5:20 12:21 14:15 taking 12:6 31:7 talk 5:8 19:3 30:11 35:12,13,14 41:14 talked 8:22 9:12 11:1 35:22 talking 4:9 9:4 14:10 15:8 18:2 19:5 28:19 35:8,9,15 44:4 target 29:2 targeting 17:8 tassel 44:21	taught 18:3 26:16 41:4 teach 5:8 6:3 7:21 11:10 12:11 18:7,16 19:11 21:6 27:15,16 teach.org 5:2 16:16 18:8 teacher 4:5 5:14 6:2 14:7 18:5,19 19:22 20:2 22:12,22 28:9,12 29:9,13 30:14 43:8 teachers 2:22 3:1,9,11,18 4:19 6:21 10:15,17,21 11:3,5,7,13 15:12,13,21 16:4,11 17:22 19:2 25:6 26:6,18,19,22 27:1,11,14,15,2 0 28:6,13,14 29:2,15 30:15 34:19 36:14 40:11,13,14 teaching 11:9,16,20 12:14,17 16:20 17:3 18:18 19:3,7,18,20 20:9,18,19 21:2 24:11 26:10 31:16 43:20 technology 9:13 ten 9:10 18:21,22 ten-month 26:11 Tennessee 11:21 term 38:8
-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

Capital Reporting Company
 President's Advisory Commission on Educational Excellence 12-11-2013
 Page 12

<p>terms 4:14 8:1,19 11:4 24:10</p> <p>test 22:21 23:2,11 32:11 33:8,12</p> <p>testimony 47:4,6</p> <p>testing 23:4 24:16,17</p> <p>tests 23:1 32:8,9,10</p> <p>Texas 11:17 42:10 44:16</p> <p>thank 2:2 45:15 46:6,18</p> <p>thanks 46:20</p> <p>that's 4:2,17 5:7 7:11 8:10 17:13,17 18:8,20 19:12 21:1,2 22:12 27:9 32:4 39:12 43:14 46:14,16</p> <p>thereafter 47:7</p> <p>there's 4:21 7:8 8:9,10 18:21 20:12 22:11 29:4,5 30:3</p> <p>they're 5:3 15:14,20,21 16:17 17:9 35:7 36:15 40:7,20</p> <p>they've 12:12 17:1 22:13 23:5 31:19,20 41:5</p> <p>third 17:9</p> <p>thoroughly 28:17</p> <p>thoughtful 36:15</p> <p>Thursday 1:11</p> <p>tied 7:18</p>	<p>today 2:13</p> <p>tone 8:16</p> <p>top 17:9 23:5</p> <p>top-notch 11:13 27:14</p> <p>total 10:4</p> <p>totally 26:17</p> <p>tough 23:13</p> <p>towards 3:5 10:12</p> <p>trained 23:7</p> <p>training 43:8</p> <p>transcript 46:9</p> <p>treated 18:4</p> <p>tried 32:11 46:15</p> <p>true 47:8</p> <p>try 6:12 10:20</p> <p>trying 5:3 18:9 29:14 31:11</p> <p>turns 20:17</p> <p>two-thirds 11:18</p> <p>tying 44:1,2</p> <p>typewriting 47:7</p> <hr/> <p style="text-align: center;">U</p> <hr/> <p>umbrella 13:14,16</p> <p>undergraduates 11:15</p> <p>understand 10:2</p> <p>undervalued 37:1</p> <p>underway 12:13</p> <p>unfortunately 25:3 39:16</p> <p>unique 39:3</p> <p>United 23:3 26:15,16</p>	<p>universities 21:20 35:16</p> <p>university 21:11,17 22:6 46:15</p> <p>Univision 31:10,15</p> <p>unsung 19:3</p> <p>urgency 2:19</p> <p>Utah 21:17</p> <hr/> <p style="text-align: center;">V</p> <hr/> <p>Valley 44:12</p> <p>valuable 36:22 46:19</p> <p>various 40:2</p> <p>vehicle 8:10 25:12</p> <p>Veronica 31:19</p> <p>victims 33:18</p> <p>viewed 43:6,11</p> <p>views 25:5</p> <p>voice 9:3 41:6 42:12</p> <p>voiced 39:22 40:1,2,6</p> <p>voices 42:22</p> <p>vulnerable 33:20</p> <hr/> <p style="text-align: center;">W</p> <hr/> <p>waiting 33:9 41:6</p> <p>Washington 1:16</p> <p>wasn't 3:13 21:18</p> <p>watered-down 20:1</p> <p>ways 20:13</p> <p>wear 44:21</p>	<p>website 29:20</p> <p>week 15:1 39:10</p> <p>weeks 38:2</p> <p>we'll 2:15 22:5 27:3 30:11 31:1,2 45:22</p> <p>well-respected 15:15</p> <p>we're 3:3 10:20 14:10 20:14 23:12 25:11 28:5,19 30:9 31:17 32:13 33:15 34:11 35:11,21 38:9,19 39:8 41:18,19 42:1,5 44:4 45:16</p> <p>we've 11:7,13 26:5 34:9 35:4 38:1 40:22 41:10</p> <p>whatever 6:4</p> <p>where's 42:2</p> <p>Whereupon 46:21</p> <p>whether 33:22 36:3,4</p> <p>White 25:22</p> <p>whoever 22:6</p> <p>whole 7:7 16:13 25:4,5 30:17,21</p> <p>whom 47:2</p> <p>Who's 34:14</p> <p>whose 37:6 47:4</p> <p>willing 6:3</p> <p>win 33:21</p> <p>window 37:9</p>
--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

<p>witnesses 47:4,6 women 6:22 wonderful 19:4 20:4,5 wondering 36:2 work 2:3,10 7:6 14:11 17:5 26:6 31:12 working 3:11 10:19 16:18 26:8 33:5 36:1 38:18 40:2 worried 35:12 worthwhile 3:4 worthy 9:19 written 39:7</p> <hr/> <p>Y</p> <hr/> <p>year's 2:21 yesterday 3:5 8:15 yet 5:5 11:19 39:7 York 35:1 40:22 41:9 44:14,16 you'll 37:19 young 6:22 16:19 17:3 19:5 you've 23:16</p>			
------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--	--	--