

The 2007 Broad Prize for Urban Education

Announcement of the Winner
Celebratory Luncheon & Keynote Address

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2007 Broad Prize for Urban Education**

Jefferson Building • Library of Congress

Eli Broad, Founder, The Broad Foundations

Adrian Fenty, Mayor, Washington, D.C.

Cindy Legagneur, 2003 Broad Prize Scholarship Recipient

Karen Levesque, Program Director, MPR Associates

Margaret Spellings, United States Secretary of Education

Joel Klein, Chancellor, New York City Department of Education

Michael R. Bloomberg, Mayor, New York City

Randi Weingarten, President, United Federation of Teachers

Edward M. Kennedy, U.S. Senator, Massachusetts

Thomas Carper, U.S. Senator, Delaware

Barbara Boxer, U.S. Senator, California

George Miller, Chairman, House Committee on Education and Labor

Michael Castle, Former Governor, Delaware

Vernon Ehlers, U.S. Representative, Michigan

Charles Gonzalez, U.S. Representative, Texas

Tom Petri, U.S. Representative, Wisconsin

Linda Sanchez, U.S. Representative, California

Laura Richardson, U.S. Representative, California

ELI BROAD: Good morning. Welcome to the Library of Congress for the announcement of the winner of the 2007 Broad Prize for Urban Education. This, in fact, is the sixth year we've awarded The Broad Prize. It's the third time we've awarded it here in Washington, D.C.

We began awarding The Broad Prize in 2002 to shine a spotlight on successful urban school districts across America. As you well know, newspapers are filled with what's wrong with public education. But we do know of great successes out there. We want to find those successes, give them national recognition, and create a forum to share their best practices.

So we created the million-dollar Broad Prize, the largest education award given to a school district. Each year, 100 of the largest urban school districts are eligible for The Broad Prize. This year's five finalist districts stand out among other large urban districts for raising student achievement and closing the gap between income and ethnic groups.

I'm now pleased to introduce someone who not only shares our passion and dedication to improve our public schools, but also has truly rolled up his sleeves to make it happen.

Adrian Fenty was elected Mayor of the District of Columbia last November with an amazing 89 percent of the vote. And like a growing number of mayors, Mayor Fenty has deemed the work of improving his public schools important enough that he's going to take the responsibility personally. And that was one of his first acts in office. He was successful in gaining mayoral control of the city school system. Please join me in welcoming D.C. Mayor Adrian Fenty.

MAYOR ADRIAN FENTY: Well, good morning. And thank you very much to Eli Broad and his family, not only for the kind introduction, but really for what you're doing on behalf of education and young people throughout the country.

As mayor of the District of Columbia, it's my pleasure to welcome all of you to the nation's capital. I also would like to add my congratulations to the five Broad Prize finalists. I thank The Broad Foundation, again, for its support of urban public education around the country, and particularly I want to thank the foundation for its support of the reforms that we are already implementing in the District of Columbia Public Schools over the past nine months.

As Eli said, we have made education the number one priority of our administration and you'd better believe that myself and the deputy mayor for education and our team will be listening carefully to what these five Broad Prize finalist school districts are doing and how they are improving student outcomes. All of you may have heard that here in the nation's capital, we have a new schools chancellor. Michelle Rhee is here today. She is doing a great job and I

know that she also is going to learn from some of the great experiences of the other school districts and bring those best practices to our own school system. And in the near future, Mr. Broad and others, we expect that the D.C. Public Schools will be up here as a finalist. And hopefully soon, the winner of The Broad Prize.

The school districts that are here today are being recognized for their progress, but they are receiving far more than just gratitude and public recognition. They will receive, as was mentioned, the total of \$1 million in Broad Prize college scholarships from the foundation. Since the Prize began in 2002, the foundation has awarded more than 600 Broad Prize scholarships nationwide.

It's my pleasure to introduce one of those recipients. Cindy Legagneur is a 2004 graduate of Boston Public Schools, the only district that was a finalist for the first four years of The Broad Prize before winning it last year. With a Broad Prize scholarship, Cindy has been able to attend one of the country's best colleges right here in the nation's capital, George Washington University, where she is now a senior majoring in statistics. Please join me in welcoming Cindy to the stage.

CINDY LEGAGNEUR: Good morning, everyone. Thank you, Mayor Fenty, Mr. and Mrs. Broad, Secretary Spellings, members of Congress and distinguished guests. I'm honored to be here with you today. I would like to begin by thanking everyone from The Broad Foundation for this wonderful opportunity to speak at this event. I was born and raised in Boston, the only member of my family born in the United States. My parents immigrated to this country with my older brother in 1984, but because of financial restraints, they had to leave my 10-year-old sister in Haiti with family.

They worked hard to begin a new life in a new country. My mom worked as a nursing assistant and my father worked as a cab driver. I watched my parents struggle to give me and my siblings a better life than they had. They worked six days a week, often double shifts. But my parents always instilled in me the importance of education and hard work. Although neither of my parents went to college, they believed in me and supported my education.

During my freshman year of high school in Boston Public Schools, I struggled with my grades. But through the help of my teachers, the support of my parents, and my determination to succeed in school, I gradually improved my grades. Even though I worked a full-time job every summer during high school to help my parents financially—I worked 16 hours a week during my senior year—I increased my GPA from a 2.2 to a 3.86 and graduated in the top 15 percent of my high school class. I applied and was accepted to the George Washington University,

becoming the first person in my family to go to college. But when I was accepted, I had to figure out how I would pay for college. I can still remember how excited I was when I learned I won a \$10,000 Broad Prize scholarship. I knew I would be able to go to college. I am now a senior at the George Washington University, pursuing a degree in statistics. This summer I had an internship at Envision EMI, a non-profit that creates educational programming for elementary, middle, and high school students. As a senior, I now have to make important decisions about my future. I plan on pursuing a career in data and survey analysis, hopefully in the field of education. I stand here today because The Broad Foundation helped me to continue to reach my full potential. But becoming a Broad Prize Scholar meant more to me than just financial assistance. It was and is a source of pride to me and my family, and I strive to be the scholar that The Broad Foundation saw in me. I would like to again, thank The Broad Foundation. Your generous support has helped me to achieve my goals and continue to grow as a person. I hope to make you proud. Thank you.

ELI BROAD: Thank you, Cindy. We're so proud of you, and we want to wish you great success in your final year of college.

The Broad Prize is an enormous undertaking and we have a number of partners who provide critical support to the process. I'd like to thank our data partner, MPR Associates, and our site visit partner, SchoolWorks. The 100 districts are judged by a Review Board made up of top national education experts who review all the publicly available data. The winner is chosen by a Selection Jury of prominent national leaders, including former secretaries of education, former governors and several CEOs. It's all based on student achievement and the review of district practices. To give you an overview of this year's final districts, I'd like to ask Dr. Karen Levesque to come up. Dr. Levesque is director of K-12 school improvement with MPR Associates.

KAREN LEVESQUE: Thank you, Eli. Good morning.

I would like to share some data highlights for The Broad Prize finalists for this year, in alphabetical order.

Bridgeport Public Schools in Connecticut. This is Bridgeport's second year as a Broad Prize finalist. Bridgeport serves the highest percentage of students who qualify for free and reduced-price lunch of any of the 100 districts eligible for The Broad Prize. Among the reasons Bridgeport stands out: in 2006, Bridgeport outperformed other districts in Connecticut serving students with similar income levels in reading and math at all grade levels, elementary, middle and high school, according to The Broad Prize methodology. Bridgeport's low-income,

African-American and Hispanic student groups also outperformed their peers in similar Connecticut districts in reading and math at all grade levels.

Long Beach Unified School District, California. The 2003 Broad Prize winner, Long Beach is the first school district to re-enter the final five after being ineligible for three years after their win. In 2006, Long Beach outperformed other districts in California serving students with similar income levels in reading and math at all grade levels, according to The Broad Prize methodology. And Long Beach's low-income, African-American and Hispanic subgroups all outperformed their peers in comparable California districts in reading and math at all grade levels.

Miami-Dade County Public Schools in Florida—committed to ensuring that all students can successfully compete in the global economy. This fourth largest American district, lives by an ambitious slogan, "Giving our students the world." Between 2003 and 2006, this two-time Broad Prize finalist narrowed achievement gaps between Hispanic and African-American students and their white peers in their district. Miami also narrowed gaps for low-income students when compared to the state average for non-low-income students in reading and math at all grade levels. And between 2003 and 2006, participation rates for African-American and Hispanic students taking the SAT, ACT and Advanced Placement exams rose in Miami-Dade.

New York City Department of Education. With 1.1 million students, the New York City Department of Education is not only the largest in the country, but it also serves nearly twice as many students as all other 2007 Broad Prize finalists combined. Among the reasons three-time Broad Prize finalist New York City stands out is that between 2003 and 2006, New York showed greater improvement than other districts in New York state serving students with similar income levels in reading and math at all grade levels, according to The Broad Prize methodology. In addition, the percentage of New York City students taking the SAT is nearly double the average participation rate for the 100 districts eligible for The Broad Prize.

And finally, Northside Independent School District in San Antonio, Texas. Founded in 1949 with just 800 students and 11 schools, Northside has grown to become the fourth largest district in Texas and is now the fastest growing district in the state, adding about 4,000 students each year. Among the reasons first-time Broad Prize finalist Northside stands out among other large urban districts: between 2003 and 2006, Northside narrowed achievement gaps between African-American and Hispanic students and their white peers in the district in reading and math at all grade levels. In addition, between 2003 and 2006, participation rates and scores for African-American and Hispanic students taking the SAT exam rose in Northside. Participation rates for African-American and Hispanic students taking Advanced Placement exams also rose.

Congratulations to all of The Broad Prize finalists, and thank you for inspiring us with your successes in large urban school districts.

ELI BROAD: Thank you, Karen. It's now my pleasure and privilege to introduce our nation's top education leader. As secretary of education, Margaret Spellings is the first mother of school-aged children in the country's highest ranking education office. In President Bush's first term, Secretary Spellings served as assistant to the president for domestic policy, where she was a key architect of the No Child Left Behind Act. Now as education secretary, she often reminds us that to prepare students for the global economy, we must get them to grade level first. I have no doubt that Secretary Spellings will take her place in history as one of the all-time great Cabinet members. We're fortunate to have her leadership, her passion, her determination that she brings to the nation's highest education office. We're delighted the secretary is with us today. Please give a warm welcome to Secretary Margaret Spellings.

SECRETARY MARGARET SPELLINGS: Thank you, Eli. That was very generous. And, Eli, thank you for everything you do, not just this. Thank God he's on our side, everybody. And, Edye, thank you for keeping him on track, too. We know how that works.

I think you all know that we cannot have great cities without great schools. And your support is essential to making sure that these school districts are and continue to be beacons of excellence. I want to recognize the superintendents of these five school districts who are good friends and fellow warriors in student achievement. My friend Joel Klein, Chris Steinhauser of Long Beach, my fellow Texan John Folks from Northside, Rudy Crew of Miami-Dade, and John Ramos of Bridgeport.

But before I really begin to talk about this award, I want to read a letter from the First Lady, who is very, very sorry that she wasn't able to be here with us today. I call her our nation's educator-in-chief. I'm a not-so-great stand-in for her, but she did want me to read this letter.

"Congratulations on being chosen as a finalist for the 2007 Broad Prize for Urban Education. My thanks and admiration go to the superintendents, teachers and staff members of each honored school district for your unflagging commitment to the next generation. I applaud your creative approaches to improving education, raising the standard of achievement, and reducing the achievement gaps across ethnic and income groups. You are providing students with the skills to succeed in school and in life and building a brighter future for the nation. Keep up the great work. With deep gratitude, Laura Bush."

While today's winner will receive \$500,000 in scholarships to use for bright people like Cindy—and Cindy, if you want a job at the department of education when you get through, come see me—each of the four finalist districts will also receive \$125,000 in scholarships. So everybody's a winner, as they say. But in addition to the award, the prestige of being awarded and recognized in this way really is as great as the financial support, as well. So thank you, Eli, for spotlighting the great things going on in American public education, especially in our urban districts.

I love this prize because it recognizes that great things can and do and are happening in American urban education. And that is not an accident. That takes hard, hard work, great educators and great leadership. So, to New York, Miami, Bridgeport, Long Beach, and Northside, you are all tremendous. Thanks to the strong and innovative leadership, these school districts are closing the achievement gap and improving overall student performance.

In fact, in many cases, these districts are outperforming their suburban peers. Since 2003, to name one example, the number of Long Beach students taking AP courses has increased almost 50 percent. How did they do it? While each district has its own unique story, some of which you heard, one common theme strikes me. And that is data-driven management, data-driven decision-making. As we say in Texas, what gets measured, gets done. In fact, what gets measured, gets better.

And I am reminded, in fact, of a story Joel Klein told me about his wife, who is the general counsel for Sony. Every Friday night, her Blackberry goes off in the middle of the night with all of the returns from all the movie theaters around the country about how much money each picture that opened made that day. And Joel has used this to inspire the rapidity with which we get data from the central office into the hands of people who can use it, into the teacher's hands and into the hands moms and dads. And I think that's data-driven decision-making.

Miami-Dade has an online system that lets teachers instantly generate customized reports on student progress. Bridgeport is engaging the local business community to make sure students are getting the most of all the resources. We have to invest our resources very, very wisely. Kitty Hamilton, a teacher at Cable Elementary School in Northside, said that at first she thought the new district tests were the dumbest thing she ever heard. Anybody heard that before? I'm hearing it now sometimes. But when she started getting familiar with the data and seeing what it could do for her, she realized what a gold mine it was and how it could really help her students learn better.

So I think we all agree that the best way to improve student performance is by taking an honest look at where our students stand, where they're struggling, and get resources and support to them around those issues. And I really look forward to working with Chairman Miller and Chairman Kennedy and all the members of Congress as we work to reauthorize No Child Left Behind, a very, very powerful public policy change in American education that is really working for kids. So, now the moment you've all been waiting for—I wish I were dripping with jewels and a fancy dress, but...

...the winner of the 2007 Broad Prize for Urban Education is the New York City Department of Education!

CHANCELLOR JOEL KLEIN: Thank you, Madam Secretary. Thank you for your extraordinary national leadership. Thank you for your commitment to No Child Left Behind and to educational equity. We also thank Eli and Edye Broad, not just for this remarkable award and the scholarships for our kids, which will really do so much good for so many, but I want to congratulate them for focusing on education, for creating a foundation whose central mission is to transform urban education. You know, it's not glamorous, but it is the most important thing in this nation. America will never be the country we want it to be until we get right on public education. And today we are not right. We are not right on public education.

I want to thank my boss, the mayor of the city of New York, Michael Bloomberg, for having the courage to go forth and do what a lot of politically astute people told him not to do, which was right in the beginning, get control of public education, make it the city's number one priority and tirelessly lead to change. Without you, Michael, we would not be here today. And I salute you for all the wonderful things you did for me. You assigned to me Deputy Mayor Dennis Walcott, who was the best possible partner I could have had in doing the work that we're doing in New York City. Here's to you, Deputy Mayor.

We've been blessed by three extraordinary partnerships, also represented on this stage. The United Federation of Teachers has been a critical partner in the work that we have done. Randi Weingarten, of course, is their president. Ernie Logan, president of the CSA, representing our administrators and our principals and our supervisors. And then, Merryl Tisch, who is the vice chancellor of the New York State Regents. And we have, contrary to a lot of states, we have a state-city partnership that really does work well, constructive, and positive. Without those people who share as true partners in this effort, again, we would not be here.

It does take a city coming together. And while it hasn't always been all sweet and nice, we have pulled together to do what's right for the kids of the city of New York, and I thank you for

that. Randi and Ernie, I also want to say to your members—the teachers, the principals, the assistant principals—they, along with our kids and parents, they're the true heroes in any success story in public education. And today, most of all, we salute them and the extraordinary work that they're doing in our schools.

Finally, if I could, I'd like to say thank you to a number of the people who are here today, who are part of my leadership team. I just wanted to tell all of you, each and every one of you, I have never been more privileged to serve with a group of people who are as committed, as talented, and as uncompromising about changing the face of public education in this nation. People who go to work every day with a strong commitment to end the achievement gaps that have bedeviled this nation, I salute you. Thank you all very much.

MAYOR MICHAEL BLOOMBERG: Well, I thank you. I guess three times is the charm when it comes to this prize. But, Eli and Edye, thank you so much. This really is a tremendous honor for New York City. And, you know, I didn't have a lot to do with this. I made a couple of good decisions. I picked Dennis Walcott as the deputy mayor and then Joel Klein as our chancellor. And, my only other contribution to education was in high school, in college and in graduate school, I was one of those people that made the top half of the class possible.

But seriously, when I introduce Joel Klein to the press, when I picked him as chancellor, one of the reporters actually said, "Were you the one that wrote 'Primary Colors?'"

8

Today everybody knows him because New York City is a model for what can be done. We have a long way to go, but we are committed to seeing this through and to making sure that every one of the 1.1 million children that parents entrust us with, have the opportunity to get a great education and share in the great American dream.

I'm a very simple person. I'm one of those people who believe in what I read in civics in the seventh grade—that we're all created equal. But if you don't have a good education, you really can't partake. And a lot of the civil rights that we talk about a lot aren't really, in a practical sense, available to you unless you can read and write and do math and phrase questions and understand answers and know how to work collaboratively and collectively. That's what education is supposed to teach you.

Now, a lot of it you're supposed to learn at home. But we all know that not every child is lucky enough to have parents at home that can teach them that. And so it falls upon the public school system to do that. And I just wanted to start off by acknowledging all those who really played a role in winning this award, starting with the teachers. We have 80,000 hard-working

public school teachers in our system, represented by Randi Weingarten. Everybody thinks that Randi and I fight all the time. The truth of the matter is we have breakfast every few weeks, at the same Greek diner. I don't you remember you ever picking up the tab for it.

Our superb principals and school administrators represented by the president of the Council of School Supervisors and Administrators, Ernie Logan. Ernie's new to the job and since he's come in, I think there's a whole new world. When you talk to principals and teachers in our system, both groups are happy and they're proud to be part of something that's working. And our state government, represented by Merryl Tisch of the State Board of Regents. Margaret, you talked about the chances of two school superintendents coming from the same street. Well, the mayor of New York City and Merryl Tisch on the State Board of Regents live two doors away, and two doors on the other side of her lives our governor. So there must be something in the water at 5th and 79th Street. I don't know what it is. Either that or it's just cheap apartments.

I'm 65 years old and one of the few things I learned, perhaps, is that you don't do things in a revolutionary way, you do them in an evolutionary way. And if every day we can make our public school system a little bit better, we'll be able to look back at the end of our eight years in office and find that we really have made a big difference. We're going to continue to build on what we have. Our kids deserve a quality education. And that means public schools. And, Eli, we're just honored that The Broad Foundation sees us as a model for big city school systems around the nation. And we are ready to share our experiences with mayors and educators across the country. Many of them have looked to New York and seen the problems we've worked to correct and tried to mirror what we've done.

9

Like big city school systems across the nation, New York City schools have to confront daunting problems created by poverty and immigration and decades of institutional inertia. And I believe that our success shows that students in every major city can achieve what we want for them.

It's not that complex to do. First thing is, you bring down crime in the schools, because every teacher and principal deserves a safe place to work, and every child has the right to learn. And we don't and shouldn't allow others to take away that right in the classroom. It's the first fundamental principle. You have to have facilities. In our city, we've put our money where our mouth is. We have a \$13 billion school construction program. We have 1,400 schools, just to put it in perspective. But what we did at the beginning is we increased the size of the city school construction budget. We asked Albany to match it, and then the next day I went out and criticized them for not matching and said they had an obligation to do so. And the good

news is they came through and we are building buildings and increasing the size of our classrooms, labs, athletic facilities, cafeterias and libraries.

We've gotten support from the private sector. The Broad Foundation, Bill and Melinda Gates have been phenomenally helpful, in terms of giving us money for our new high schools. And we've found ways to pay our teachers more. We've raised our principals' and teachers' salaries by roughly 43 percent over the last five years. Nobody goes into education to make a lot of money, but you still have to eat. And I said when I was running for office, it's our number one priority and I've always been a believer that when you say something, you should do it. And so we've reached into our pocket. I raised property taxes in New York City so we could pay our municipal employees better. We want great employees. And I think we have 300-odd thousand employees that work for the city, about 120,000 that work in our department of education. And maybe they're not making as much as they would like, but they're making a heck of a lot more than they did before, and I think that's why we're able to attract and retain more of them.

And finally, what we've done is we've tried to apply a mathematical formula, if you will, to improve our school system. We call it ACE and it stands for accountability, competition and empowerment. And just briefly, we've established accountability at every level of the school system. Accountability means having principals accountable for their schools and teachers accountable for their classrooms and parents accountable for making sure that kids come with a meal in their stomachs, if the family can afford it, and clothes on their back, and a good night's sleep. And, you know, parents really are a very big part of this and students, too. Adolescents are old enough to understand their future is in their hands, and we're trying to hold them more accountable. We've tried to make the school system more user-friendly. Parent coordinators—every school has somebody whose sole job is to be the coordination between parents and students. You walk into the school, there on the wall is our parent coordinator's cell phone and they take calls 24/7. And if you've got a question, if you want to talk with your principal about how your child is doing and what your child needs, you call that number.

The competition part is, we've given students and parents a wider choice by creating 200-odd new small secondary schools and making New York City the most charter school-friendly city in the nation. Even the United Federation of Teachers has a charter school in our system. And we've also instilled competition among the academic and nonprofit organizations providing our schools with professional development.

And finally, empowerment. We've tried to empower our principals and teachers with the authority to become true educational leaders. At the very beginning, the system was going in every direction. We centralized it, but then we cut back on central administration, put \$350-odd million back into the classrooms and tried to make sure that our principals are in charge of the schools and that the teachers and the principals work together in a collaborative effort. And that really is what we've done.

Accountability, competition and empowerment, and that's why test scores and graduation rates are up. And that's why we're here, and that's why we've won.

So, Edey and Eli, thank you.

ELI BROAD: Randi Weingarten, president of the United Federation of Teachers, is truly a partner in this award. Randi, would you say a few words?

RANDI WEINGARTEN: This is a great day for New York City. We do have our issues, warring amongst each other. But everyone on this stage—from New York, California and Texas—we all believe passionately in educating kids. When we have our debates, it's about how, not about whether or not.

We had a system for years that was under resourced and neglected by folks. I remember times when school teachers—including myself—had to scavenge for a piece of chalk. So when you have a mayor and a chancellor who are willing to take that responsibility and willing to say, "We're going to work together and we're going to help all kids learn. We're going to raise taxes if we have to. We're going to get qualified teachers and principals and keep them. And we're going to keep all of our feet to the fire and do this." That's something to be celebrated, and I want to thank you publicly, Mr. Mayor and Mr. Chancellor, for doing that. And so today is a great day, because what today shows is when New Yorkers work together, get the resources and focus them on kids, we can help all kids, not just dream their dreams but achieve their dreams. Thank you very much, Eli.

MAYOR MICHAEL BLOOMBERG: I was standing here feeling remiss in that I didn't congratulate our other four finalists. These are colleagues of mine in school districts that are doing extraordinary work. I salute you for it. I've learned from it. One of you is a former chancellor in my city who did extraordinary work in New York and is now doing extraordinary work in Miami. And I assure you Rudy, I enjoyed our spirited discussion this morning, but the work that we did built on the work that you and other chancellors did, and I salute you for that.

I end by saying to each one of you something I never thought I would say. But a great joy for me today is that we won't be eligible for The Broad Prize for several years, and I urge you, make yourselves ineligible for The Broad Prize.

ELI BROAD: Thank you. I'm now pleased to introduce a number of members of Congress. First we have Senator Ted Kennedy, chairman of the Senate Committee on Health, Education, Labor and Pensions. Senator Kennedy.

SENATOR EDWARD KENNEDY: This is the most carefully kept secret in Washington, who is going to win The Broad Prize. And I'm just wondering how my niece Caroline got down here this morning—whether she had a little heads up that she didn't tell her uncle about. I just join in giving a wonderful sense of celebration to New York for their extraordinary achievements. I think all of us—as Secretary Spellings, George Miller and all of us understand so well—dropout prevention is such an extraordinary challenge in our educational systems. What Joel Klein has done—we used to see him in the Judiciary Committee as the head of the anti-trust division and as a hard-nosed, hard-driving person that wanted to get results—is extraordinary, but he never would have gotten that opportunity unless he had a mayor that was committed to it. And so I congratulate Mayor Bloomberg and I thank Randi Weingarten, as well, for all of her good works. There are no real speeches that are needed today because we just heard some of the best.

I want to join in celebrating New York, but I also want thank our runners-up. Miami has done such a job involving the parents in the education system. That's so incredibly important. We have to try to get that right in the parent academies. And Long Beach uses data. And I think Secretary Spellings would say that this is a central challenge, about how data is going to be used—and used effectively—in terms of getting children really to become more involved. And the literacy program at Bridgeport, I think all of us understand the importance of reading and it is a key to all knowledge. And they've got such an interesting and exciting program in Northside and character education curriculum, which is very unique and very special. So today, I congratulate Eli Broad, who's been so involved in these awards. And to congratulate all of those superintendents and all that work with them. We are trying to get it right here in the nation's capital. We're very appreciative of the leadership that Secretary Spellings has shown all of us.

I'm enormously enhanced by the work of my friend and colleague George Miller as well. We're trying to get it right. And the examples that we have heard today will be invaluable to the members of Congress as we go down the road in the future. We need these examples. We need this kind of inspiration. We need this kind of leadership. It really encourages all of us,

certainly in the Congress and in school districts all over the country. So Mayor, Joel and the leadership team, I'm glad to be a voice in congratulating you and congratulate all the runners-up.

ELI BROAD: I'm pleased to introduce Senator Tom Carper from Delaware. Tom?

SENATOR THOMAS CARPER: Let me join Frank and Senator Kennedy and others in thanking Eli and Edye for not only what they're doing with their lives, but just as importantly, what they're doing with their money. And we appreciate the leadership that you've provided and continue to provide. Our congratulations to the finalists, our congratulations to New York for being eliminated from next year's competition.

I stand before you as a recovering governor, someone who worked with this man right over here, Congressman Mike Castle, also a former governor of Delaware. We worked in the trenches with our schools, with our teachers, with educators, with our parents, with our businesses for a number of years—many years—and continue to do that in our own small state. This is about a lot more than just winning a prize. It's about a lot more than just doing well on state tests. This about preparing a workforce for the 21st century, to make sure that the young men and women who walk out of high schools can read, they can write, they can think, they can do math, they can use technology, they can use science, and they're ready to roll. They're ready to be productive in post-secondary education. They're ready to be successful in the world of work, too. Thank you.

ELI BROAD: I'm now pleased to introduce my senator, Barbara Boxer of California. Barbara?

SENATOR BARBARA BOXER: Eli and Edye, thank you for focusing on what works in our schools because there's no reason to reinvent the wheel every time. Mayor Bloomberg, I think you know that I was born and raised in New York, and I went to public schools from kindergarten through college. And when my dad said, "My goodness, they have raised the tuition at Brooklyn College to \$19 a semester. Honey, you're really getting expensive," I worried that I might not be able to continue. The fact is, each and every day when I stand on the Senate floor, I go toe-to-toe with people that went to very fancy schools. At least I go toe-to-toe with them, for sure. And the fact is, I got that ability through the public schools. I want to say to Long Beach, congratulations again. You won in 2003 and we had our fingers crossed, but tomorrow is a new day. And I just want to say to everyone here who has given your lives to our children, thank you so much. This is all a cooperative effort, to make our dreams come true for our kids. We couldn't do better than having George Miller and Ted Kennedy in charge over here. And I hope we'll continue with that teamwork. Eli, thank you very much.

ELI BROAD: I'm pleased to introduce George Miller, Chair of the House Committee on Education and Labor. George?

REPRESENTATIVE GEORGE MILLER: Well thank you. It's a pleasure to be here. And I just want to say that for so many of us, we consider The Broad Prize the Nobel Prize of education. And why do we do that? Because when you look at the school districts that compete, when you look at the accomplishments of the school districts that are the finalists, you realize that they think anew, that they are, in fact, disrupters within a system. They try to figure out how to do it differently. They try to focus on success. They try to expand success. And that's deeply appreciated by those of us in the policy field. So I thank you so much for driving that. I must say, I want to recognize and again thank Bridgeport and Long Beach and Miami-Dade and Northside Independent School District of San Antonio so much for having the courage to engage in this competition, by recognizing that they have a contribution that is very important to us.

We look to this prize and we look to all of those who enter it as bits and pieces of the puzzle, as we try to think anew in the Congress of the United States about education. We've learned something from every one of the winners. I must say, New York, we've learned that you have to break a little china now and then to move ahead here and we appreciate your breaking your china. And it's important. It's important because this is a system that must drive this country into the future and it must drive all of its intellectual resources for the future. And without these kinds of individuals and the school districts they represent and all of the personnel that work every day on behalf of their success, we're not going to be able to inherit that future in the manner in which America should. And it's just that simple. And so thank you so very much for driving this process. Thank you so much to the competitors within the process and thank you so much for all the good ideas you give us on an annual basis.

ELI BROAD: I'm now pleased to introduce Mike Castle of Delaware, also former Governor of Delaware. Mike?

REPRESENTATIVE MICHAEL CASTLE: Thank you very much, Eli. I've heard the comments of a couple of the other elected officials, and I couldn't second them more. We are so very proud of everybody in education who's trying so very hard to educate our children. Obviously New York deserves special congratulations. All our other finalists do, as well. And all the rest of you who are involved in education do also. But Eli Broad and his family foundation deserve a tremendous amount of credit for putting up these challenges for all of us.

Because it's a challenge for us as well, to make sure that we are improving our educational systems. He has also come into Delaware and done some wonderful things with Vision 2015, which is a real challenge to my small state, to try to improve itself as far as education is concerned. It's involved and concerned individuals that make a difference. And I sit here in Congress, we worry about healthcare and we worry about Iraq and we worry about the environment. And every single time we worry about these things I think, you know, if we were really educated, if everyone in this country really understood all this, it would be so much easier to work out our problems. And I feel we should have a universal commitment in the United States to educate every single child as well as we can, give them that opportunity. They'll be better citizens and they'll have better economic opportunities. And with all that Mr. Broad is doing, all The Broad Foundation is doing, and particularly, all of you involved in education are doing, we offer our thanks. You can make a difference.

ELI BROAD: Let me introduce Vernon Ehlers from Michigan.

REPRESENTATIVE VERNON EHLERS: I want to first mention that I am also a teacher. I spent 22 years in the classroom, six years teaching at Berkeley. I'm a physicist by the way and I was a professor of physics at Berkeley and at Calvin College in Grand Rapids, Michigan. But much of that time, I diverted a good deal of my time and energy to trying to improve science and math education in elementary schools. It's something that has to be done if we're going to compete across the nation. And I'm sure that Mr. Broad recognizes this, as well as The Broad Foundation. We can not compete with China, India and other countries if we do not improve our math and science education. However, I'm interested not only in math and science education. I devoted myself to that because that's my background and that's the greatest need. But we must emphasize all of education in this nation. And that's why I very much appreciate The Broad Prize and congratulate all of those who are up here.

In my experience, the single greatest factor in the success of a student is to have at least one interested and involved parent at home. If you have that, the teachers can accomplish wonders. If you don't have that, the teachers have a very, very difficult task. And so I hope we can all be aware of that aspect of any educational program, as well, to involve the parents, get them involved with the students as well.

ELI BROAD: Congressman Charles Gonzalez is next.

REPRESENTATIVE CHARLES GONZALEZ: Thank you very much to the Broad family and the foundation. Profound thanks for not only recognizing a need, but also doing something about it. Northside Independent School District, in my Congressional district—85,000 plus

students, a diverse population, 60-62 percent Hispanic, maybe 8 percent African-American and then you take income levels and such and you've got your challenge. The important thing is that not just Northside, but the winner, as well as the other finalists, have all basically embraced the challenge, and they are demonstrating that something can be done.

ELI BROAD: Congressman Tom Petri of Wisconsin.

REPRESENTATIVE TOM PETRI: Well, we may have reached the point when you pull out the old Washington saying—that all that can be said has been said, but not everyone has said it. So let me just make one point. And that is, in addition to congratulating the winners and the Broads for their interest in support of innovation and education, let's say it's incumbent upon us in the Congress also to innovate and to learn and to build on what works. And there's one program that was started in No Child Left Behind called Troops to Teachers, which is a program that has worked. It's provided a second career for over 10,000 Americans, disproportionately minority, disproportionately male, and disproportionately going into math and science. The reauthorization of that program on a broad-based basis is in difficulty, and I certainly think that it's something that should be included as an innovation at the federal level, as you're innovating the local level. It will spur improvement throughout education. Thank you and congratulations.

ELI BROAD: Congressman Linda Sanchez of California.

REPRESENTATIVE LINDA SANCHEZ: Well, I feel like I'm batting cleanup here. But I want to start by thanking the Broad family for all the work that they do to promote and reward the exceptional school districts, because it's really, really important work. And it's great to be here amongst so many hard-working and inspiring educators from across the nation. I especially have to boast a little bit about a school district that comes out of California, and that's Long Beach. As the only returning winner, Long Beach is a little unique among today's nominees. And under the leadership of Superintendent Chris Steinhauer, Long Beach is doing some really incredible things.

So just a little shout out to the Long Beach folks. As philosopher Eric Hoffer said, "In times of change, learners inherit the earth." And in this first decade of our new century, that is all too true. Our next generation of students has to be prepared to excel in a global economy, one in which knowledge is increasing with doubling rates and in which tomorrow's obsolete technologies haven't yet been invented. And all of the nominated school districts are setting an example for districts across the nation, showing that students, no matter what their background, their history, or their personal obstacles that they've had to overcome, can be the

learners that will inherit the earth. I want to commend all the hard-working teachers and administrators from all the nominated districts for your contributions and for your commitment to teaching. I also want to recognize the parents and the communities for supporting every district's effort to help every child reach his or her full potential.

ELI BROAD: Thank you. I think we've got one more member here. Laura Richardson of California.

REPRESENTATIVE LAURA RICHARDSON: Well, first of all to Mr. Broad, we appreciate all of your efforts and your commitment to education. To New York, I'm from California, the only city I would like to see come in first beyond us is New York because that's where my family is from. So congratulations to you. To our Long Beach family, we are the best urban city in the United States, in my view, and I think when you look at everyone that we have, we have our Mayor Bob Foster, our former Mayor Beverly O'Neill, our school board members, and our teacher association, which I think speaks to how we work together. For me, education is really an equalizer. It's something I've benefited from and I think the work that you're doing, sir, is really helping make America better. In closing, our governor, who's known as the terminator says, "Long Beach, we will be back." Thank you.

ELI BROAD: Congratulations New York City Department of Education and all the finalist districts.

Celebratory Luncheon & Keynote Address

Madison Building • Library of Congress

Dan Katzir, Managing Director, The Broad Foundation
James H. Billington, Librarian of Congress
Eli Broad, Founder, The Broad Foundations
Nancy Pelosi, Speaker, U.S. House of Representatives
General Colin Powell, Former U.S. Secretary of State

DAN KATZIR: Welcome to the celebratory luncheon for the 2007 Broad Prize for Urban Education.

Every year we convene a group of education practitioners and experts to serve as our Broad Prize Review Board. They meet in the spring to review an incredibly comprehensive and very thick binder of academic performance data on the largest 100 school districts in the country, and they debate and discuss, and then they pick the five finalist school districts. Then in the summer, we have a distinguished panel of judges who serves as our Selection Jury. These panelists—who include former U.S. secretaries of education, former governors, business leaders and university presidents—have the tough job of not only looking at even more quantitative data for the five finalists, but also the qualitative site visit reports from the four-day site visits that we do for each finalist district.

We have two of our jury members here today: former U.S. Secretary of Education Rod Paige and former Governor of Virginia Mark Warner. We thank you for your service and your hard work in looking at this data with us. We also have a number of members of our Review Board here with us today.

I'd also like to recognize a member of The Broad Foundation board of governors. Kent Kresa is here with us today. Kent, it's great to have you at our lunch and our event today.

A special thank-you to our data partner, MPR Associates—you heard from Karen Levesque; her partner Bob Fitzgerald is also with us here today. Our site visit partners, SchoolWorks and Public Impact, and Educational Testing Service, who administers The Broad Prize scholarship program. As you may know, unlike other scholarship programs that tend to reward seniors with high GPAs, The Broad Prize scholarship program targets students who have improved over the course of their career in high school, students who are often overlooked by other scholarship programs. All five districts will be awarded scholarships this coming year: \$500,000 to New York City for their graduating seniors and \$125,000 apiece for each of the four finalists. To the district representatives from Bridgeport, Long Beach, Miami-Dade and Northside, I want to remind you that while 100 districts are eligible for The Broad Prize, only 5 percent rise to the top, and all of us here today congratulate and honor you for your success.

We're joined today by Dr. James Billington, who has served as the Librarian of Congress for the last two decades.

He is only the 13th person to serve in that capacity since the Library was established in 1800. That's the 13th librarian since 1800. So if you're a math geek like I am and you do the math,

you will realize that librarians of Congress have long terms, averaging about 16 years each. Imagine the progress that we could make in urban public education if our school district superintendents had as long a tenure.

Dr. Billington was previously a professor of history at both Harvard and Princeton Universities. He's also widely published, has received 40 honorary degrees from universities around the world. And under his leadership, the Library has put nearly 11 million American historical documents on line. Last year alone, historical research was accessed online over 5 billion times. Dr. Billington, we thank you so much for hosting us again this year. Please join me in welcoming Dr. James Billington.

JAMES BILLINGTON: Thank you very much. It really is a great pleasure and privilege to be hosting The Broad Prize.

This is a place which is deeply concerned with education as well as with scholarship and serving the Congress, which, by the way, has been the greatest single patron of the Library in the history of the world by sustaining these immense collections of 135 million items in all languages and formats.

Now, I would like to add my congratulations to the people doing the frontier work in the school systems around the country, educators, and of course New York, the winners, and the four Broad Prize finalists. I think it is my function really here to thank especially Eli and Edye and The Broad Foundation for their generous dedication to the cause of helping our nation's urban schools impart knowledge from one generation to the next. This is also what we strive to do and to help others do by putting our things out free and many other services for the blind and physically handicapped, things that we try to do for the country. Madam Speaker, we're honored to have you here as well most especially. Well, there can't be more magnificent examples of private philanthropy in a public cause than we have with Eli and Edythe Broad. So I just learned, and few people know this, that this fall, Mr. Broad, you will receive the prestigious Carnegie Medal of Philanthropy.

So here is another Andrew Carnegie—a great philanthropist, a great American. Please welcome the man who's responsible for the \$1 million Broad Prize for Urban Education, Mr. Eli Broad.

ELI BROAD: Thank you, Dr. Billington, for your generous remarks. Edye and I look forward to The Broad Prize every year and to celebrate all the winners. All five of the urban school districts have demonstrated great gains in student achievement while closing the gap between

income and ethnic groups. You know, there's always something special about coming to Washington, D.C. It's for a number of reasons. In point of fact, we announced The Broad Prize here some five years ago. Two years ago, we were fortunate enough to hold The Broad Prize events here in the Library of Congress. We're delighted to be back here this year, thanks to Speaker Nancy Pelosi. Since her historic election as Speaker of the United States House of Representatives, which puts her third in line for the presidency, Speaker Pelosi has set an ambitious goal, an ambitious agenda, and has been a tireless advocate for our nation's future. For some 20 years now, she has represented California. She's held many important posts, including senior member of the House Appropriations Committee, the longest continuous serving member in the history of the House Permanent Select Committee on Intelligence, House Democratic Whip, and the Democratic Leader of the House. Her speakership has led to a more collaborative House. Speaker Pelosi, thank you for your tireless work on behalf of our nation, for being a great friend and for taking time out of your very busy schedule to be with us today. We're delighted that you invited us back here to Library of Congress. Please give a warm welcome to Speaker Nancy Pelosi.

SPEAKER NANCY PELOSI: Thank you very much, Eli Broad, and to Edye, for making this magnificent Broad Prize possible and all that it does to encourage interest in excellence in education. It's great to be here with all of you once again to come together to celebrate the effort and the excellence of our schools, to teach our children and get the recognition that the Broad family, Edye and Eli, are giving to them. I love this Library of Congress and I think it's a great place for this prize to be awarded. Let me tell you why for a moment. Dr. Billington has served our country with such tremendous, exquisite leadership. Sometimes I've heard him make the speech in classical Greek, Russian. Whatever it happens to be, he understands the language, literally and otherwise, of the subjects he studies and teaches us about. So Dr. Billington, thank you for your extraordinary leadership of the Library of Congress.

Dr. Billington's predecessor, Dr. Borstin, wrote about the Great Seal of the United States. Dr. Billington's certainly talked about this a number of times, so forgive me, Dr. Billington, but I love it. Because on the Great Seal of the United States, which all of you have in your pocket whether you know it or not. Does anybody carry money any more? In case you do, it's on the dollar bill, the Great Seal of the United States. On that seal it says "Novus Ordo Seclorum," a new order for the ages.

Dr. Borstin wrote that so confident were they in what they were doing that they said it would last for the ages, forever, for centuries. They had faith in themselves, faith in the future, faith in God, faith in our country. They were optimistic and confident. They knew that this would be possible because every generation would have a responsibility to the next to make America

the greatest country in the history of the world. And that's what the Broads are doing, investing in the next generation, to make sure our young people have every opportunity. So it's appropriate that we're here at the Library of Congress, in the Madison Building, one of our founders, where one of the former librarians of Congress has written so clearly about our responsibility to the future. Nothing is more important to that future than the investments that we make in our children, their health, their education, the care that we give them. We all gather today sharing that commitment to our children. In that regard, we are joined by one of our nation's great heroes, General Colin Powell.

When General Powell founded America's Promise Alliance, he created the nation's largest multi-sector collaborative dedicated to the well-being of America's children. This organization is now chaired by his brilliant wife Alma and is committed to reaching 15 million at-risk youth, offering the opportunities they need to succeed. General Powell, what you are doing, and what Edye and Eli Broad are doing, is the most important thing, to help our children, to help our country, to preserve our democracy by having education. In fact, James Madison, who was a great champion of education, said, "The advancement and diffusion of knowledge is the only guardian of true liberty."

ELI BROAD: I'm now pleased to introduce a truly inspirational leader. And what better tribute to the New York City Department of Education than to have a graduate of the New York City public schools here today to deliver the keynote address. Truly, though, he did agree to be our keynote speaker long before I knew or he knew who would be the winner of The Broad Prize. A great American statesman, a great American soldier, General Colin Powell has served the United States with distinction under seven different presidents. In addition to his many military decorations, he's received the highest civilian award in our country: two Presidential Medals of Freedom. Perhaps U.S. News and World Report said it best when they published his photo on the cover along with the following simple one-word caption: "Superstar."

For his decades of service as a soldier, to his responsibility for countless men and women in the armed services around the world, to his bold diplomatic leadership, to his commitment to young people here at home, he's garnered the trust of all Americans. Born in Harlem, raised in the South Bronx, Colin Powell was the son of Jamaican immigrants who stressed the importance of education and personal achievement. By his own account, he found his calling when he joined the ROTC while attending City College of New York.

An interesting piece of trivia I have for you. When he was serving in the Third Armored Division in Germany, then-Lieutenant Powell was in the same unit as Elvis Presley. When he was dispatched to South Vietnam in 1962 by President Kennedy, General Powell was wounded by

a booby trap while patrolling the Vietnamese border near Laos. He was awarded both the Purple Heart and the Bronze Star. He went on to serve a second tour in Vietnam. He was again injured in a helicopter crash. Despite his own injuries, he managed to rescue his comrades from the burning helicopter. For his bravery, he received the Soldier's Medal. General Powell earned an M.B.A. at George Washington University and a prestigious White House fellowship during the Nixon administration. He went on to hold numerous high-ranking positions in the Defense Department, including assisting then-Secretary of Defense Caspar Weinberger and personally advising President Reagan on national security matters. In 1991, as Chairman of the Joint Chiefs of Staff under President George H.W. Bush, he became a national figure as a result of the success of Desert Shield and Desert Storm.

In 1994, General Powell retired from the military to return to private life. But that wasn't for long. A few years later, Presidents Clinton, Bush, Carter and Ford challenged Americans to make children and youth a national priority. General Powell joined forces with the Points of Light Foundation, the Corporation for National and Community Service, the United Way and others to found America's Promise Alliance. Today his wife Alma heads the Alliance, which is focused on the wellbeing of young people.

After a lifetime of extraordinary achievement, you might be interested to know that General Powell considers his proudest achievement being a husband and the father of three great kids. That's what he said. It is my distinct pleasure to present to you a great American, General Colin Powell.

GENERAL COLIN POWELL: Thank you very much, ladies and gentlemen.

Eli, I thank you for your very kind and too generous introduction. I cannot tell you how very pleased I am to be with you all today at this celebratory luncheon for The Broad Prize. I'd like to thank the librarian of Congress, my old friend and colleague during the days of the Cold War, Jim Billington, for hosting this celebration again and for all you do for our nation. I congratulate you especially on what you are doing in this information age, where our youngsters are learning at the speed of light and we've got to make sure they have that information available to them at the speed of light through the Internet.

Madam Speaker, I thank you for being here and for your kind words and all the support that you have been giving to youth programs in the course of your distinguished career. I again congratulate you on what you've just been able to achieve with respect to this bill, increasing funds for the education of our young people. My thanks to all those who participated in the process, either by reviewing applications or the final selection. A special congratulations to the

five winners: Bridgeport, Long Beach, Miami-Dade, New York, Northside Independent. There can only be one at the very top of those five winners, though I consider them all five winners.

But the real importance of such a competition and such recognition is not just to identify the top five and then the top one from those five, but to serve as an example to all 100 urban districts to see what it takes to achieve, to see what it takes to succeed, to become qualified for such recognition. What Eli and Edye had in mind was not just to select one of five, but to motivate all 100 and, perhaps through those 100, many other districts as well. So I congratulate all of them. I'm especially pleased that New York City is the winner. I am a product of the New York City public school system from kindergarten all the way through college. But I must also say that I am proud that Long Beach happens to have a school by the name of the "Colin Powell Academy for Success." So my congratulations to Long Beach.

Of course, I have to also acknowledge the contributions that Eli and Edye have made not only to this prize, but all the things that they are doing with respect to education—the universities they are running to train principals and teachers, all they are doing for the arts, for their community. These two wonderful people have been blessed with wealth, but they realize that what they have to do with that wealth is not just to enjoy it, but to share it.

They are an example to all of America that those of us who have been blessed with time, talent and treasure have an obligation to reach down, back and across and help those who are less fortunate and to improve our communities. I know of no couple who have done it with more diligence, more energy, and more devotion and dedication than Eli and Edye, and I thank you both again.

We're facing a real challenge with our young people. Let me put it to you this way. As I go around the world and as I traveled all over the world while I was secretary of state, I saw a world that is changing, for the most part for the better. I saw the end of the Soviet Union. I saw China emerge and want to trade with us and not demonstrate hostility to us. I see all of these countries realizing that the most important resource they have is their human capital and their children. I see all of them investing in education—in China, in Russia, in Europe, all over the world. I see a world that used to be split into feuding empires—the Soviet Empire and the Chinese Empire—behind curtains, iron and bamboo curtains, and we had to contain them. That world is gone, and now it's a world that's being reshaped by international economics. It's a world that's being reshaped by the information revolution. It's a flat world, as Tom Friedman says. It's certainly flattening, if not completely flat, but the future is also flat. All of these countries are investing in their young people.

We 300 million Americans are now in a competitive environment with billions of people in China, in India, elsewhere around the world, to educate their youngsters for this new, exciting world. We 300 million Americans cannot afford to lose a single child, and we must make whatever investment it takes into our educational system at all levels to make sure that America is ready for this demanding future that it faces, an exciting future, a future that I am very optimistic about.

But I get distressed when I look at some of the statistics affecting our kids, and you see the high school dropout rates, particularly minority. When we see urban, let's be straightforward, we're talking minority. And when those dropout rates from high school approach 40 to 45 percent, we have to be troubled.

I was on the board of trustees of Howard University. I'm now an honorary trustee, but I was in charge of academic excellence, and I watched the incoming freshman classes come in. They were 67 percent female. Let's hear it for the females. That's wonderful. But—but I didn't like that, not because of any problem I have with females, but only 32 percent were men, young men. Where are the boys? They're not getting through. And the graduation rates for the women were a lot higher than the 32 percent of the men.

So we are creating problems that are not sustainable. We cannot afford these kinds of problems. It doesn't begin at the freshman class at Howard or other universities around the country. It begins much, much earlier. I reflected last night on my own urban educational experience. Joel Klein is here, the chancellor of the New York City school system, and he and I have talked about this.

I have to take note that The Broad Prize said that it is not for those students with the highest GPAs, but for those students who have improved the most. I would have qualified under neither set of circumstances when I was coming up in the New York public school system. I was not a good student. I was C all the way from kindergarten through City College of New York. CCNY, after four and a half years of having me there in my four-year program, gave me a bachelor of science degree with my C average and then gave me a commission to the Army and said: Get out of here. Please, be gone. Now, of course, I'm one of the favorite sons of CCNY.

And there is no fundraising event that is held on campus that does not involve me. I have an institute named after me at the City College of New York, the Colin Powell Institute for Policy, and I'm very proud of that.

I went back to my alma mater recently. I'm much more engaged with the Powell Institute. And I sat around a table with students. Ninety percent of the kids at CCNY are minority. Fifty percent of them were born in another country. Not their parents; they were born in another country. That's the nature of our urban demographics. I listened to them tell me their stories of sacrifice and struggle and doing everything they could to get an education so that they could get into the City College of New York. The more they talked, the more moved I was to realize that that was me some 50 years earlier—the same kind of background, not a lot of money in the family, but a good family. And it was the New York City public school system that got me through. I didn't know what I was getting in those days. I didn't know that they were teaching me how to use the English language. I didn't realize they gave me a sufficient smattering of math and science that I would be successful. I didn't know what a quality education I was getting until I got into the Army and went and found I could compete with West Pointers and those from the Ivy League colleges and from the Big Ten.

The real challenge, though, was how to keep me in play. The real challenge we have now is how to keep our youngsters in play. I had it explained to me once by a teacher in Washington, D.C. I visited a school, and I was talking to the teacher. She was a first grade teacher. And all these wonderful kids were around her, and I was reading to them. Sam Donaldson, the ABC television correspondent, was with me. And the teacher said, somewhat sadly: They all look like this in kindergarten and first grade—smiles on their faces, happy; their eyes are all lit up, blazing with the desire to learn. And if we don't give them what they need, if they haven't come prepared to learn, if they start to fall behind, by the time they are 7, 8 and 9, the light in the eyes starts to go out, and we lose them. So we have such an obligation in our urban educational institutions, our schools around this country, to make sure that those lights are on and those lights never go out. How do we do that?

We do it by making sure that we invest in our infrastructure and facilities. We do it by making sure that we get teachers who love teaching and then we pay them, pay them well enough so that they will continue to love teaching and continue teaching. We do it by making sure that we have administrators and other infrastructure technicians who are there for the kids and not for themselves. Not to protect their jobs. Not to protect their offices. But everything has to be focused on the education of the youngster.

The other thing we have to realize, perhaps more than anything else, is that we can't expect the schools to do the job alone. As I had the same teacher tell me about the light going out, if a youngster shows up and has not learned his or her letters, who has not learned colors, who does not know how to tell time, who has not been taught to mind – you remember that old-fashioned word, to “mind”?—a youngster who has no discipline, no sense of place, no

sense of self, a youngster who may have been parked in front of a television set watching these horrible afternoon shows for four years, a youngster who has not had laptop experience—and I don't mean from a computer; I mean from a mother or an aunt having that child on a lap, reading to that child—a child that did not come into the system with that kind of basic underpinning is going to be a challenge to any school system.

I'm sure I was a challenge to the New York City public school system. I was lackadaisical. The only thing that kept me in play was not only the great school system, but my family. Aunts, uncles, cousins—they all kept me in play. You cannot fail. You will not be allowed to fail. You have to have that kind of support system behind our young people. You cannot be allowed to fail because we came to this country with dreams and expectations, and you're it and don't you even think about dropping out. You try to drop out, we'll get rid of you and get some other kid.

It was unacceptable. Yet somehow it has become acceptable. Somehow we have let standards drop. Somehow this family network, this community network, started to fail our kids. It is not important to achieve. It is not important to use the English language properly. We cannot accept this. So the problem starts much earlier than school. I was kept in play. I like to kid with my audiences: You know, you talk about the Internet, Billington talks about the Internet. Let me tell you what it was like growing up in the South Bronx section of New York with an aunt living in every single apartment building, leaning on a pillow looking out the window. The aunt-net was faster than any Internet you've ever seen to get you in trouble. Everybody had a responsibility for every child and the neighborhood. We've lost that to some extent. We've got to get it back.

So the urban school districts of America have an important role to play, but they can't do it alone. That's why I'm so committed to other young programs. I'm so committed to America's Promise. When we formed America's Promise in 1997 at the request of the presidents, as the speaker said, we had a great summit in Philadelphia. When it was over, well, now what do we do? And we created a program, really a crusade, to help all of the youth-serving organizations in America come together behind several simple goals. These are the things we have to do if we're going to give our urban school districts the raw material they can work with.

One, no child should be growing up in this country without having in his or her life the presence of responsible, caring adults. How else does a child learn, except for adults in his or her life, either good ones or bad ones? Every child deserves good ones, adults that pass on 100 generations of previous experience, of previous learning. This is how you behave, this is who you are, this is where you're going.

Every child needs to have safe places in which to learn and to grow—more Boys and Girls Clubs, more Salvation Army clubs, more church clubs, more after-school programs, to protect them, to reinforce what they've heard from the adults in their lives.

The third thing says every child should have a healthy start in life. You know the statistics all too well about how many of our children and how many of our adults as well are not covered by health care. This is unacceptable in a country as rich as ours, especially for our children.

Fourth, every child should have access to marketable skills through quality education. That's what you're doing and that's what this prize will reinforce.

Fifth, every child should be given an opportunity to give back, to serve the community. Learn early in life that you have a responsibility to give back to others. That's what this country is all about. It's the basic foundation of our nation, a basic foundation of our country.

So we've got to keep these kids in play. But to keep these kids in play we have got to make sure we start to fix our communities and our families and the support systems that are out there for youngsters who are not in the kind of family that we all rhapsodize about. When they go into the school system then, we have to make sure that we have invested properly, we have put high standards, we measure performance against those standards, we invest in facilities, we invest in teachers, we simplify and make more effective the administration of our schools. But above all, it takes passion. It takes inspired teachers, inspired administrators, inspired people such as here are assembled at this magnificent place.

The Broad Prize is one way to move us along, one way to set the example to all 100 districts and other districts around the country that we have no greater obligation to the future of our nation than to make sure that every single child gets the opportunity to live their dreams, the opportunity to reach out and touch the stars, to make sure that the next generation of Americans keeps moving this nation forward.

So thank you all and, Eli and Edye, a special thank you to both of you.

ELI BROAD: General Powell, thank you for your motivation, your passion, your wisdom. You have set an example for everyone to follow. We're honored you could celebrate with us this afternoon. Once again, I want to congratulate all the winners: Bridgeport, Long Beach, Miami-Dade, Northside, and of course New York City. With that, thank you all for being here. Have a great afternoon.

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