

Transcript

The Bill Walton Show

Jeanne Allen and Johnnie Taylor

10/10/2017

- Bill: Today we're here to talk about education. Public education, charter schools, education opportunity, and specifically we want to talk about a recent movie that talks about all of this. A movie called "Backpack Full of Cash". And with me to talk about it is Jeanne Allen. Jeanne is the founder of Center for Education Reform 1993 and she is an early advocate for school choice or education opportunity. And played an important role in the creation and development of the Charter School Initiative. Jeanne.
- Jeanne : Hey Bill.
- Bill: Also, with me Johnnie Taylor, who is head of the Thurgood Marshall College Fund. Has about 300,000 students that you help get through college and Johnnie also has a background in the movies, or in the entertainment business, which pertains to today's show. He was with Barry Diller and with Blockbuster, and also Paramount Pictures.
- Johnnie : Yes!
- Bill: Johnnie, welcome!
- Johnnie : Thank you.
- Bill: Jeanne, "Backpack Full of Cash".
- Jeanne : Yes, what is it?
- Bill: It's a movie. It's a documentary. It's narrated by Matt Damon. It's coming out pretty much as we speak in October, November of 2017. And it has a very strong point of view that public schools are just great, there's no problem with them, and the only thing we need to do is pay some more money in and things will be fine. And that we

ought to be very happy with the public school monopoly. And Randi Weingarten was the AFT, American Federation of Teachers is the hero and you, are one of the villains.

Jeanne : I know. It's amazing. Poor Matt Damon. Little did he know I really liked him once upon a time.

Bill: Well we all did. So tell me about the movie, what's the...

Jeanne : So its based ...you know when they first started filming and doing interviewing, which was actually 5 years ago, they just wanted a background. They were going to do some kind of review of education reform, where it stands. Knew that they were going to do all different sides, that's what happens all the time. They really grabbed ahold of this phrase and this idea that I often talk about to help people understand why giving parents the opportunity to make a decision about where their kids go to school is important. And what I say is imagine that all the kids are strapped to their back with a backpack full of cash equivalent to the same amount for every child. Right? Because that doesn't happen now. And imagine the privilege of you vying for my child. So you have to come to me, and I hand you that backpack. As suppose to opening the door, and your kids just have to go to the school that their assigned to.

Well they took that and twisted it to be about cash. Not about the backpack and the child ...

Bill: And choice.

Jeanne : Be able to go, and choice, and having a better opportunity. And Matt Damon says he did the film because he believes in public education and believes it's under attack and he wants every child to have the kind of prestigious public school he went to in Cambridge, which was a single school basically run by Harvard educators. And then he chose to send his kid to a private school.

Bill: The thing I think we need to establish ...Are public schools in great shape? Is there not a problem, and we shouldn't be concerned? I mean as one of the publicity pieces for the movie says in general public schools in the United States are not failing and that the test scores are the highest ever for US students, including Black and Latinos. Drop out rates are the lowest ever and graduation rates are rising. So, what's the problem?

Johnnie : They're disingenuous, the reality is they picked and chose, or pick and choose and the numbers that work for them. The reality is I remember when I really got my second win on this issue. January 1, 2016, Washington Post, there was a piece written and it talked about what was happening in Washington, DC's public schools. And it really spoke to the issue that only 17% of black and brown children, backs and latino children in Washington DC's public schools, were doing math on grade level and english on grade level. This is in 8th grade. So we're not talking Calculus and you know

European Literature, AP European Literature, we're talking 8th grade. Only 17% of black and brown children were on grade level. To suggest to me therefore that there is not a problem in our public schools system, is not just disingenuous, it's a lie.

Jeanne : So true, and Johnnie talks about many people do that you can game the numbers right? So here's the stat that I like to use as appose to saying your graduation rate, which is based on school and district so then those numbers flow up to a state and then they report out nationally. How do the kids do across school lines? How do they do across state lines? How's they do nationally? We have the Nations Assessment of Educational Progress. That's the one that gives us those numbers, how proficient we are in reading, math, civics, and history. Just remember this number, 65%. 65% are not proficient in anything, anything. Math, Reading, Civics, History, Geography, nothing science. So 35% if students are proficient. Now then, that's average. You break that down into kids of color and disadvantage, and you're at 15%, 17%, 20%.

Johnnie : Yeah, it gets pretty ugly, pretty quickly.

Jeanne : That's what they should be talking about. That's what Matt Damon should be talking about.

Bill: And you pointed out, which I love, the irony of frankly hypocrisy of they're good enough for your children. Matt Damon you send your kids to a private school. Frankly I made this point when ...And I thought it was a opportunity for president then Obama and Michelle Obama, when they brought their children to DC. Why sign them up for [inaudible 00:07:11] if public schools are so good. See they're good enough for your children, but they're not good enough for mine, is really the message. And that is a knowing.

Johnnie : You know he went to school, he went to so called public schools in Cambridge Massachusetts, and that's not exactly a typical intercity school district and he makes the claim now well in Los Angeles you can't find the kind of progressive schools that we had when we were going to school in the 50s and 60s and 70s and he would put them in public schools, but the public schools of ...And I think he's sort of defeating his own argument by providing what he got. So.

Jeanne : You know what's funny? He's maybe a few miles from the first charter school in Massachusetts, which two teacher founded called, "City on a Hill". Which, is incredibly progressive. In fact, they didn't want walls, they wanted the school to live outside the classroom, for the students. And subsequent charters not in Massachusetts ...

Bill: That actually sounds pretty interesting.

Johnnie : Right!

Jeanne : It was. Right? Progressive is the middle thing for things like charter schools which is part of this larger opportunity movement. People don't go leave their jobs, their lively hood, and their comfort to start schools that look like traditional back to basics schools. They do, because they believe kids should be you know much more connected with nature. They should be learning differently. They should be in smaller groups. They should have exposure to the arts. They should have exposure to all sorts of other things. So progressive, if he wants progressive ...And look lets cut Matt a break, I actually think we can educate him. I think he's been duped. And I think that unfortunately he's heard one side and I'm going to gold out hope that there is an opportunity here to educate him.

Bill: As I like to say I'm great friends with a lot of misguided progressives and I think he would be in that category. The labels that are used though creates oppositions just almost instantly. And I think you ought to establish ...And I've known you for decades ...We're for kids. We want this to work for everybody. This is not about taking public education away from children, this is about something else. It's about how we organize schools to deliver the best results for children with the value of what competition is. I mean is that

Johnnie : And that's the issue. It's what's in the best interest of the student. Frankly, I don't care about the school, I don't care about the faculty, and instructors and everything else. But your right they found a way, words matter, and to be fair the word, the phrase "School Choice" suggest literally that the school is choosing. And that is problematic. Frankly on our side, that was a problem. I think we should have always spoken to the issue of parental choice. Because the parent should be able to make the best choices that are in the best interest of their children. And who knows those children better than the parent? Little things like that, little tweaks like that, and we actually figured out when [inaudible 00:10:08] was speaking to the community, God forbid. They don't even like parental choice, they like educational opportunities. Because who can argue with opportunity and all sorts of opportunities from home schooling, to virtual schools, which are not homeschool but virtual, to public charter schools; we just want choices. And the ones that work best for our children.

Bill: We're talking about a movie and I was thinking of this before we went on. If Matt was working in the Hollywood that was a monopoly, well education, public schools are a monopoly ...Let me think about it. There would be one studio, we would have a union contract, and the most outstanding actor in the lot couldn't get more paid than the worst actor on the lot so I don't know how Matt would really fair under that system. But then the other side, we might not have had sound because if you remember int he 20s the studios didn't want to put sound. It was only because some outlier, I can't

remember, which studio, maybe it was Warner, who was struggling and needed to get ahead.

Johnnie : Something different.

Bill: Something different. And they brought sound in so everybody had to have sound. Same thing happened with color. They didn't want to use color because that was also more expensive and they didn't want to change anything. And it just goes on and on and on. I mean you could have probably added a list and Barry Diller had to deal with a lot of competition.

Johnnie : Totally, I mean I think back on the days. We named the company that [inaudible 00:11:35] it was new media vs traditional media. And it wasn't necessary that traditional media or old media was broken, you could make the argument that everything was fine. But it's the only ...You know education is one industry that refuses to innovate. And I think that's my rub. It's lets not pretend that all of our public schools are working wonderfully. Why can't we want to be better? There's an iPhone 8 because we think we can be better, marginally, than the iPhone 7. And that's the notion. It's the idea that any sector that does not innovate is actually going backwards, by definition.

Jeanne : You know there's a conversation that I had many times over the years. I will never forget this particular one ...I was actually in LA with a gentleman named Hank Lavin who started the National Center for The Study of Privatization. Which is the theme of this movie that somehow giving parents options creates privatized organizations. Nevermind that privatization is complete disconnect from any kind of government. Which is not what we're talking about. It he said to me ...An honest opponent. He said look here's something I'm really worried about. I'm worried that people are going to Balkanize themselves into little groups, into little [inaudible 00:12:52] of people who look a like, sound a like, have the same kind of money, and that's how we're going to destroy society. And I said Hank, I appreciate that concern but if that were the case, if you thought that government could solve that, why aren't we putting everybody in the right housing patters? Why aren't we telling them what their jobs are? In other words that doesn't cut it.

But I have to tell you, this was close to 20 yrs ago he said this. This is what happens as this movie unfolds, and you see it in the trailer, the Philadelphia school closing and parents are screaming about their school. What the proponents of the status quo want you to believe is that its better for society and for children to just keep those kids there, then let them go somewhere else. Because we can't make sure they have what? That someone cares about them, that there's a rule or regulation expecting them to be in a seat? If you take it to the next level it's a very hollow theory but

ideology they believe that they need to control where students go to school. Or they will not be able to manage and manipulate how those kids learn.

Johnnie : Well and that's the thing that bothers me the most as a member of the African American community is the fact of the matter is that we see how that plays out. It's by years of code. And you know it would be a different thing if all of these schools were equally preparing our children. But they're not. So there lies the problem, is you divide it and then we end up with separate but unequal, fancy that I am from the Thurgood Marshall College Fund I wonder where that comes from, but it is inherently unequal. Even if you could pretend that somehow we could ensure that the same level of proficiency was coming from Capitol Hill as it is Anacostia in Washington DC. Even if you pretended that we could somehow create that it is inherently unequal. The courts have said it, people have acknowledge this forever, so again very disingenuous. It's not real.

Jeanne : Its true. And the other piece of this too is that they really do believe that parents can't make the choices.

Johnnie : That's uber offensive to me by the way.

Jeanne : Exactly, and we been with tons, you and I both, and many of use, thousands of us, [inaudible 00:15:06] low income parents that actually know how to make choices better than most of my influent friends. They actually know what to ask because they are so concerned and they see the distinctions. Right, when you don't have something you work really ...All the time to understand what it takes to get that stuff. And so these parents who left their traditional public schools because an option opened, a charter in the case of many of these discussions today, do so because their kids aren't learning, they aren't safe, they're not motivated, and they want them to have a better future.

Bill: Well what they would say ...Well go to these other schools but they're run like corporations and they're going to be focused on standardized tests and accountability and they're going to treat children like widgets, and children aren't widgets. What do you ...Well I know my answer to that, but what do you think when you hear that?

Johnnie : Well first of all that's bogus. I mean the reality is thank god that my mother was that parent that you talked about. Neither of my parents attended college, they had three children in Fort Lauderdale Florida, and they were trying to ensure that we had a better life than they did with more options. Forget educational options, they wanted more career and life options for us, better options. And so my mother decided to send me to what was not called a charter at the time but was called a magnet school. It took me on a bus 45 minutes away from my town, away from my public school and my neighborhood, but I was back home this last Christmas and I looked around and saw where all of the kids who went from my neighborhood, million of them had

parents, and college degrees, I see where they are and then I see what difference in my life. My mother's decision, because the schools Broward County schools gave her the choice to send her children to another school. I see how it worked out. So, again it's all about giving parents who know their children best, the options, educational options.

Jeanne : And there's nothing corporate about the school that you end up choosing. This is what's interesting because they want to use this word because they think that the people that are going to be on their side, that are going to help them fund their movie, and unite against policies that give kids opportunity are going to do so because we tell them we're corporatizing.

Johnnie : Right, and privatization.

Jeanne : Education. Think about what that means. We're not creating a new company. What you're doing is, you're putting people in place who actually know how to run the school. Or their not going to have the job. You're creating efficiencies. You're actually in all of the school reform efforts that we advocate for, you're actually bypassing the school district, which is famous for fact, bureaucracy, lots of nefarious dealings. Where you can't see the money, there's no transparency how its spent. We're saying the money should go to the school level. And let that school decide as a collaborative how to use it, very transparently. So you can see the school. If corporate is seeing the school and deciding whether to go there or not, what's wrong with that?

Johnnie : And that's what I would say. I don't care, you're using these words that get people upset. Privatization, corporate, if it works ...

Bill: Well the words are used on purpose

Johnnie : Of course, they are. But if it works, if the kid at the other end, or the outcome is a kid is going to be able to go to college or frankly a community college, or trade school, whatever, or wherever this kid ends up. If they're going to have a better life because some corporation intervened in their education then God bless it. So I just ...

Jeanne : Like McGrath Hill has intervened for years

Johnnie : Right.

Jeanne : Like all of Pearson, like all the companies, these are textbook publishers, computer companies ...

Bill: That are selling into today's ...

Jeanne : They're selling into the schools. That are actually ...Not until there were choices and opportunities for kids will those publishers will fully admit accountable. They have had to completely reinvent themselves. On a regular daily basis. Because they're having a hard time keeping up with what they call a segmented market. They used to be able to knock on the door of a state or a school superintendent buy their wears, go home, put their feet up at 5 o'clock and watch the news. Not anymore.

Bill: Well the argument of this movie is that this all could be solved if public schools had more money. And ...

Johnnie : So I don't know.

Bill: Well don't shoot the messenger I ...

Johnnie : I got it. But ...

Bill: But hasn't spending risen some dramatic percentage and performance going down and most of the monies going into administration not teaching?

Johnnie : More ridiculous, and not to beat on the schools' system but Washington DC and Baltimore public schools, closes to us, you know number 2 and number 3, I think on the per people spending in the freaking county. And look at what that's gotten us? So the argument that more money is going to solve these problems is just mind numbing because I know that they know better.

Jeanne : And all of the economist you know it's not just an opinion. Yes you can look at the numbers you can look at the national numbers all around us. They're economist, liberal conservative, nothing. That has said the same thing on productivity measures whether it's teachers, dollar for dollar we do not get anywhere near what the money suggests is spent. It only happens when students are in or near an environment where there are opportunities for parents to make those choices.

Bill: Well that's interesting. Let's follow all the money because the argument that's made here for example, Washington DC, where we have a lot of charter schools is it you taking money with the kids, in their backpack to the charter school, and its hollering out the funding for the remaining public schools. How do we answer that question?

Johnnie : Well first of all, in DC in particular, you take a lot less money in that backpack to a charter school than you do if it were going to a traditional school. So let's start with that. Right? You send 10, 20,000 dollars to a traditional public school and by the way words do matter. Or you can take 10,000 dollars to a traditional charter public school rather. So the charter public school. Because they're all public schools, many of them.

Bill: They're all still public schools.

Johnnie : Right, they're all still public schools. So they intentionally don't refer to the public and the public charter. But that again part of the gamesmanship. But if you could take half of that money in that backpack to a school that would give you better outcomes, then all of us taxpayers should feel better and indeed America would benefit from it. So I don't know that I'm bothered by it because we should want that it's a more efficient way to do this. By the way my daughter is in Washington DC at a Mandarin Immersion Charter Public School, Washington Yu Ying in town. This is something that I, you know talking about a backpack, I'd have to spend 50 60 grand to send her to the equivalent, by the way non exist, in this very town. So my little black daughter is going to get an amazing education and opportunity to speak and write fluently in mandarin because of the DC charter public schools. TO suggests to me that she should go to her neighborhood public school because we want traditional public schools the way its always been is really offensive.

Jeanne : And would you have stayed in DC if you couldn't make that choice?

Johnnie : Well lets me clear. I would not be. I'd be down in McClain or somewhere else Fairfax county. The reason I'm in schools in DC and remained here, and bought her by the way, is because of that opportunity.

Jeanne : Well and the other thing that the producers of the film overlook is probably what you just heard from Johnnie. There are people like him all over the country who have come back to cities that they ...Once they became more successful or was successful, white or black, were never going to go nowhere that city because of the public schools. In Philadelphia, think about the economic surge in cities like in Washington DC and Philadelphia. Business didn't start, business followed the improvement of schools and people who were in the city working in the city and wanted services and wanted to be accountable. So, there's another piece about that money following kids Bill. So yes when students leave they argue, and they take their money with them, then they leave this void and there's contracts that are being negotiated and commitments that have already been made.

Its like any ...this is where its correct, its like any business where if you suddenly stop shopping there, somehow you go to pay the lights, the lights are still on you might go to home depo less but the lights are still on. True, for a very brief amount of time. Guess what happens? Money inexpungible. School districts can move around money they just choose not to. So what happens ...I like to say when there's a baby boom, and there's tons of kids, and there's no more money but somehow they fit them in? And then what happens when there's a baby, was to drop? Equivalent. Somehow they figure this out. So districts know how to figure it out but the fact of the matter, what they're really saying, which is revealing is that they're so many contracts and fix cost

they can possibly make changes. Well that has nothing to do with kids. So change the way you operate. Right?

If you have so many fixed cost that you suddenly can't pay the 14 janitors you have, because you have 30 kids that left, or you suddenly can't pay that teacher, why are they leaving? Fix it or go out of business. They've gone out of business in Detroit, they've gone out of business in Philadelphia, they've gone out of business in DC. Schools that fail go out of business when people choose to leave and that's the way it should be.

Johnnie : And frankly if they responded appropriately, I would look at this and say if all of my students are leaving to go over here then I got to change my game. I have to prepare a better product. And if you created a better school, then the students would come back or other students would come to you.

Bill: At the heart of the matter then this is all about competition.

Johnnie : That's pure.

Bill: And its purely about delivering an outcome for a kid that they wouldn't otherwise get someplace else and you succeed, and that's pretty much the way business works.

Jeanne : Yes, but I would say. On an economic level, what is happening is driven in part by competition. Right? Because when you have competition, things start changing and there's reactions and interactions. What they would like for you to believe is we are only about competition. That we only care whether schools compete. And we don't worry at all about the people involved. That's not the case, we worry first about the people involved and then we want to get people involved the chance to make their own dreams come true. Which is what this nations about, which happens to be a capitalism system or competitions at the heart of it. I just want to go through that extra exercise because too often the people who align competition jump and act like we just think kids are widgets and oh my gosh, Sarah if you're out there listening.

Bill: Well the other players in here are the teachers.

Johnnie : Of course.

Bill: And the film makes the point, teachers have been beaten up for decades, this is all about beating up teachers. I don't hear us talk about beating up teachers, I think we're talking about systems, processes, curriculum, different ways of doing things and delivering learning outcomes. Teachers thrive in that kind of system.

Jeanne : So these three teachers came up to me after an event recently, just a couple months ago. It was PDK released their annual pole. And they waited around for me, they were from Baltimore City. And they started telling me that I should know that Charters are taking money from the traditional public schools and that effects the teachers because now what they want to do is they want to get rid of these teachers, these are these public school teachers saying this to me. They want to get rid of them, and hire people who are cheaper. So I said you know what you need to do, if you think that ...I said let me actually explain to you, and I explained what I just said about money. I said ut lets say I'm wrong, what should you do? Create your own schools.

Johnnie : I love it.

Jeanne : Isn't that why you went into education? She's like well we're not happy where we are. That's interesting, thank you for that prospective. They want power. They want just as much power as parents want power, right? So, if you give teachers the opportunity to change the way they do things, their not going to get rid of you, you just got to stop doing what your doing. You got to do something different.

Bill: We had an after school program that taught kids Spanish and French, and I wouldn't use the power word I would use the autonomy word. And they really liked being actors and bringing about something good. And we had not trouble finding teachers for this after school program. Where they'd come from? They all been former public schools teachers that didn't like working in the system and they didn't have the autonomy to ring about the results they wanted to bring about.

Jeanne : Yeah. Exactly.

Johnnie : Its interesting in DC there was a recent discussion around the beginning of the school year that you had all of these teachers and the DC traditional public schools, they had all of these openings. 3 or 4 hundred teachers has quit, and they just had a shortage of teachers. Meanwhile, the charter public schools in town, public charter schools, had applications out the door. They're were people dying to get in and teach at the institutions. So I meant he market is responding, people want to work there, students want to attend there, parents want to engage in there, and frankly business wants to give money to those institutions. Because ultimately businesses want the students to be successful so that they can be consumers and employees. That's their ultimate ...so if you really get to it...

Bill: And that's really true. I was involved with a group of bankers and I'd go to different meetings and find a banker from Columbus Ohio or one from Atlanta, GA, on from Los Angeles. And we'll talk about education.

Johnnie : That's right.

Bill: About the fact that we got ...if we could fix schools or make things better, it would be better for everyone, better for the society, and have better employees.

Jeanne : We just ...

Bill: I don't know it doesn't sound like an nefarious scheme.

Jeanne : No, its just ...

Bill: So what should we tell Matt Damon? I mean its ...we're gonna, I think that. We talked about him being misguided and we talked a lot about it here. What would you say to him if he were sitting here?

Jeanne : I'd say lets go to New York and visit the school that John Legend helped to found in Harlem. Or lets go to Detroit and visit the one that Jalen Rose, the MBA player, help to found, NBA. Or Pitt Bull school in Miami.

Bill: Pit Bull?

Jeanne : Pit Bull.

Johnnie : That's right, yes.

Jeanne : Lets go visit their schools together. Let's ask them why they do what they do. Let's show you what's really happening and let's show you the correlate that would be there before. And help you understand that your mom might be a teacher, and that's wonderful and laudable, but the people you're dealing with that want you to say the things you're saying aren't putting teachers first.

Johnnie : And in that same vain I would say come visit Howard Universities Charter School. Come visit the developmental school at Florida A&M University, an HBCU. Come visit several of our HBCU's where we operate. Go visit the 100 black men where they operate charter schools.

Bill: HBCUs, historically black colleges and universities, yeah.

Johnnie : Historically black colleges and universities, created to educate African American children in the time where African American children weren't allowed to attend majority of institutions. Or white institutions. Go visit those schools all of whom Howard University, the mecha of HBCUs world has said it is important enough for us to create the next generation of STEM African Americans. That we're actually going to create our own charter school. They didn't rely, even though they're sitting here in Washington DC, they didn't rely on DC public schools to do it, they created their own.

So, visit people actually live in the institutions before you decide before us what is best for us.

Jeanne : And so can I also add this, lets also be clear, that the schools that we're talking about. Are constantly interacting and making improvements in how they teach, how they assess, whether they're on the right track or not, they're nimble. What we're looking for here is the ability to be flexible. And that's what great teachers want and great teachers get. Now, they have been cow tailed into believing that unless a unions supports them, they're going to be treated unfairly. But the rank in file don't really believe that anymore.

Johnnie : And Bill I think that its really important to also remember, we're not suggesting that all charter schools are great, and all vouch programs are great, and all everything is great; we're suggesting that if an institution works, it works. In respect of the label that you put on it. I had several teachers write me last week, after my article and public school teachers, and they said I just can't believe ...And this one woman was anti-charter schools. And I said mam I'm not anti any institution except the one that doesn't work. I said when it fails a student, then it is what I am anti.

Bill: Well Jeanne and I talked about this in the past, charter schools are still ...still have the same input requirements a lot of the regular public schools do.

Johnnie : For sure.

Bill: And that in many ways the limitation on how much innervating they can do.

Jeanne : Right.

Bill: And how much change they can bring about. So there's not that different. So your right not all of them ...they're not the panacea but its a step in the direction where people have to compete base on outcomes.

Jeanne : They can be. Yeah you have the ...In many cases and its a challenge in the policy environment because there's constantly a push and pull. In many cases you have the ability to be as dramatically different as you want. You can emersed kids in Mandarin Chinese, you can do virtual reality like the group whose bored I sat on, Washington Leadership, you can send drones out to pick up signals from NASA like the charter school in Houston does. I mean there's tons of great things. Yes, can other traditional schools do it? A lot of traditional public schools, a lot of private schools are doing similar things. Or, taking and learning from each other.

Johnnie : And we encourage them to do it.

Bill: Yeah.

Johnnie : And we encourage them to do it.

Jeanne : We want them to.

Johnnie : This is not shutdown like traditional public schools.

Jeanne : But if its not for me, and its not for you, then why would you require me to have my money spent somewhere else?

Bill: I think you gave a very good answer to the question what you would say to Matt Damon.

Johnnie : Yes

Bill: And Matt if you're watching, I'm sure you are. We'd like to invite you on to the show so we could all talk about this together and together learn how we can make the world better, which is what you want and is what we want. So thanks. Jeanne, Johnnie. Johnnie can be found at tmc.org and Jeanne can be found at edreform.org. Sorry .com. And links are on our website and look forward to more conversations.

Thanks guys.

Johnnie : Thank you.

Jeanne : Thank you Bill.

Johnnie : Thank you.

Bill: Yeah.