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ABSTRACT

This transcript reproduces a Department of Education\College Board-sponsored discussion on ways to expand advanced-placement (AP) opportunities in high schools. The document contains the comments of panelists and presenters who described promising practices and strategies for preparing students for success, preparing teachers to lead instruction, and preparing schools to initiate and sustain rigorous learning programs. The text reproduces a video on the role that AP courses can play in students' lives and features presentations by Lee Jones, Executive Director for the Advanced Placement Program at the College Board; Lorraine Munroe, Executive Director of the School Leadership Academy at the Center for Educational Innovation in New York; and two graduates of AP programs. The document focuses on the importance of preparing children early for AP programs, as early as pre-K, and how educators get what they assume from children. It looks at the successes that come when expectations are set high and when well-trained teachers are put in place to teach children. The document also relates the personal stories of students who took advantage of AP courses and were able to parlay these courses into advanced college credit and successful careers. The transcript includes an index. (RJM)

TRANSCRIPT OF PROCEEDINGS

UNITED STATES OF AMERICA
DEPARTMENT OF EDUCATION

* * *

A FORUM TO EXPAND ADVANCED
PLACEMENT OPPORTUNITIES:
INCREASING ACCESS AND IMPROVING
PREPARATION IN HIGH SCHOOLS

WASHINGTON, D.C.

THURSDAY, FEBRUARY 10, 2000

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* * *

A FORUM TO EXPAND ADVANCED
PLACEMENT OPPORTUNITIES:
INCREASING ACCESS AND IMPROVING
PREPARATION IN HIGH SCHOOLS

Washington Court Hotel
525 New Jersey Avenue, N.W.
Grand Ballroom
Washington, D. C.

Thursday, February 10, 2000
3:38 p.m.

PRESENT:

IRENE K. SPERO
LEE JONES
JUDITH JOHNSON
LORRAINE MUNROE
JEFF LIVINGSTON
JORDANNA GRANT

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P R O C E E D I N G S

(3:38 p.m.)

IRENE SPERO: Good afternoon. My, you are a good group. Good afternoon and welcome. My name is Irene Spero, and I am Executive Director of Federal and State Relations in the Washington office of the College Board.

It is a distinct pleasure and a real honor to welcome you to this first National Forum to Expand Advanced Placement Opportunities.

On behalf of the College Board and the Department of Education, thank you for being here and thank you for participating in this forum.

You presence here today is strong evidence of your commitment to a shared vision--a shared vision of educational excellence for all students.

You come from 46 states and four territories, from as far away as Hawaii and America Samoa, and as close by as the District of Columbia, suburban Maryland and Virginia.

Some of you spend your days dealing with the challenges of large urban schools. Others are

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1 part of the unique learning environment of small
2 rural schools.

3 Yet, you all share common goals and a
4 dedication to ensuring that all students have equal
5 access to challenging standards, rigorous learning,
6 and the high-quality education necessary for success
7 in the competitive global environment.

8 For the last decade, most of the states
9 have recognized and supported advanced placement as a
10 mechanism for improving achievement and bringing
11 high-quality learning to high-school students.

12 For the last three years, the Clinton
13 Administration has funded the Advanced Placement Fee
14 Assistance Program, helping to pay the test fees of
15 low-income students and expanding access to these
16 challenging courses.

17 This year, the program is funded at \$15
18 million, and President Clinton has proposed a
19 significant increase for the next year, which brings
20 us to the reason for this summit.

21 As co-conveners of the summit, the
22 Department of Education and the College Board

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1 developed an agenda focusing on what it takes to
2 improve access to advanced placement opportunities.

3 Over the next two and a half days, you
4 will hear from outstanding panelists and presenters
5 and learn about promising practices and strategies
6 for preparing students for success, preparing
7 teachers to lead instruction, and preparing schools
8 to initiate and sustain rigorous learning programs.

9 At the end of our time together, it is our
10 hope that you will be able to return to your states
11 and write effective proposals incorporating these
12 strategies for the expansion of advanced placement
13 opportunities.

14 I want to thank our colleagues at the
15 Department of Education for collaborating with the
16 College Board on this conference.

17 I also want to acknowledge the help and
18 assistance of several other groups -- the Council of
19 Chief State School Offices, the National Association
20 of Secondary School Principals, the State Higher
21 Education Executive Officers, the Weston Interstate
22 Commission on Higher Education, the Southern Regional

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1 Education Board, and the International Baccalaureate
2 Organization.

3 Now it is my please to turn the program
4 over to Lee Jones, Executive Director for the
5 Advanced Placement Program at the College Board.
6 Thank you.

7 (Applause.)

8 LEE JONES: Thanks, Irene, and welcome to
9 everybody. I want to reiterate Irene's enthusiastic
10 welcome to all of you.

11 It is great to have you here and great to
12 see a roomful of people that are interested in
13 expanding access to AP for a lot of students, that
14 traditionally may not have had access to challenging
15 course-work in high school.

16 It was a couple of days before
17 Thanksgiving that President Clinton signed the budget
18 legislation that authorized \$15 million for use in
19 the 2000 - 2001 school year to assist with
20 examination fee payments as well as programs to
21 expand access to AP courses for low-income students
22 and for schools that had high proportions of low-

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1 income students.

2 College Board staff and Department of Ed
3 staff were sitting around a table saying that's a lot
4 more money than we really have been allocating for
5 this in the past. We want to make sure that the
6 states know of its availability, know how they can
7 obtain it, and can really use it in the most
8 effective ways possible.

9 Really, in two months, we have organized
10 and pulled this conference together.

11 We thank all of you for rearranging your
12 schedules and making time to be here and take
13 advantage of this opportunity.

14 We do have a schedule that I hope will
15 send you home with a lot of new ideas in your heads
16 about how to expand access to AP for low-income
17 students in your states.

18 The panels have folks who have been
19 working in schools, districts, states, where they
20 have had success in these areas.

21 Indeed, there's a lot of you in the
22 audience as well on the state teams that have had

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1 success stories of your own to share even though you
2 are not on the panel.

3 So, we have a lot of time built
4 in--breakfast time, lunch time, reception time, this
5 evening and tomorrow evening together--that we hope
6 will instigate a lot of interaction between many of
7 you so that you can go home with your head sort of
8 bursting with ideas.

9 That would be our measure of the success
10 of this forum.

11 Now, why is there so much focus on AP and
12 other challenging advanced high-school courses?

13 One really quick and incisive answer comes
14 from a study that was done by the Department of
15 Education last year, that was released by the
16 Department of Education last year that provided
17 strong evidence that participation in advanced
18 course-work in a student's high-school career was the
19 single most important indicator of their success in
20 college.

21 I think that speaks volumes about why it
22 is that we are focusing on implementing challenging

1 academic courses in high school as a way to have a
2 profound effect on student education in the United
3 States.

4 We think that we have got a formula that
5 works, and it appears that a lot of folks think so.

6 We have a curriculum with high standards
7 that reflect college-level content and skills, a
8 cadre of dedicated, well-prepared teachers, and
9 student achievement that is validated by performance
10 on a rigorous national examination.

11 Students can enter college with credit or
12 placement based on their performance on that exam.

13 Now, getting college credit has been one
14 of the real appeals of the Advanced Placement
15 Program.

16 But, what we have learned over the years
17 is it is only one of the many benefits that students,
18 teachers, and schools can get from AP.

19 To sort of set the stage for us thinking
20 about AP and its beneficial effects in a very broad
21 context, we are going to show a video clip.

22 I want you to hear from some students and

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1 parents, and teachers, about AP and the benefits that
2 it has brought to them, in their own words. So, I
3 think we are ready to go.

4 (Video Clip shown.)

5 MACK: Most students look at it as a way
6 of getting some college credit.

7 If they score a three or higher, many
8 schools either waive a requirement or give them
9 credit at the school.

10 JENNY HOFFMAN: It's exciting to be able
11 to get college credit. I sit in the class, and I am
12 feeling that, you know, I am taking a college class
13 and I am only in high school, and it makes me feel
14 good about myself.

15 MACK: I studied physics and mathematics
16 when I was at North Carolina. Because I have done
17 APs, I didn't have to take a lot of their required
18 classes that most freshmen and sophomores take. So,
19 I jumped right into my majors.

20 JENNY HOFFMAN: There's also reasons you
21 would want to take APs for advanced placement--I
22 mean, advanced standing in college.

1 Maybe you can go through in three years.
2 It is a big money-saver, at least.

3 (Pause.)

4 ANDREW ROBBINS: They're allowing me to
5 get out of a few of the requirements, which are nice,
6 because it allows me to take more electives since I
7 really don't know what I am going to do with my life.

8 That's nice, because I can see what I want
9 to do. I can take a lot of classes.

10 SHIRLEY PORTNOY: Well, it particularly
11 matters to me when your child is trying to get into a
12 college.

13 This is something that they look for to
14 make sure that you are taking--the child is taking
15 the most challenging courses that they can.

16 BILL BATT: We do put extra weight on the
17 advanced placement courses--look for those--because
18 we know exactly what the advanced placement course
19 involves.

20 It is a standard syllabus. It is a
21 standard exam. Those grades in the advanced are very
22 meaningful.

1 LEE STETSON: The most important part of
2 any student's record is the quality of their academic
3 preparation.

4 So, it is not just taking certain courses,
5 but it is the strength of those courses.

6 The way they often show us that strength
7 is through the AP program.

8 (Pause.)

9 VOICE: I think it is for a motivated
10 student who wants to push himself or herself to work
11 harder than they have done before, to be challenged
12 in ways that he or she has never worked before.

13 MR. SRIHARI: AP program for me was a
14 chance to explore a lot of interests on a more
15 advanced level.

16 There was an opportunity to take all of
17 these college courses while I was in high school and
18 explore topics that, normally, a high-school student
19 would never have access to.

20 (Pause.)

21 JENNIFER HEMSELL: Basic courses, like in
22 general, like an AP course was the challenge. You

1 had to understand the in's and the out's of it.

2 What I started out is they wanted to find
3 the velocity at point B, basically at the bottom of
4 the first slope.

5 So, well, I just thought it doesn't have
6 any energy, so I went--using the Connecticut--

7 VOICE: I like taking advanced courses,
8 because you do more stuff in advanced courses than
9 you would in just a regular course.

10 Like, chemistry AP. You go-- You learn
11 more in just regular chemistry, and I like the
12 challenge.

13 I like the challenge, basically.

14 (Pause.)

15 SETH COHEN: Well, one thing I need to
16 know is that the challenge will be doing more
17 homework.

18 You will be in the room more often, you
19 know. You will be stressed out a couple of times.

20 These students are working hard, and they
21 are trying to give the best to the courses.

22 Parents become involved in the course

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1 themselves. Like, my mom says she could have taken
2 the AP Biology test with me, and she would have
3 passed it.

4 Parents become involved in the course.
5 They talk to the teachers every so often, or they
6 hear the student talk so well of the teacher.

7 It is like they have no choice but to go
8 into the course themselves.

9 (Pause.)

10 VOICE: The skills they learn in AP will
11 be with them the rest of their lives, whether they
12 have to--are taking a career in science, whether they
13 want to go on in anything.

14 It teaches them how to access information,
15 how to think, how to organize, and everything you
16 need in your everyday life.

17 ALTORO: Well, for me, it basically proved
18 to me that I could do it. I mean, when you go to a
19 major Ivy League school, I think a lot of kids feel
20 like, oh, I am the only one who doesn't deserve to be
21 here.

22 They are going to find out in a few months

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1 anyway, I won't be here again. But, with AP, it is a
2 kind of--

3 It kind of-- It gives you a little bit
4 more confidence.

5 POSE: Absolutely. I think one of the
6 best qualities that a student can have going into the
7 college education is academic self-confidence.

8 So, when you have the kind of positive
9 experiences that you have with AP's day-to-day
10 interaction with peers and teachers in an academic
11 environment, that really does a lot to prepare you
12 and make you confident.

13 VOICES: (Simultaneous conversation.)

14 MR. AHMAD: There is a strong emphasis
15 upon writing, so students who want to really develop
16 and hone their writing skills can get that out of the
17 AP course.

18 VOICE: And you really are prepared to
19 write in college. Before you even get there, you
20 don't have to--

21 There's less worry when it comes to
22 writing the big mid-term paper. You basically-- It

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1 is a confidence thing, again.

2 (Pause.)

3 MR. AHMAD: People say that you have to
4 work in college as you have never worked before.
5 Now, it may just be that we have the intention of
6 having taken all these AP classes, but it is not that
7 terrible.

8 It is not that unsettling once you get
9 past the first week or so.

10 KEVIN SHAPIRO: I think college is more
11 about, like, do my own laundry, you know, getting
12 used to the food.

13 The thing with AP, the academics are
14 there, and it is just a continuation. It is just
15 continuing while taking care of all this other stuff
16 that other people used to do for you.

17 TATIANA GOMEZ: You are ready for college.
18 You have been doing it. Now, it is just not college
19 work and high school. It is just college.

20 (Pause.)

21 DAVE ZALCMANN: Well, basically it puts a
22 focus on the course itself, because, when you take an

1 AP course, it is designed so that you can pass the AP
2 exam.

3 VOICE: It gets you somewhat prepared for
4 what you are going to be doing in college. The AP
5 tests themselves give you an idea of what it is like
6 to take a three-hour mid-term.

7 VOICE: I definitely think the exam should
8 be part of the package. I just like the whole idea
9 of getting college credit and being able to--

10 I liked taking the exam, because I like
11 stressing myself out over tests. It's kind of fun to
12 take the exam.

13 It is kind of fun to go crazy over what
14 you don't know and what you didn't know, and it is
15 like a sense of accomplishment to you.

16 It is like a sense of completeness, and it
17 is going to tell you you have been up to par with the
18 other students, or you have done your work thus far--
19 your hard work, your sweat.

20 Those burning the midnight oils -- was it
21 worth it. You finally realize at the end of that AP
22 exam that you knew more than what you expected.

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1 Hey, I knew that question. Or, I knew
2 this answer.

3 (Pause.)

4 PHILLIP LEE: If you are going to take an
5 AP course, you might as well take the AP test,
6 because it shows that you are following through.

7 You are actually interested in the thing.
8 Like, colleges, they want people who just follow
9 through with their courses, follow through with
10 everything.

11 LEE STETSON: So, what we look for are
12 students who have stressed themselves academically,
13 and it is important for students to take everything
14 available to them.

15 It is important, therefore, for schools to
16 offer programs that are more focused and more
17 challenging in the Advanced Placement program is one
18 of the best places to do that.

19 (Pause.)

20 MICHAEL BRUKMAN: The teaching, I think,
21 is very good. I think they make you want to learn.

22 VOICE: Some of them, like Mr. Charitchee

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1 and Dr. Brown who teaches history here, they have
2 college courses.

3 So, they have had a lot of experience, and
4 they usually are very excited about that. They get
5 really--

6 They are like, oh, wait until this next
7 thing. And it kind of like spreads, some of these.

8 My biology teacher-- It is like she got
9 me to do some research over the summer in Maine, and
10 it is like she has made me realize that I may not
11 want--

12 I may want to be a doctor, but it is not a
13 physician. I want it to be research. I want to have
14 hands-on work and influence how others are going to
15 live.

16 VOICE: So these people really love their
17 subjects. I mean, I remember the bell ringing, and
18 no one was really moving.

19 This is really unique, because, you know,
20 the bell rings, you are out of there. You're to your
21 next class.

22 Yes, I mean, at least with me, AP

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1 teachers, in general, were really inspirational.

2 (Pause.)

3 PATRICIA BORDELL: Well, for one thing, I
4 really enjoy what I am doing, and I love to solve
5 problems.

6 So, I think part of that rubs off, and I
7 like to see a student who, at the beginning, is a
8 little--who might be a little insecure, and, by the
9 end of the year, this person is just on target, full
10 of confidence. They are ready to go into college,
11 and they can do anything.

12 MR. ROTHSCHILD: First of all, I have met
13 the most spectacular kids in the western world, okay.

14 Second of all, you can't get-- I am 60.
15 You can't get bored, because the kids come up with
16 new stuff all the time.

17 If you are going to be a good teacher, you
18 have to keep reading all the time, and, so, as long
19 as my energy holds out, I can't get tired of it.

20 MS. LOPEZ: So, the dedication, the
21 effort, the willingness to try something hard, they
22 know is not going to be easy.

1 They know that it is a demanding course,
2 and yet they are willing to be in that class.

3 It makes me feel that I want to be there
4 teaching it to them. I know how hard it is to learn
5 a foreign language.

6 I have to communicate in a foreign
7 language most of the time, and it is not an easy
8 process.

9 I feel for them, and I respect them for
10 being there and being willing to try to work very
11 hard.

12 (Pause.)

13 VOICES: (Simultaneous conversation.)

14 VOICE: How do you feel about the role of
15 affirmative action in college admissions?

16 VOICE: In Harvard, they are always
17 talking about something like chess, and they figure
18 it would be great to play.

19 But, in this case, the Harvard students
20 pick up the phone and call the president of the
21 Harvard Chess Club.

22 Within less than half an hour, someone had

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1 delivered a nice professional chess set.

2 (Laughter.)

3 (Applause.)

4 (Pause.)

5 VOICE: For the school, it is sort of a
6 plum. Experts in the community can come in, or
7 people can say, hey, this school offers so many AP
8 courses.

9 They have had AP scholars, or 85 of their
10 kids took 150 AP exams and they did very well. It is
11 certainly a good plus for the school.

12 TARA KAHN: They tell you that it is a
13 good school, that they are preparing students for
14 college.

15 BARBARA GORDON: I really think it does
16 raise the level of standards for the whole school.
17 It gives students another goal.

18 I have seen that students feel proud to
19 say they are taking an AP course, and they have
20 reached a certain level of proficiency.

21 VOICE: I think it helps school morale
22 that I go to a high school where I take AP or I take

1 college-level courses.

2 It helps school morale. It helps. It
3 makes me feel proud of my school and myself.

4 (Pause.)

5 (End of video.)

6 LEE JONES: AP may be for you. That is
7 really what this forum is all about -- figuring out
8 ways to provide opportunity for students who may not
9 have had such opportunities, or in schools where such
10 opportunities have not existed to date.

11 We want to be able to help students to
12 think like this:

13 Maybe I will try that course, but I hear
14 that it is really hard. Hey, I can do this. I can
15 do this. I can be successful in this course. I can
16 even take this exam, and I can do as well and maybe
17 even better than other students in the country. I
18 can do college-level work in high school. Therefore,
19 I can be successful in college.

20 I think that is really what Advanced
21 Placement and other challenging academic courses do
22 for students in high schools.

1 It gets them ready and confident to be
2 successful in college, and that is really what we are
3 trying to do for as many students and as many schools
4 as we can.

5 But, we are not providing as many students
6 with that opportunity as we would like to, and it
7 doesn't happen overnight.

8 As many of you in this room know better
9 than I do, it takes a lot of work. A school needs to
10 have qualified, prepared teachers and a commitment to
11 ongoing teacher professional development.

12 It needs to have a curriculum that
13 prepares students to be ready for challenging
14 academic courses in high school that starts getting
15 them prepared in middle school, and even earlier
16 years.

17 You need to have instructional resources
18 that are appropriate for the teaching of college-
19 level courses in high school.

20 Preparing teachers, preparing students in
21 the pre-AP years, and providing instructional
22 resources are all three pieces of the puzzle to

1 providing access and opportunity to low-income
2 students for AP and other challenging academic
3 courses that we will be focusing on over much of the
4 next two days.

5 There are a lot of folks here to work with
6 the state teams.

7 I know that you won't be able to recognize
8 and see everybody, but I am going to ask them that
9 they at least put up their hands.

10 Department of Education staff that we have
11 here will be through the conference all during these
12 two days.

13 College Board regional office staff--and
14 most of them are hiding out in the back--will be here
15 to work with state teams from their regions.

16 Brad Richardson, the Regional Director for
17 the U.S. for IB, is here to also talk with you about
18 opportunities for including IB in the programs that
19 you are preparing.

20 Before we go on to the next part of the
21 program, I am going to take an opportunity to make an
22 announcement, because, otherwise, I am afraid I will

1 forget.

2 We are going to try and--not try. We are
3 going to start tomorrow morning a half an hour
4 earlier than we had indicated.

5 The program says that we are going to
6 start continental breakfast at 8:00 o'clock and then
7 start the program at 9:00.

8 We are still going to have the continental
9 breakfast at 8:00, but we are going to start the
10 program in here at 8:30, where Terry Peterson, the
11 counselor to Secretary Riley, and Gerry Tirozzi of
12 the NASSP will be here to talk about some important
13 aspects of the AP program.

14 This adjustment of the schedule is such
15 that we can squeeze Secretary Riley in on a modified
16 time frame.

17 He needs to speak with us a little bit
18 earlier around the lunch hour than we have originally
19 anticipated.

20 But, if you can spread the word to any
21 folks who you know that aren't here for this opening
22 session, we are going to try and start it at 8:30

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1 tomorrow.

2 Next on the agenda to help us set the
3 stage for this forum, we have a special speaker.

4 I would like to introduce someone who is
5 going to introduce us to that speaker, and that is
6 Judith Johnson.

7 She is the Deputy Assistant Secretary for
8 Elementary and Secondary Education in the Department.

9 She has been one of the folks who really
10 spearheaded getting this conference off the ground,
11 and I want to personally thank her and all the folks
12 in the Department for doing that.

13 Prior to coming to the Department, she was
14 at White Plains High School, where she spearheaded
15 the establishment of AP courses over the objections
16 of just about everybody who thought it couldn't be
17 done.

18 She really opened up the Gifted and
19 Talented programs in that school to a much more
20 diverse population.

21 We are really lucky to have Judith at the
22 Department where she can take work that she did at

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1 White Plains and try and make it a reality
2 nationwide.

3 I would like to introduce to you Judith
4 Johnson.

5 (Applause.)

6 JUDITH JOHNSON: Thank you and good
7 afternoon. It is wonderful to see all of you here,
8 and I have the delightful opportunity of introducing
9 to you our speaker for the afternoon.

10 But, I want to just reiterate a comment
11 that Lee offered and build upon it a bit more.

12 He has suggested that, when you leave at
13 the end of our time together on Saturday, you will
14 leave with a host of new ideas.

15 But, we are also going to give you the
16 application packet, so we expect you to leave here
17 not only with new ideas but with the packet, that you
18 are ready to go back, fill out, and return, so you
19 can compete for the \$15 million.

20 So, the application packet will formally
21 be announced, actually on Monday, but you will walk
22 away with your packets on Saturday.

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1 This all really is the continuing effort
2 to bring into this country and across every school
3 building in this country the Standards Based Reform
4 Movement, which began with a very simple premise.

5 That is, that all of our children can
6 learn to high standards.

7 Those of us who were in on the beginnings
8 of the Standards Movement had no idea how difficult
9 it was going to be to get people to both accept that
10 principle and then translate it into actual practice
11 for students.

12 So, it seemed quite natural as we moved
13 through elementary school, middle school, and high
14 school that we begin to examine what does it mean to
15 ensure that all students are learning to high
16 standards.

17 More importantly, how do you prepare
18 students for the challenging college-level courses
19 that should be offered to them at the high school
20 level.

21 Our speaker today has taken that challenge
22 on as her own challenge. She is someone that I will

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1 introduce to you but needs virtually no introduction
2 to educators across this country.

3 She understands that the day that you fill
4 out the application for the test is the last step in
5 a long series of experiences that didn't begin at
6 high school, but that really began in elementary and
7 middle school.

8 But, if you are going to be successful on
9 this exam, a number of things needed to have happened
10 before the day of the test.

11 You needed well-trained teachers who
12 understood what it meant to teach a challenging
13 curriculum and the higher levels of critical
14 thinking.

15 You needed access to courses that needed
16 to be available in your school.

17 You need the opportunity to take the
18 course without fear of whether or not you had the
19 dollars or checks in your pocketbook to pay for the
20 course.

21 You needed, certainly, to be assured that
22 you were prepared all along the way, so, by the time

1 you arrived at high school--and this was the issue we
2 faced in my former school district where I served as
3 the Assistant Superintendent--and that was that you
4 needed to be prepared to be successful.

5 It is one thing to have the courses
6 offered.

7 It is another to be prepared to be
8 successful.

9 So, when we first offered our first slate
10 of awards, we focused solely on the test fees. We
11 quickly recognized that, once you support the test
12 fees, there's a lot more work to be done.

13 That is why we hope that you will walk out
14 of here on Saturday with, both, an application packet
15 and a wonderful set of ideas.

16 To inspire you, I want to introduce to you
17 our guest speaker, who has some surprise
18 announcements, by the way, about the video.

19 But, I will leave that to her. Dr.
20 Lorraine Munroe, who is currently the Executive
21 Director for the School Leadership Academy at the
22 Center for Educational Innovation in New York, has a

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1 rich, rich history in public education.

2 She is currently focused on the training
3 of building administrators.

4 That is her current role, but let me just
5 share with you some of the other important--very
6 important--contributions she has made to public
7 education.

8 She has been Principal of the Frederick
9 Douglass Academy for College and Professional Careers
10 in Public School District 5 in New York City.

11 She was there for five years and was
12 featured on the magazine cover of New York Times
13 Magazine.

14 I think at that time, she will also tell
15 you, she was featured on 60 Minutes.

16 She has been an educational consultant
17 across the country on Effective Strategies for
18 Counseling Practices for Disadvantaged and Poor
19 Children.

20 She has been the founder and Director of
21 the Center for Minority Achievement at Bank Street
22 College, where she worked for four years to get that

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1 launched.

2 She has consulted across the country. She
3 has memberships in a variety of institutions.

4 Her honors and awards include being
5 featured in Reader's Digest in December of 1997,
6 being featured in Ebony Magazine in 1996, being
7 featured in 60 Minutes in 1996.

8 I remember sitting there saying I know her
9 when I saw that 60 Minutes episode.

10 She is an educational leader who has been
11 recognized by the New York City Administrative Women
12 in Education.

13 She has been the Bronx Educator of the
14 Year. That means she is a real New Yorker--the Bronx
15 Educator of the Year.

16 (Laughter.)

17 JUDITH JOHNSON: She is a member and has
18 been recognized by the Harlem Network for her
19 outstanding achievements in education awards.

20 In addition to being the recipient of a
21 five honorary doctorate degree, she has an earned
22 degree from Teachers' College, and E.D.D. and an M.A.

1 and very rich undergraduate in graduate history.

2 It is my pleasure to introduce to you Dr.
3 Lorraine Munroe, who understands that access to
4 successful work at the AP level begins way before you
5 sign up for the course.

6 The degree to which we prepare our
7 students well really has influence on the success
8 they experience once they are in that course.

9 So, Dr. Lorraine Munroe.

10 (Applause.)

11 LORRAINE MUNROE: Good afternoon, and I am
12 really pleased to be here. Thank you so much for
13 inviting me.

14 The surprise is that the first African-
15 American student that you saw in the last one that
16 you saw, named Zinga Mack, was a student of mine at
17 the Frederick Douglass Academy in the seventh,
18 eighth, and ninth grades.

19 When they moved, she moved to another
20 school, but I take credit for launching her.

21 (Laughter.)

22 LORRAINE MUNROE: This is quite something

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1 to be here with you, because yesterday I was in
2 another ballroom with 100 children.

3 So, I am still on a high from that,
4 because what we decided to do in my organization, the
5 School Leadership Academy, which is set to train
6 principals to be fierce and crazy and effective, we
7 decided that we needed to train children to be fierce
8 and effective and crazy for themselves and, last
9 year, began conferences such as this for students.

10 So, yesterday, we had 100 kids with their
11 teachers in a ballroom at the Marriott in Brooklyn
12 and just said to them: You are leaders.

13 What was so wonderful is that they
14 believed it and exhibited all the qualities that
15 people would not think you would see from children
16 from grades 1 to 12.

17 It is interesting, because I didn't think
18 we should have--this is our second year in doing
19 this.

20 I didn't think we should have children in
21 the first grade come to a leadership conference,
22 because I figured they're in the first grade. What

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1 do you want from kids in the first grade?

2 So, my colleague, who is wonderful, said:

3 Well, maybe we should start with the fifth grade.

4 Then, I thought, because the best
5 teacher-- The best teacher of exemplary practice is
6 always memory.

7 You know, who did it well for you? What
8 did that person do?

9 I recall that Mr. Cooper in the third
10 grade started me to be the leader that I am today, to
11 be able to stand before you and speak.

12 In the third grade, I learned that, and so
13 I said to the teachers: Let's start in the fourth
14 grade.

15 One teacher, who has 2000 children in
16 elementary school, said: I've got some smart, smart
17 first-graders.

18 Last year, they came in. We sent letters
19 to the parents saying: You have this remarkable--
20 See, if you want to get kids to be in these AP
21 courses, you have to start making parents think that
22 they are remarkable and make them remarkable at home.

1 So, one little boy showed up in a tux.

2 (Laughter.)

3 LORRAINE MUNROE: I think he was eight.

4 He had a tux and little tie. I said to him: You're
5 going to get married after this? What is this
6 outfit?

7 (Laughter.)

8 LORRAINE MUNROE: What had happened with
9 those children is that we designated them as leaders.

10 We said: You're a leader. And they
11 behaved that way. The hotel staff could not believe
12 that these children were focused on leadership
13 issues, that a little kid could get up and say: I
14 think a leader should be honest, should know what to
15 do, should have integrity. And just went on.

16 I said: How old is he? How old is he?
17 And, so, what you assume from children, you get.

18 What you call them, you get, so we assumed
19 that they were smarter leaders, and they gave us that
20 back.

21 They had the right stuff. We said that.
22 So, I gave you that as a prelude to what I believe.

1 I am going to talk about it.

2 It is interesting. The gentleman, Mr.
3 Jones, said to me: How long is your talk? I said:
4 How long have the other people spoken? He says there
5 have been no other people.

6 (Laughter.)

7 LORRAINE MUNROE: I said: So, how long do
8 you expect the other ones to speak? He said: What
9 about ten minutes?

10 I said: I came here from New York for ten
11 minutes. No, no way.

12 (Laughter.)

13 LORRAINE MUNROE: So sit back.

14 (Laughter.)

15 (Applause.)

16 LORRAINE MUNROE: No, the truth is I told
17 him maybe 20 - 25 minutes just to indicate to you
18 some of the things that I have done and what I
19 believe about this Advanced Placement business.

20 I really think that, those of us in this
21 room, we are all believers, and we are here because
22 we believe and we act as if we believe that the

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1 intellectual capacity of children is not tied to
2 race, color, ethnicity, economic level, family
3 configuration, or handicapping conditions.

4 We believe that. We believe that positive
5 human intervention is a potential to transform
6 children's hearts and mind and change their cognitive
7 development, and give them hope and promise.

8 Long before you get to the Zinga Macks and
9 the children who were there, all of this has to be in
10 place.

11 So, part of what I want to talk about as
12 being radical to start AP in kindergarten, AP in pre-
13 K.

14 That is where the challenge begins. That
15 is where children start to get smart. Can't wait
16 until middle school. Can't wait until middle school.

17 They have to have AP straight along. That
18 is-- I used to call it the plus-one. You ask kids
19 to do five spelling words, and the next time it is
20 six.

21 The next time it's seven, and the next
22 time it's eight, because they respond to the teacher

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1 who puts it there and just keeps escalating.

2 So, you can't wait that long. I will tell
3 a personal story about how smart kids get very early
4 on and how, in poor schools, we ask nothing of little
5 kids.

6 We give them crayons. We give them pie
7 plates. I have outlawed pie plates. You know, those
8 paper pie plates where--

9 It's a turkey sometimes. It's a bunny
10 sometimes. It's a Santa Clause sometimes.

11 (Laughter.)

12 (Applause.)

13 LORRAINE MUNROE: What is it when children
14 are natural artists? See, the AP starts in the minds
15 of the teachers who have their hands and minds on
16 these children.

17 So, I am going to tell you this little
18 part, because it just jump-starts me.

19 I taught middle school and high school for
20 more years than I will care to admit, and when I was
21 a parent of two children you know you are so busy
22 being a parent, you can't step back but now I have

1 three grandchildren so I can kind of step back.

2 I have a grandson named Max, and my
3 daughter said: I named him Max, because he will be
4 maximum everything. Max was in a pre-pre
5 kindergarten class.

6 He came home, and his mother said to him:
7 How was school today? He said: Fine. She said:
8 What did you do? Because this is tradition in my
9 family.

10 My mother asked me until I was 25 how was
11 school today, so I asked my children how it was, so
12 Terry asked Max: How is school today?

13 He said: It was wonderful. We had a
14 guest speaker.

15 You see what I mean by Advanced Placement?
16 How many elementary schools in the places where you
17 come from have guest speakers for children who are
18 four or five?

19 So, she says: A guest speaker? What did
20 he talk about, Max?

21 He said: He talked about an artist. His
22 name was Monet.

1 She said: Really?

2 He said: Yeah, well, see, Monet is dead,
3 so he couldn't come, so this man had to come.

4 (Laughter.)

5 LORRAINE MUNROE: So, she said: Is there
6 anything else? He said--Max said: Yeah, you know,
7 those water lilies are pretty cool.

8 I tell this, because I say you can't, you
9 can't dummy it down. You can't, because Max's brain
10 is going like that, and most kids' brains are going
11 like that.

12 We just say come and play, get the
13 crayons. Now we have recess. Now we have nap time.
14 Now we have playtime.

15 What happened the entire morning is gone,
16 and there's been no cognitive development in more
17 schools across this country than you would want to
18 believe, and particularly those in poor neighborhoods
19 where parents don't come and say: What's going on
20 here?

21 So, if you want to expand the
22 opportunities for children to get into AP, you have

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1 to expand what is happening to children once they
2 come in the school door.

3 That is four-, five-, and six years old.
4 By the time they are in the fourth grade, if they
5 haven't caught the love of learning the way these
6 children obviously had--

7 If they cannot read by the time they are
8 nine or ten, do you know how many boys in this
9 country--black, brown, red, yellow, poor--can't read
10 when they are in the fourth grade. They are walking
11 toward prison.

12 Never mind AP courses. You have expanded
13 nothing. You have expanded nothing.

14 I hope you didn't think I was going to
15 come up here and be nice. I am being nice, because
16 that's why you are here--because you are as crazy as
17 I am to say what is going on the schools in my
18 district and how can we expand the opportunities for
19 these kids.

20 So, part of it is, since you can't predict
21 who is going to benefit from all these AP courses and
22 accelerated and challenging things, then everybody's

1 got to be challenged--everybody.

2 So, when you go home with the plans, you
3 say which kids are we saying definitely-- Zinga
4 Mack, the girl there, comes from a family--

5 Her father is a lawyer. The mother is a
6 teacher, librarian, now an Assistant Principal. All
7 her brothers and sisters have gone to law school and
8 medical school.

9 That's not the kind of kid we are talking
10 about, because, if she hadn't come to the Academy,
11 she would have excelled because her parents were at
12 home saying excel.

13 We are talking about the kids who don't
14 have that kind of parenting, who have great brains,
15 but who are not challenged.

16 If you don't give the experiences and
17 exposures, you cannot expand the horizons and you
18 can't make the kids come here.

19 Peter J. says you want to increase
20 children's IQ, you increase their experiences and
21 exposures.

22 So, I will tell you in a few minutes how

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1 we did that at the Academy.

2 The next thing all of us in here believe
3 is that cognitive ability is increased by notching
4 up--notching it up.

5 You know, that cook. The cook on the
6 television talks about notching it up. I say-- You
7 don't watch television. I watch all the cooking.

8 The guy says notch it up; put more
9 seasoning in. With children, we notch it up. We
10 raise the expectations and provide the instruction
11 and tutorial.

12 We say you want to get more kids into AP
13 courses, you have to make sure that, wherever you
14 are, these kids are getting tutorial.

15 In my school, it was mandatory. If you
16 were not going to pass the state exams, if we figured
17 you weren't going to get through, you did not go
18 home. You stayed.

19 I sent a letter home to the parents
20 saying: You will not see your child on sunlight--

21 (Laughter.)

22 LORRAINE MUNROE: --until he or she has

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1 mastered this skill. Do you know that, because the
2 kids mastered them, we never had to make it mandatory
3 anymore.

4 Children said: When is that going to
5 start? When is that going to start?

6 So, you have to be crazy. There's a
7 recognition by all of us in this room that school has
8 the power to interrupt and counter external negative
9 environment, because school is the environment that
10 they all have to come to.

11 All have to come. They don't have to go
12 to church. Don't have to go to synagogue, mosque,
13 but they got to come to school.

14 It's a golden opportunity. It's a golden
15 opportunity that, no matter what was happening in
16 their lives, you want them here.

17 You make the school environment something
18 incredible, if that is in your power, and some people
19 in this audience have that.

20 I will tell one story about a girl who is
21 now finishing her third year at one of the Ivy League
22 schools, who came to the Academy--a very bright kid.

1 Of course, she took the AP courses that we
2 offered at the Academy, but we also, at the Academy,
3 expanded because we got famous through the New York
4 Times and all the media.

5 We were able to send children to places
6 like Israel and France and England, and this kid was
7 able to go to one of the foreign countries.

8 I said: We just need parents' signatures
9 so that you can go. We can get the passport.

10 She said: I guess I'm not going. I said:
11 Why? She says: Both my parents are in prison, and I
12 don't know where they are.

13 But this kid was at the top, at the top of
14 class because the school environment says you are
15 smart. Come over here. I am not responsible for
16 your mama. I'm not responsible for your papa. I'm
17 not responsible for where you are, that you are on
18 welfare. I'm not responsible for that. I'm
19 responsible for getting you out of here.

20 So, she did go to Israel. She did come
21 back. She was physically abused by the person who
22 said: How dare you go to Israel?

1 So, we hid her.

2 Do you remember Harriet Tubman with the
3 Underground Railroad. I hid this kid.

4 People would come and say: Where is she?

5 I'd say: I don't know. Don't worry. I'm
6 just the Principal. How am I supposed to know where
7 she is?

8 (Laughter.)

9 LORRAINE MUNROE: She took all the AP
10 courses, aced the SATs, and is finishing her third
11 year at one of the great schools on the Eastern
12 Seaboard--an Ivy League.

13 The recognition that school is the anchor
14 for lots and lots of kids who are unmoored in every
15 other part of their lives, the recognition that
16 multiple interactions early on, early on, makes a
17 difference in the increased academic achievement of
18 children, makes a difference in the numbers of
19 children who are poor and black and brown who come to
20 those AP courses.

21 If you are thinking about increasing the
22 number of those children, you have to go further down

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1 than you think.

2 You say high school? It is not high
3 school.

4 You say middle school? It is not middle
5 school, because everyone of us in here knew we were
6 smart by the third, fourth, and fifth grades.

7 If you just went back in memory, when did
8 you learn to read? When did you like school? When
9 did you catch onto something?

10 It was in elementary school.

11 Sometimes, middle school.

12 By the time it's high school, the kids
13 have developed a carapace, it's real hard to crack
14 it.

15 I was very good at cracking it, because I
16 am 17-1/2 anyway.

17 You've got to remain a kid if you're going
18 to help kids.

19 So that sense of where are you going to
20 train the cannon, and I don't say remove it from high
21 school. I am saying take a look at what's happening
22 in middle school.

1 Take a look at what happens before the
2 fourth grade.

3 I read something--or one of my teachers
4 told me something that I will share with you, and it
5 may be apocryphal, but I don't care.

6 He said he had seen an article in a
7 newspaper, and he is going to get the article for me,
8 but it said that the people who build prisons
9 calculate how many to build and where to build
10 them by the results of the fourth grade reading
11 tests.

12 Now before I heard that I used to say to
13 all audiences: A black boy, brown boy, poor boy, who
14 can't read, can't decode by the time he is in the
15 fourth grade is walking toward the local prison.

16 So you want some of these children to be
17 rescued. I can't you all how to do it, but I am
18 going to tell you a little bit now.

19 So how do we expand the numbers of
20 these poor and minority children across this country,
21 so that they have access to these challenging
22 courses?

1 You have to give them more stuff. You
2 heard what the kid who said: I just did more stuff.

3 You have to have teachers who believe in
4 the children and have an attitude toward poor kids
5 that that is a disadvantage over which you have no
6 control.

7 But I do have control over what I put in
8 your head, and I will demand more and more and more.
9 Because very often children become disadvantaged by
10 attending schools.

11 They are disadvantaged where little or
12 nothing is expected of them. And so it begins with
13 great teachers, great superintendents, great boards
14 of education, who say: It doesn't matter where the
15 school is, it matters what happens in that school,
16 and I will place my best in there.

17 I will train my teachers to be the best,
18 and I will harass the hell out of those who don't
19 believe that the children can do and continually
20 fail children year after year. People who you would
21 not want your own children to be with.

22 This access begins with the teacher who

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1 plans and assumes success for all the kids in front
2 of them, not the ones they wish were in front of
3 them.

4 When I became Principal of Taft High
5 School in the Bronx, with 3200 children--children
6 who were wonderful, who were ill-taught and nothing
7 was expected of--I went in and said: You're smart.

8 I went in and said to my teachers: You
9 will plan, and you will be magic for these children.

10 I had no idea what magic was. I didn't
11 know what their magic was, but I released them when I
12 said: You will plan, and you will plan for success.

13 We set high standards. We talked to the
14 children about the high standards, because in so many
15 schools it's a mystery.

16 Children said: I wonder why we are doing
17 this?

18 The teacher says: I know. You'll find
19 out one day. One day it will all be clear to you.

20 Great teachers say: Here is the lay of
21 the land. This is what we are going to do. This is
22 at the end of the road. This is why I am asking you

1 to do this.

2 And teach so that children will understand
3 the reasons for the high expectations, what the
4 reward is at the end of the road.

5 The most astounding thing that I found
6 being a principal the first time is that children did
7 not know how to study.

8 Children would fail thunderously. They
9 didn't know how to study. And so in every school
10 where I have had some influence, I said: The first
11 thing you do in September is to teach these children
12 how to ace the tests, how to read the questions, how
13 to interpret the questions, how to get test language,
14 and to incrementally teach them to be successful.

15 It begins, as I say, in pre-K and
16 continues intensely through the fourth grade.

17 If I were going to be principal again, I
18 would say give me a school, pre-K to four, and leave
19 me alone.

20 It would take Godzilla to kill them,
21 because every good thing--art, music, dance,
22 literature, drama--would be put in, every kind of

1 field trip, so all these things, when you go back,
2 you say: Are we doing this, because, if we don't do
3 this early up, there is no point in wondering why
4 poor kids are not coming there, why black kids are
5 not coming there, why Latinos, new to the country,
6 old to the country, are not coming there, why Native
7 Americans are not coming there.

8 It is not a mystery, because that's the
9 foundation, and middle school is the last chance
10 along.

11 To say and talk about middle school as
12 "ha, ha, ha," middle school is not a place to play.
13 It is not an experimental ground.

14 It is preparation for the rest of their
15 lives, built solidly on what was done pre-K to four.

16 So, where literacy has been taught, where
17 literacy-- You know, what we do now is drop-- They
18 have drop everything and read.

19 We now have in our program something
20 called Drop Everything and Cram, because the exams
21 say who gets it and who doesn't.

22 You can say whatever you want about exams.

1 You don't, because you are talking about the APs, but
2 you have a lot of people who will say: These
3 children. It's just so difficult for them with the
4 kinds of lives that they have, and they can't
5 possibly-- It's just that you're asking too much of
6 this particular population. A long time ago, the
7 school was wonderful before the demographics changed.

8 (Laughter.)

9 LORRAINE MUNROE: We know what the
10 demographic change meant. It meant that it is getting
11 blacker and browner and poorer and poorer.

12 I have taught those kids nearly my whole
13 life, and I have taught kids who are rich, and I have
14 taught all kinds of people, and I always teach here.

15 So, all the things that I say when I go
16 around the country is: You teach there and teach
17 children how to reach their incremental.

18 I want to tell you about a program that I
19 am now funding with money from the GAP Foundation.

20 We have a little school in Englewood, New
21 Jersey. It is a pre-K to the first grade.

22 This principal is being funded to make

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1 sure that every first-grader leaves there reading and
2 has made a program called KIBAM--Kids' Books, Arts,
3 and Music.

4 Let me tell you how deep--when you really
5 get crazy people who put it in because music and art
6 and dance children love, and how to get literacy in
7 using those things.

8 She has an incredible art teacher and
9 incredible music teacher, so, when you are thinking
10 AP courses deep down, you've got to target and train
11 people deep down early up that they have to know a
12 subject and love a subject.

13 It is a funny thing in this country. You
14 can teach elementary school and never majored in a
15 subject.

16 You've got to major in a subject, okay.
17 You've got to know a subject to have some passion
18 about a thing.

19 So, here we go with these little
20 kindergarten children, so I have to take the GAP
21 people to see what I am doing with their money.

22 How much time I got, Jones? Five minutes.

1 Ten minutes.

2 LEE JONES: You've got as much as you
3 want.

4 LORRAINE MUNROE: I was going to take it
5 anyway. So, here is what happens. I've just got to
6 get a plane. That's all my timetable is.

7 So, I took the funders to see this little
8 kindergarten class where they are learning about art,
9 because I had gone on a previous time.

10 Outside the room, it said: We paint like
11 Picasso. There were these incredible masks that
12 these kindergarten children had done.

13 So, I say to the funder: You want to see
14 what these children do? So, we go. The teacher
15 says: Oh, Dr. Munroe, I am so glad you are here and
16 showing off.

17 She holds up something. She says to the
18 children: Children, who is the painter of this piece
19 of work?

20 The children say: Sara. She says: And
21 how did he paint, children? They say: Dot, dot,
22 dot, dot, dot, dot.

1 "And what do we call the method of
2 painting, children?" They said: Pointalism.

3 I said: Okay. You know this is
4 kindergarten. So, she says: Dr. Munroe, do you want
5 to see the other thing they have done?

6 I said: Yes, what is it? She said: I
7 went to the local hospital and got surgical caps for
8 the children. They have their little art gowns, and
9 I pasted paper underneath all of their desks, and
10 they had to lie down and paint on their backs.

11 She said to the children: Children, who
12 was this? How did we do this painting?

13 "We were lying on our backs."

14 "Do you know an artist who painted like
15 that?"

16 "Yes, Michelangelo."

17 "Where did he paint?"

18 "In a chapel. That's where he painted.
19 In the chapel."

20 I said: And what was the name of the
21 chapel? "The Sistine Chapel."

22 That's pre-K. That is the KIBAM that is

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1 funded. Is there any doubt that they will be reading
2 and be unbelievable and ready--and all those
3 children.

4 Here is the other thing that rides in our
5 country. This little school sits in the middle of
6 millionaire homes--I would say 100 percent inhabited
7 by white people, and there are no white children in
8 that school.

9 They are all African-Americans and
10 Latinos. This is the kind of craziness that operates
11 in terms of racism, which I have chosen to ignore in
12 my life except when it exposes itself.

13 Then, I turn into something you don't want
14 to know.

15 But, the point is that literacy can start
16 early, early, early. It is being proven in this
17 little school -- increased experiences and exposures.

18 They go to museums. They're ready--
19 They're getting ready for your AP challenge--these
20 children.

21 We found success in the fourth grades--
22 third and fourth grades. Prison prevention. I

1 notice there were two rooms down the hall where they
2 had two rooms of people talking about the Glenville
3 Prison, wherever that is.

4 So, who gets the good teacher? It's
5 usually the children who have already exhibited the
6 ability.

7 In a really great school, all the children
8 get the great teacher, who not only loves the subject
9 but loves kids and knows child development.

10 You don't know child development, you can
11 assign a lot of kids to Special Ed. I go to schools.
12 I say: Show me Special Ed is down here. It's over
13 here. Who's in there? Black and brown boys, and
14 they're not Special Ed.

15 The teacher has forgotten what it is like
16 to be a boy. Boys are certifiable.

17 (Laughter.)

18 LORRAINE MUNROE: Boys cannot sit still.
19 Some men in here have shifted several times during my
20 talk.

21 (Laughter.)

22 LORRAINE MUNROE: If you don't know what

1 normal is, everything is abnormal, and boys are
2 there.

3 Yet, in one of our schools, when you talk
4 about notching it up and expecting-- In one of my
5 schools, the Special Ed children--which we call
6 Special Progress in my program--published a school
7 newspaper.

8 So, we are getting them ready to get out
9 of there. It's not the roach motel. You don't check
10 in and don't check out.

11 You are checking out of there. In another
12 one of my schools, those children, because the
13 teacher has a passion for iguanas, they have a
14 roomful of iguanas and huge boa constrictors.

15 I don't want to go in--

16 (Laughter.)

17 LORRAINE MUNROE: --but I went in. They
18 were all over the room in cages. I saw one that has
19 this huge boa constrictor.

20 There was this rat running around in the
21 cage. I said to the teacher: What's the rat in
22 there for?

1 He says: That's supper. I thought this
2 teacher is so passionate, because the boys--it is
3 mostly boys--they run computers. They breed fish.
4 They have been called by a television studio to do
5 stuff.

6 They have been called by a toy company--
7 those people who do the Nintendos--to come and test a
8 kind of video stuff.

9 You walk in there, you don't know that, so
10 I walked in. I said: This is wonderful that the
11 teacher has this kind of plastic model of a huge
12 iguana sitting right on top of the radiator like
13 that.

14 (Laughter.)

15 LORRAINE MUNROE: It was alive. The
16 custodians don't clean that room.

17 (Laughter.)

18 LORRAINE MUNROE: In fact, one came in and
19 ran out, and the teacher came the next day, and the
20 iguana was walking down the middle of the hall kind
21 of waiting for him.

22 But, the sense of expectations-- There's

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1 a teacher with a passion who says: I teach my
2 passion.

3 Through that passion, these boys learn to
4 read, write. They write stories. They write dramas..
5 They have art all over the place.

6 They are going to be ready for AP courses,
7 and that is not likely in most places.

8 The second step is to think that everybody
9 is smart. Everybody is smarter than you think they
10 are.

11 All kids like competition, and really
12 great schools find the one thing that a kid can love
13 and save the kid through that thing.

14 Ultimately-- Let me just close by telling
15 you the Frederick Douglass story very briefly,
16 because what we did was to take children from central
17 Harlem who are mostly below the 50th percentile in
18 reading, and trained them so that, by graduation
19 time, 96, 98 percent of them went on to college.

20 We just said: You're smart. We kept
21 saying: You're smart. We kept putting those things
22 in place that made them smart, so that, when they

1 graduated, they had taken calculus.

2 They had taken physics. We offered
3 French, Spanish, Japanese, and Latin. Seniors who
4 had finished language requirements volunteered to
5 take Latin.

6 We had fencing. We had hockey. We had
7 tennis. I wanted them so polished that AP course
8 was-- What is that? That's what we always do.

9 I wanted them so smooth that, when they
10 went off to Dartmouth and Columbia and Fisk and
11 Morehouse and Spelman, Colgate and Hobart, and all
12 those places that they went, that they would feel
13 that they belonged.

14 These kids belonged. They said: We've
15 been doing this. But, we started the school in the
16 seventh grade, and in the seventh and eighth grade,
17 gave them everything they were missing.

18 We did not say: I am appalled at the
19 level at which these children can add a problem, and
20 they don't know anything. I'm just appalled.

21 Because that is what happens in most
22 schools. "They don't know their multiplication. My

1 God, the decimals are a mystery to them, and they
2 can't write a good declarative sentence."

3 See, it's like going to the dentist, and
4 he says: You know you've got cavities, and you came
5 to me?

6 (Laughter.)

7 (Applause.)

8 LORRAINE MUNROE: Isn't that why they came
9 to school? Isn't that why their parents sent them to
10 school?

11 So, in my present program-- By the way,
12 it is still, at the last graduating class from FDA--
13 Frederick Douglass Academy--100 percent went on to
14 college and all the great schools in this country and
15 in the community.

16 What we are about--and I am just going to
17 finish with this--I wish I could stay a long time and
18 just chat around with you--my daughter is Associate
19 Director of a public health program at B.U.

20 We were talking last night, and she said:
21 I have to give a seminar, mom, something called
22 Threats to Validity.

1 I said: Well, what is that about? So,
2 she explains the threats to validity in terms of
3 research.

4 I thought I would close with just helping
5 you to think about that, that if you don't start AP
6 preparation earlier than you think, we are
7 cultivating threats to the validity of the lives of
8 these children, that they will not--

9 It will continue to be the isolated one or
10 two Latinos, one or two African-Americans, one or
11 two--some brown Asians--it will continue to be that.

12 I think that is unacceptable. I think it
13 is totally unacceptable.

14 I am going to finish with a quote from my
15 book Nothing Is Impossible. It says my personal life
16 indicates that, if you go to a great school where
17 people don't accept excuses--where people teach you,
18 teach you not who your folks are, teach you not what
19 your complexion is, teach you, not how much education
20 your parents had, teach you not where you live--good
21 things can happen.

22 The good things that you are about in this

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1 room is expanding the opportunities for children, who
2 are not presently taking these AP courses to be
3 eligible. To be eligible to take them.

4 So I am continuing my work, as I am hoping
5 those of you in this audience will continue to work
6 in education.

7 I continue because I love it, and I know
8 it, and I know its capacity to change children's live
9 positively forever.

10 I feel the same way the Berrigan Brothers
11 feel, and felt, when they kept being arrested for
12 protesting against nuclear war and armament. They
13 say: You know you're going to be arrested. Why do
14 you continue to do this?

15 They said: We could not not do this.

16 That is your challenge.

17 You cannot not not do this and drive it
18 down beyond anything and lower than you thought and
19 make this inclusive for the 21st century for all
20 children.

21 Thank you a lot.

22 (Applause and standing ovation.)

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1 LEE JONES: Lorraine, you can have my 10,
2 or 20, or 30, or 40 minutes at the podium anything
3 that you would like.

4 To close out our agenda for this
5 afternoon, we have two more, I think, special treats
6 here, because we are going to hear from a couple of
7 students--former AP students--later in their careers.

8 So, we can hear some reflections on what
9 AP has meant to them.

10 When we are talking about expanding
11 opportunities, we are really not just talking about
12 expanding opportunities because we are interested in
13 saying: Hey, that kid was in an AP course. Or:
14 That kid went to college.

15 We think that we are establishing a record
16 of success and the ability to take on challenge
17 throughout people's lives.

18 You heard that one teacher in the video
19 clip say: They're learning things that they're going
20 to carry with them forever.

21 I am proud to say that we have two
22 examples of students who we really do think have

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1 benefited and can talk to you about how they have
2 benefited from AP, that is carrying on for them even
3 now.

4 First, I am going to introduce to you Jeff
5 Livingston. Jeff is from South Carolina, went to
6 high school in Carolina. It is Spring Valley High
7 School.

8 He graduated in 1989. He took nine AP
9 courses and examinations. He was able to enter
10 Harvard as a sophomore.

11 After his graduation from Harvard, he
12 spent four and a half years at Merrill Lynch as an
13 investment banker.

14 He has now started up his own Internet
15 education company, Achieva, which specializes in
16 college prep, test prep, and he hints to me they may
17 even think about doing AP online courses.

18 So, one of the things that I said to him
19 was: You know, I know this program has been
20 successful when we generated our next generation of
21 competition.

22 (Laughter.)

1 LEE JONES: So I want to welcome Jeff to
2 the stage and let him talk to you.

3 (Applause.)

4 JEFF LIVINGSTON: Let me say first that I
5 am here today, because people like Dr. Munroe
6 believed in me long ago, such that I would have
7 access to those opportunities.

8 It was worth traveling across the country
9 just to be here to see your passion and to know the
10 good things that are happening as a result of you.

11 (Applause.)

12 JEFF LIVINGSTON: I am that curious breed
13 of American known today as the Dot-Com entrepreneur.

14 Between my home in Palo Alto and my office
15 in San Jose is a region which we call Silicon Valley,
16 about which some of you may have heard.

17 Some of you have heard that, in Silicon
18 Valley, people who five or ten years ago were
19 sweating about AP, BC Calculus, or AP Biology or AP
20 U.S. History are changing business, are changing
21 politics, even changing education.

22 You have heard, some of you, rumors that

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1 we geeky AP scholars of yesteryear are plucking
2 fortunes and fame from the palm trees of Silicon
3 Valley.

4 I have come here today to let you know for
5 sure that every word of it is true.

6 (Laughter.)

7 JEFF LIVINGSTON: In truth, I am here in
8 acknowledgement of a debt. I am here acknowledging
9 the debt that I owe to all of the people like you,
10 some of whom I have known and touched--like Donna
11 Darby, who is here from South Carolina--some of you I
12 never met but whose efforts have impacted my life.

13 I am here acknowledging that debt. I am
14 here speaking for those who could not be here to
15 speak for themselves, to say quite simply thank you.

16 You efforts pay off. We appreciate it
17 even if we don't acknowledge it as often as we might.

18 Now, I need to tell you a quick story in
19 order to set the stage here just a little bit, and I
20 need to take you back to Spring Valley High School in
21 the Spring of 1989.

22 I remember this day well, because, just

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1 like the several days before it, I went home at lunch
2 to check the mailbox.

3 I remember the trip very well. I went out
4 and got into my car. I loved my car. I had the
5 world's most amazing car. I called this car my baby
6 -- 1973 Volvo 240, turquoise, black almost-leather
7 seats.

8 (Laughter.)

9 JEFF LIVINGSTON: My AP English teacher
10 called it Jeff's Hoopty, but that's all right. I
11 loved this car.

12 So, I went and got into my car, and it was
13 a good day, I remember, because the radio was
14 working.

15 I drove home, and my house is not
16 especially close to my high school, but, when I
17 finally got to where you turn around the bend and you
18 could see the mailbox, I started screaming and I
19 started shouting, so much so that I had to get out of
20 the car and run the rest of the dusty road towards
21 the mailbox.

22 When I got there, no one was home except

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1 my brother's dog, so I grabbed this collie, and I am
2 jumping up and down in the dirt by the mailbox
3 shouting for all I am worth: Why am I so happy?

4 Because there is a fat envelope sticking
5 out of the mailbox. It was huge. It had to be
6 folded over and shoved in.

7 I knew enough then--and my students in
8 California know enough now--to know that rejection
9 letters tend to come in small envelopes.

10 (Laughter.)

11 JEFF LIVINGSTON: It does not take a lot
12 of space to say: Yeah, right.

13 (Laughter.)

14 JEFF LIVINGSTON: But it does take a lot
15 of space to say: Congratulations, you got in.
16 Please come visit us. Here's some money. Look at
17 how many good-looking black women we got in one
18 photograph.

19 That takes lots of space. I do what I do
20 today, and I am here today because I believe that
21 every student can share that same joy that I had on
22 that day.

1 I believe that every single person who
2 ever sets out on this journey in public schools can
3 get to that place.

4 If I didn't, Lord knows there are lots of
5 other things I could be doing with my life.

6 I also know that I didn't get to that
7 moment on my own, that that story started long, long
8 before.

9 Let me tell you about the story of a
10 fifth-grader in 1982 who was at the top of the
11 waiting list of an underfunded Gifted and Talented
12 program, who found out that the state of South
13 Carolina had stumbled upon the wisdom to amend its
14 constitution to reelect for the first time ever a
15 governor to a second term.

16 When Governor Richard W. Riley was elected
17 to that second term, his initiatives at funding
18 educational programs for all students of all
19 abilities allowed me to get off the waiting list the
20 very next year, and allowed me to take advantage of
21 programs all the way up through and including the
22 nine AP courses that I took.

1 Make no mistake. I couldn't have afforded
2 to pay for one of them.

3 Governor Riley, in his largess and his
4 wisdom and his long vision, arranged for the state of
5 South Carolina to pay for all of them.

6 So, I am here in part to acknowledge a
7 debt to a person who has been allowed to share his
8 unique vision and his unique talents with the nation.

9 I am proud to be here as a representative
10 of a generation too often thought cynical, to say
11 that I know that it does matter who is elected.

12 I know that lives really are changed by
13 the political process, and I really know that there
14 are still good people involved in the public life
15 that affects each of our lives.

16 (Applause.)

17 JEFF LIVINGSTON: Now, I could tell you a
18 lot about my experience in the AP program at Spring
19 Valley High School.

20 I could tell you how I came to love
21 Faulkner, not because I shared so much with middle-
22 aged white men from Mississippi, but because my AP

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1 English teacher had the passion that Dr. Munroe
2 taught about.

3 I could tell you about an AP Latin teacher
4 who frustrated her star pupil when she assigned
5 something called declinsions.

6 (Laughter.)

7 JEFF LIVINGSTON: She also insisted that
8 we learn and that we write out the definitions of
9 English words that were derived from Latin words.

10 Now I said to her in the cocky way that
11 17-year-olds have: You know, I have never missed a
12 single question on any of your tests that you give on
13 the subject. Why do I need to go through that
14 process of doing that when you know that you could
15 give me all of the rest of the ones for the rest of
16 the year and I would make an A on every single test?

17 She looked at me, and she said: Because
18 you must learn, my friend, that there are things that
19 you don't want to do that you will do anyway, and, if
20 you don't do this, I will fail your Ivy League brown
21 haughty behind.

22 (Laughter.)

1 JEFF LIVINGSTON: I could tell you about
2 discussions in AP History about the framing of the
3 constitution that inform my own private reading to
4 this day.

5 But, I think the most important thing that
6 I could talk to you about today is to remind those of
7 you who know me, and to tell those of you who don't,
8 that it was an accident.

9 It was not designed to be that way before
10 me. You see, I grew up on the wrong side of a high
11 fence separating my black working-class neighborhood
12 from one of the most exclusive subdivisions in the
13 state of South Carolina.

14 By a mistake of geography--or my mother
15 would say a blessing from God--I got to go to their
16 school.

17 My little brothers and I always joked that
18 our dog lived in a different school district, because
19 the line quite literally went through our back yard.

20 Now, the tragedy of the matter is the
21 people who lived on the next street over--the people
22 who were born into exactly the same circumstances as

1 I, born with exactly the same aptitude as I who were
2 not challenged in the way that I was, who were not
3 able to pursue the things that I had been able to
4 pursue.

5 I am here as much as a representative of
6 them as I am of a representative of those lucky few
7 of us who have been able to take advantage of the AP
8 program.

9 You know, the accident of my presence here
10 is deeper than that, because I will challenge those
11 of you who have not done so to find an African-
12 American male, of my complexion and socioeconomic
13 background, and ask if they can identify with the
14 following very quick story.

15 I was in kindergarten, long legs, big
16 bones already, hyperactive, as boys will be and
17 immediately recommended for the slow learners' group
18 in kindergarten, because I couldn't or didn't color
19 within the lines.

20 Now, I remember my mother who took off
21 work at her ridiculously low wages, came to school,
22 and yelled at everybody.

1 She started with my teacher. She went to
2 the department head. She yelled at the principal.
3 She yelled at the janitor for letting them do that to
4 me.

5 I can see her now going through the
6 hallway looking for people to yell at with my Aunt
7 Shirley going: Oh, Lord, Mytheria, stop, and with me
8 going: Go, mama, get 'em.

9 (Laughter.)

10 JEFF LIVINGSTON: Now, in my freshman year
11 at Harvard college, I sat at one of those tables--you
12 all know these tables where everybody at the table is
13 black--I sat at that table, in part, because, you
14 know, I lived my whole life believing that that table
15 was possible, and when I found it I wasn't going to
16 give it up because it made some other people feel
17 uncomfortable.

18 But, I sat at that table in my freshman
19 year, and every single man at the table had precisely
20 the same story.

21 Every single one of them. And, I
22 challenge you to find that star African-American

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1 student from your district or from your state and ask
2 that question.

3 Then, ask yourselves what it is about this
4 system that would make me exceptional, what it is
5 about this system that would make my family have to
6 work so hard and still get so lucky to give me any of
7 the opportunities that I have been granted --
8 expanding Advanced Placement opportunities.

9 It is not just a policy prescription. It
10 is not just an applause line in the State of the
11 Union Address.

12 It is about real lives like mine, because,
13 you see, I come from the kind of family that won't
14 let me forget, you know, even when my company goes
15 public next year won't let me forget who I am and
16 where I have come from, won't let me decide when I
17 see those young men, my complexion and my age, being
18 led off in chains, that there wasn't anything
19 particular to me or to them that made that
20 circumstance happen, in many cases.

21 I can't help but say: There, but for the
22 grace of God am I.

1 So, I often accept these invitations to be
2 a success story as much as I think it is strange, you
3 know--an inherent modesty.

4 (Laughter.)

5 JEFF LIVINGSTON: I accept these, because
6 I won't let you think of me as exceptional.

7 I won't let you think that it is just me.
8 I won't let you forget about all the other possible
9 Jeff Livingstons who graduated from your schools last
10 year who never had the opportunity.

11 I won't let you not be urgent about this.
12 I won't let you not be upset that you didn't get one
13 more set of grant fundings so that one more student
14 could do what I have been able to do.

15 I won't let you do it. I won't let you do
16 what my AP History class did at one point, when I was
17 called out to the office to do some student council
18 business.

19 I came back, and the class was having a
20 discussion about how I was not really black--

21 (Laughter.)

22 JEFF LIVINGSTON: --about how, because,

1 you know, my subjects and verbs most often agreed,
2 and because I had been in their classes for most of
3 their lives, that I didn't really count as one of
4 those people.

5 Mind you, I was the only African-American
6 that any of them ever, ever spoke to, but I was not
7 black.

8 I won't let you do it. I won't let you
9 think of me as exceptional in that way.

10 There's another reason that I have come
11 here today, which is to remind you all of what you
12 sometimes forget, which is that there are people like
13 me in your communities who want to help you do what
14 you do.

15 There are people like me in your school
16 districts, in your states, who will gleefully get in
17 the face of a superintendent of education who is
18 causing trouble.

19 There are people like me in your
20 communities who respect and acknowledge the hard work
21 that you do, but you don't ask for our help nearly
22 enough.

1 I am here representing those people, as
2 well. Now, because I know how hard you work and I
3 know how hard it is, trust me.

4 I know how hard you work to get those
5 grants. I know how hard you work to find those
6 teachers.

7 I was in Texas just last week, spoke to
8 two high-school principals who knew that I was coming
9 here, and said: Tell me what I need is teachers. If
10 you gave me more teachers, I could have that many
11 more kids in these classes.

12 I know that your work is hard, so I will
13 tell you about an e-mail exchange that I had with one
14 of my former students.

15 She sent me an e-mail saying: Oh, my God,
16 Jeff, it's so hard. College is so tough. What am I
17 going to do? How am I going to survive this?

18 My response to her was: Forsan et haec
19 olim meminisse juvabit.

20 I knew that she had also taken AP Latin at
21 her school in California, and I remembered a little
22 bit of AP Latin from my school in South Carolina.

1 So, I called to her mind a scene from
2 Virgil's Enid where Emeus is fleeing the burning
3 ruins of Troy.

4 His father is strapped to his back. The
5 household Gods are under one arm, and his young son
6 is being dragged along with the other arm.

7 He pauses for a moment, looks back at the
8 ruins, and says: Perhaps someday it will please us
9 to remember even these things.

10 So, as you work so hard, as you suffer the
11 defeats that inevitably come and celebrate the
12 victories which, hopefully, will come more often,
13 remember that there will be a day in the future when
14 you will look back on this time and you will be
15 pleased to remember even these things along the way
16 of making opportunities for the life that I enjoy and
17 the life that people like me deserve to enjoy
18 possible.

19 Thank you so much for your time.

20 (Applause.)

21 LEE JONES: Thank you so much, Jeff. I'd
22 like to introduce to you now Jordanna Grant.

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1 Jordanna was a student at Adlai Stevenson High
2 School.

3 We have some Adlai Stevenson people in the
4 audience, right? Yes, I see some hands.

5 She was a national AP scholar in 1997 when
6 she graduated. She is now at Harvard University
7 studying psychology, and she plans to go on and get
8 her Ph.D. in clinical psychology.

9 I would like to introduce to you Jordanna
10 Grant.

11 (Applause.)

12 JORDANNA GRANT: Distinguished members of
13 the Department of Education, and National College
14 Board, and participants at this forum.

15 Thank you for the opportunity to speak
16 about the Advance Placement program and its impact on
17 my life.

18 I am so grateful to be able to relate to
19 you what AP has done for me, because its effects have
20 been far-reaching.

21 The education I received through this
22 program continues to benefit me today. I am

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1 currently an undergraduate of Harvard University.

2 I now have the perspective to be able to
3 see, not only the advantages of taking AP courses
4 while still in high school, but also where these
5 courses have taken me in my current college career,
6 and hopefully where they will take me in my future
7 endeavors.

8 I would like to discuss the facts of the
9 AP program as I see them, and actually want to use
10 the acronym FACT, F-A-C-T, to describe the main
11 points of the program -- F for financing and
12 educational future; A for academic achievement; C for
13 career bolstering and furthering; and T for the
14 transition from high school to college.

15 In keeping with this structure, I would
16 like to begin with something that is traditionally
17 left for the end, the financial benefits of the AP
18 program.

19 This is often the underbelly of talk about
20 education--the practical side that threatens to burst
21 the bubble of optimism and dreams associated with
22 learning--because education is just so expensive.

1 While the advantages of Advanced Placement
2 go far beyond its financial ones in importance and
3 scope, I would like to address this point first to
4 dispel a potential myth and to demonstrate AP's
5 contribution to making higher education more easier
6 to obtain.

7 On the surface, the AP program looks
8 pretty pricey to high-school parents.

9 Each test is currently \$76, and the total
10 certainly adds up when the student wants to take
11 multiple exams in several subjects.

12 I know this is what my mother and I
13 thought as I took my exams year after year, yet we
14 realize now that this was a nominal fee compared to
15 the money we are now saving in financing my college
16 education.

17 My AP scores enabled me to receive a full
18 year's credit, and, because I am planning to graduate
19 in three years, we are saving about \$34,000 for that
20 fourth year because of my AP credit.

21 Obviously, not every student will elect to
22 use AP scores to satisfy a year's worth of classes,

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1 yet the financial benefits reach these other
2 students, as well.

3 If a student attends a college which
4 charges by the course, mentioned in the previous
5 video, AP credit can reduce the required course-load
6 and, thus, lower total costs.

7 If a student would have had to take five
8 or even six undergraduate years to complete
9 university requirements, AP credit can enable him or
10 her to graduate after the normal four-year period,
11 allowing this student to save the money from these
12 extra semesters or years.

13 With graduate school becoming more and
14 more prevalent as higher education becomes more and
15 more accessible and necessary, the reduction of
16 undergraduate costs can pave the way to easing the
17 financial burden of higher degrees and, thus, promote
18 these deeper levels of learning and career training.

19 The A in my acronym, FACT, is for
20 academics, the heart of the Advanced Placement
21 program.

22 Academics can be broken down further into

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1 atmosphere and achievement.

2 The atmosphere created in an AP classroom
3 is unique in several ways--ways I think are common to
4 all AP classrooms regardless of teacher or high
5 school.

6 This uniqueness owes itself in large part
7 to the actual AP test in May -- the combination of
8 the academic year and study of the subject.

9 In an ordinary honors class, there is
10 sometimes added peer pressure not to try as hard, not
11 to study as much, which can lead to underachievement
12 for fear of being dubbed unpopular.

13 By contrast, the AP test provides a common
14 goal -- an external motivation which students can
15 point to as the reason they are working hard or
16 checking and rechecking their homework.

17 This puts students in the class on similar
18 wavelengths, whether they are motivated by an innate
19 desire to learn or they just want the college credit,
20 because both groups will need to put in the requisite
21 effort to do well on the test.

22 There can be no traditional nerds who are

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1 working too hard when everyone benefits from working
2 hard.

3 This was my experience, and I was
4 grateful, both, that that was a concrete goal in
5 sight and practical purpose to all of my studying, as
6 well as an atmosphere of general striving to gain
7 more knowledge and analytical skills for their own
8 sake.

9 The atmosphere created in my AP classrooms
10 thus cleared the way for true academic achievement.

11 Advanced Placement material is constructed
12 such that there is a valuable overlap in skills and
13 learning between subjects.

14 For example, even in English, we had to be
15 able to correctly identify our literary technique
16 with a concrete term.

17 Even in Math, we needed to be able to
18 verbally express and explain quantitative concepts.

19 In AP Government, my understanding of
20 polling voters was facilitated by learning how polls
21 work in AP Statistics.

22 Studying British colonization in AP

1 European History helped me to better contextualize
2 the black South African struggle for rights depicted
3 in Allen Peyton's Cry of the Beloved Country, which I
4 read in AP English Literature.

5 Not only was I able to integrate many
6 subjects into each other and gain cohesive knowledge
7 in this way, I was able to retain and refine this
8 knowledge through constant use in other AP classes
9 and across my high-school years.

10 Furthermore, this ability to integrate
11 material has certainly served me well so far in
12 college.

13 I have been able to translate skills from
14 one class to another, applying what I have learned
15 across subjects because of my familiarity with doing
16 so.

17 For example, last year I actively applied
18 techniques learned in my Expository Writing class, in
19 which we analyzed works of art, music, and
20 literature, to essays in my psychology tutorial in
21 which we were analyzing research journal articles.

22 This year, the skills from familiarity

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1 with learning methods was especially helpful on my
2 final in the History of Psychiatry, which required
3 two analyses of source excerpts.

4 I remember it clearly. Just a few weeks
5 ago, during the final, how my nerves were abated when
6 I thought back to the DBQ's, or Document-Based
7 Questions, that I had spent months preparing for in
8 AP U.S. History in high school.

9 I had done this before. For me, AP didn't
10 only stand for Advanced Placement, it stood for
11 Always Preparing and Always Pushing, as I gained
12 knowledge and learned how to learn, which continues
13 to make college academics more comfortable and
14 enjoyable.

15 Not only was I better prepared for the
16 nature of college work.

17 The C in my acronym, FACT, stands for
18 career, which I would like to address next.

19 Advanced Placement classes, in being
20 geared towards college credit, promote forward
21 thinking and future planning.

22 While no one expects all high-school

1 students to decide in high school the specific
2 direction of their lives, thinking about potential
3 avenues or pursuit is both healthy and part of the
4 maturation process, in my opinion.

5 There are two ways that AP promotes career
6 advancement.

7 The first is mental. AP exposes the high-
8 school student to subjects that are more in-depth,
9 more complicated, and more focused--and perhaps more
10 representative of a certain subject as a whole.

11 Consequently, a higher level cat
12 dissection in AP Biology can turn into a mini-look at
13 what it would be like to dissect in a pre-med biology
14 class.

15 Careful text analysis in AP English can
16 provide a taste of what it is like to discuss
17 literature with college-level attention to detail and
18 style.

19 Because the classes are geared towards
20 college preparation and higher-level thinking, they
21 allow glimpses into different disciplines rather than
22 surveys of everything, which lack deeper

1 investigation into the disciplines themselves.

2 This gives students a better idea of where
3 their interests lie and perhaps what they should
4 pursue further in their first year or two of actual
5 university.

6 Most importantly, AP classes foster the
7 idea that a student is going to college at all and
8 keeps this goal at the front of his or her mind,
9 while he or she explores different subjects and
10 prepares for college matriculation.

11 The second way that AP promotes career
12 advancement is not mental but practical.

13 Using credit, students can satisfy
14 introductory requirements before even stepping foot
15 on campus.

16 AP credit can waive the need for
17 prerequisites in psychology, history, or chemistry--
18 to name a few--which allows students to move right
19 into smaller, more specialized classes that focus
20 more closely on specific interests, topics, time
21 periods, and scientific phenomena.

22 In bypassing these introductory courses,

1 students are given greater breadth in the classes
2 they can choose to take, because they are not as
3 hampered by required courses.

4 In addition, this provides greater leeway
5 in choosing a major, because the faster a student can
6 decide if an avenue is really appropriate for him,
7 the faster he or she can change that major, if need
8 be.

9 For me personally, my core requirements
10 have been reduced from eight classes to five, which
11 is definitely giving me greater room to choose
12 classes, and ultimately graduate early.

13 With this reduced regulation of the
14 classes I could take, I was able to more quickly
15 explore my fields of interest and dive right into a
16 challenging upper-level psychology course my first
17 semester in college.

18 In all, the concept of career and the way
19 of achieving one's career goals both become less
20 nebulous and less intimidating, because the AP
21 program helps to prepare the mind and the transcript
22 for concrete consideration of what is out there.

1 Thus, Advanced Placement lives up to its
2 name, not only in advancing the academic placement of
3 students while in college, but in giving them a head
4 start in thinking about finding a career and the
5 means to follow it.

6 Lastly, the T in FACT stands for
7 transition.

8 This, to me, is the most important part of
9 what the Advanced Placement program provides, because
10 it encompasses all that I have said and more.

11 I cannot tell you all adequately enough
12 how much smoother and easier it has been for me to
13 cross that bridge from high school to college, having
14 taken AP classes.

15 AP was that bridge for me. Not only did
16 my classes push me to reach my academic potential,
17 not only did they expose me to possible career
18 choices and deeper areas of study, or satisfy
19 requirements in my college course load, I am
20 convinced that AP helped me both get into Harvard and
21 succeed at Harvard..

22 AP classes are laden with high

1 expectations from teachers and test graders, which I
2 think can translate into a student's own higher
3 expectations of him- or herself.

4 An essay on a college application is,
5 therefore, not as daunting but another exercise in
6 excellent writing that has been fostered by AP
7 English and History.

8 An essay in a freshman year college
9 writing class becomes a similar experience.

10 What is key here is familiarity--
11 familiarity with high expectations and with high-
12 quality work, especially in writing which so many of
13 the AP stress.

14 I felt I was more than prepared for
15 college work, and I certainly felt I was accustomed
16 to the volume of school work.

17 In fact, I think college, in some ways, is
18 much easier in terms of workload than my APs were.

19 My transition was made easier by the fact
20 that I had been raising the level of my work for
21 years, rather than just getting by in high school.

22 I had had clear goals to work towards,

1 both immediate and long term -- the test in May and
2 the future college credit I would receive.

3 These external motivations fueled the
4 internal ones, such that I was excited about college-
5 level learning and welcomed the challenge rather than
6 being intimidated by something I had no idea about or
7 because I hadn't any clue what to expect.

8 Now, in describing AP as a bridge, I am
9 not equating high school and college, because the
10 experiences are different for so many reasons.

11 What I am saying is that this bridge
12 allows you to stroll across to the other side
13 comfortably, rather than trying to battle the waves
14 of fear and uncertainty as you struggle to swim
15 across.

16 Another incredible opportunity that eased
17 my transition from high school to college, and that I
18 owe in large part to the freedom that AP credit
19 afforded me, was being able to study abroad for nine
20 months.

21 After I graduated high school, I left in
22 late August for Israel to attend a religious girls'

1 school in Jerusalem until June.

2 I am Jewish and became Orthodox in high
3 school and therefore had an intense desire to study
4 my religion and heritage in the site of its greatest
5 flowering and historical and emotional ties.

6 It was an incredible year in which I grew
7 personally, and laid much of the foundation for my
8 life as a Jewish woman.

9 While I was there, I didn't have to worry
10 about secular credit at all.

11 I knew I would be receiving AP credit at
12 Harvard, where I had deferred admission for one year.

13 This credit cushion allowed me to pursue
14 my personal dream without the worry that I was losing
15 time or that I would have to satisfy certain college
16 requirements while in Israel.

17 Thus, it also became a year's refresher
18 for me, which enabled me to enter Harvard invigorated
19 and eager to delve into secular subjects again
20 without the burnout that often follows a rigorous
21 four years in high school.

22 While study abroad is a luxury, I firmly

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1 believe that study abroad is possible for a wide
2 range of people and tax brackets, because I went
3 almost exclusively on scholarship money, as did many
4 of my friends.

5 Advanced Placement credit facilitated the
6 learning and experiences I gained in Israel by
7 assuring me that the groundwork I had laid for my
8 college career would be intact and waiting for me
9 when I returned to take full advantage of it.

10 Those, in conclusion, are the facts of the
11 impact of the Advanced Placement program on my life.

12 I am positive that the benefits I am now
13 enjoying from having taken AP classes and the tests
14 will continue throughout my college years in that
15 formal academic setting.

16 It is very likely, as well, that I will
17 still feel AP's effects in my professional life, as I
18 further integrate learning skills that I gained and I
19 am able to progress into graduate programs and jobs
20 because of the head start that AP provided, which I
21 think is leading to a more productive undergraduate
22 experience.

1 I firmly believe that the academic
2 challenge of Advanced Placement can be met by vast
3 numbers of students independent of financial
4 situation or social class.

5 This exposure to higher levels of
6 learning, with its external and internal incentives,
7 can not only advance a student in an actual college
8 but can get that student into colleges he or she may
9 never have considered, which can lead to economic
10 advancement and create more potential for upward
11 social mobility.

12 AP has contributed to my life so
13 positively and strongly in both direct and indirect
14 ways.

15 For me as an individual, AP stands for
16 Avid Promoter, because I highly advocate this
17 program, both from the perspective of a high-school
18 student and a college undergraduate.

19 I truly hope that the same opportunities
20 open to me will be made available to increasing
21 numbers of students from all backgrounds in the
22 future.

1 Thank you.

2 (Applause.)

3 LEE JONES: Thank you, Jordanna. Our goal
4 for this kickoff session was inspiration, and I think
5 all three of our speakers helped us achieve that.

6 Can we just give them, all three, one more
7 round of applause?

8 (Applause.)

9 LEE JONES: The perspiration and hard work
10 sessions start tomorrow, sprinkled in with some
11 inspiration along the way, as well.

12 The next event on our agenda is a
13 reception in this ballroom at 6:00 o'clock. We're
14 running over.

15 I know that means that the hotel staff are
16 going to have to work double time to get ready, so I
17 am going to ask everybody to resist the temptation to
18 hang out here and talk to each other, and to clear
19 the room.

20 We will welcome you all back here again at
21 6:00 o'clock. Thanks very much.

22 (Whereupon, at 5:20 p.m., Thursday,

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1 February 10, 2000, the meeting was adjourned, to
2 reconvene at 8:30 a.m. the following day, Friday,
3 February 11, 2000.)
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Look-See
Concordance Report

UNIQUE WORDS:
2,234

TOTAL
 OCCURRENCES: **5,736**
 NOISE WORDS: **388**
 TOTAL WORDS IN FILE:
16,254

SINGLE FILE
 CONCORDANCE

CASE SENSITIVE

INCLUDES ALL TEXT
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DATES ON

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