

**Hoover Institution
Stanford University
Stanford, California 94305**

Mr. Gary L. Ray
Ray and Associates, Inc.
4403 1st Ave SE, Suite 407
Cedar Rapids, IA 52402-3221
May 17, 2011

Dear Mr. Ray,

Florida has an outstanding record on school reform, and my goal as Florida Commissioner of Education would be to sustain and build upon those past admirable efforts.

Generally speaking, my aim would be, in a time of tight budgets, to draw on my knowledge and expertise to see that Florida's students get every chance for success possible and to see that Florida's teachers, professors, and school and college administrators get the tools needed to efficiently and effectively make student success achievable.

Specifically, Florida has been a pioneer on K-12 virtual schooling, school accountability, and opportunity scholarships. Although there have been set-backs in Florida on opportunity scholarships, it is important for the state's children that this avenue for their success be re-opened and expanded to the extent possible.

Florida's clear and customer-friendly system of school accountability has brought about transparency on school performance and has been a lighthouse for educational reform across the United States. There is no reason that improvements in teacher evaluation in Florida could not likewise serve as a model, especially if efforts are made to listen carefully to all who are concerned and affected.

Furthermore, when it comes to teacher success, it should be honored and rewarded in K-12 with professional salaries, bonuses, and working conditions. Florida should make additional efforts to attract the best and brightest to teaching in K-12 and higher education and should provide the needed incentives to ensure that successful K-12 teachers want to take jobs in Florida, and then stay on and not leave the profession.

Florida's nationally recognized accomplishments in virtual schooling need to be taken to the next stage in terms of hybrid schools and multiple delivers of virtual schooling to students. Computer-based instruction allows students who have mastered a topic or even a grade-level subject to move on to the next topic or the next year's subject. Regular public schools need to ward off the boredom of students who have learned the material, and, therefore, schools need to gain greater capability to move students along as they

master a year's subject matter. Further developments in online-learning should help Florida's schools to obtain this capability.

Every effort must be made to help struggling students succeed and fulfill their potential. They deserve the most effective teaching possible, and teachers need to have ready access to information about research-based methods of effective teaching. When regular K-12 schools are not working out for students, those students need alternatives whether through expanded charter schools, revived opportunity scholarships, or other vehicles.

A few years ago, Hoover Institution's Koret Task Force on K-12 Education studied Florida's school system at the request of Governor Jeb Bush. I worked with Governor Bush's education team during the study and co-authored the study's analysis of Florida's testing system. My wife Anna lived and worked in Miami and Ft. Lauderdale for many years and has friends and relatives in the state. She raised two children in Florida, both of whom attended Florida public schools.

In terms of higher education, I have worked almost my entire adult life in higher education as an academic researcher and professor. During my undergraduate years, I took a course on the governance of universities and colleges. In my work in K-12, I have long been concerned with articulation between K-12 and higher education. For example, in my work on California academic performance standards in the late 1990s, I sought to align cut scores on state tests with college level work in California's systems of higher education.

During 2003, under wartime conditions, I (together with one or two other individuals) ran the Iraqi school system. This required strategic planning and budgeting, supervision of nationwide testing, making the case for educational policies and priorities within the Coalition Provisional Authority in Iraq and the American government back home, and coordination with other American agencies, the Iraqi provisional government, foreign governments, international agencies, and the British and American military.

From 2007 to 2009, I served as U.S. Assistant Secretary of Education for Policy. This job combined managing a subdivision of the U.S. Department of Education, with keeping track of all education policy issues inside and outside of the department and making sure the Secretary received advice from me and others within a structure that allowed her to hear alternatives and aided her decision-making.

I have participated for a long time in civic life and politics at the local, California state, and national levels. For example, I was elected by the voters of Santa Clara County in California to its county school board. Though I am a prominent Republican, I had to win over the voters in my predominately Democratic voting district. While county school boards in California do not have as many responsibilities as they do in Florida, during my time on the board, I successfully addressed problems of county-level management, budgets, and educating incarcerated juvenile offenders and the severely learning-disabled.

Charter schools are an important vehicle for offering opportunity for children for whom regular public schools are not working (in California, particularly for Latinos and children from low-income families). To address this, I helped start a charter school, was a founding board member and later became board president. This charter school has proven to be one of the highest performing in California.

In the course of my career, I have served on advisory, policymaking and grant-reviewing boards and commissions at the local, state and federal levels, including two terms (from 1996 to 1998, and again in 2010) on the California State Academic Standards Commission. The first time, I was appointed by Gov. Pete Wilson, the second time, by Gov. Arnold Schwarzenegger.

I have attached a curriculum vitae. But because of their relevance, I would like to spell out my responsibilities and achievements on two recent jobs, namely U.S. Assistant Secretary of Education for Policy and Senior Adviser for Education in Iraq:

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Assistant Secretary for Planning, Evaluation, and Policy Development, U.S. Department of Education, Washington, D.C., 2007-2009 Non-Career Senior Executive Service. (Presidentially Appointed, U.S. Senate Confirmed.)

In this capacity, served as a principal adviser to Secretary Margaret Spellings on education policy.

Ran the Office of Planning, Evaluation and Policy Development (OPEPD), which had approximately 115 employees at the time and which coordinates policy and budget activities with the Department's principal offices as well as with the Office of Management and Budget, the House and Senate education committees, and state education agencies.

OPEPD was home to the Department's Budget Service, the Performance Information Management Service (data collection unit), the Policy and Program Studies Service (evaluation unit), the Office of Educational Technology, and the Family Policy Compliance Office (student privacy unit). A new military liaison unit was added toward the end of my tenure.

Presided over weekly meetings of the Policy Committee and was responsible for organization of its agenda, presentations, and documents. Regular participant in Secretary's weekly kitchen cabinet meetings and weekly Strategy Committee meetings.

During my tenure, OPEPD published a report on education reform since “A Nation at Risk”; participated in negotiations with the Pentagon, established a new military liaison office, and hired its first head; created the “Doing What Works” website on research-based effective classroom practices; did a complete revamping of the rules for the Family Educational Rights and Privacy Act (FERPA); co-hosted a meeting with mathematics education leaders from China; issued a new rule on ethnicity categories for educational data reporting; and managed logistics for the National Mathematics Advisory Panel. I also led a U.S. Department of Education delegation on an official visit to Beijing, China.

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Senior Adviser for Education to Administrator L. Paul Bremer, Coalition Provisional Authority, Iraq, 2003. Non-Career Senior Executive Service, U.S. Department of Defense. (Secretary of Defense appointment.)

[The job was done while Iraq was a combat zone, and there was a constant threat of insurgent attacks.]

Had full or shared responsibility over approximately 290,000 teachers of Iraqi Ministry of Education, which educated approximately 6 million schoolchildren in 15,000 school buildings. Final responsibility for budget, financial planning, and solicitation of grants and foreign aid. Final monthly sign-off on monthly payrolls of all non-Kurdish provinces. Principal adviser on elementary and secondary education policy to Coalition Provisional Authority (CPA) Administrator L. Paul Bremer (depending on time and circumstances, this was shared with other advisers).

Full or shared responsibility for liaison between CPA and Iraqi Minister of Education, appointed by the Iraqi Governing Council.

Supervised Office of the Senior Adviser for Education, which included American Department of Defense civilians, DoD military, a CPA ally civilian (from Czech Republic), and Iraqi civilians.

Full or shared responsibility (with regard to education) for civilian-military (both British and American) relations, relations with U.S. Congress, relations with White House, relations with Pentagon office for military family and community, inter-agency relations (e.g., with U.S. Agency for International Development), and relations with UN agencies (in particular, UNESCO, UNICEF, and the World Bank).

Full participant in regular meetings with other senior advisers (daily) and with Administrator Bremer and General Ricardo Sanchez (weekly). Close and frequent interaction with Bremer's deputies and CPA offices for media relations, construction projects, finance, governance (Iraqi politics), and legal affairs.

Full or shared responsibility for:

School site reconstruction and repair (included working with Bechtel Corp.)
Printing of new textbooks (incl. legal issues with USAID; printing-contract policies with regard to UN, Iraqi printers)
Salary structure discussions (including, provincial officials, labor union representatives)
Writing new budgets
Writing applications for aid from governments other than the U.S. and from international agencies
Participation with Iraqis on panel drafting new law on private schools
Creation of data-system for Ministry management
Pedagogic training
Launching of curriculum reform
Finding a new site for national Ministry headquarters
Administering and grading national examinations (in time of combat)
Calling and presiding over meetings of provincial education officials

Examples of other activities

Meeting with foreign, international agency, and American delegations (including Congressional delegations)
Meeting with Iraqi politicians
Handling phase-out of funding from Oil for Food program
Handling effect on national school system of re-population of the Marshes
Restoring relations with Kurdish officials
Handling effect of de-Baathification on the Ministry
Inspecting and visiting administrative and school sites in Arab and Kurdish Iraq
Working with media relations office on "first day of school" and other news stories

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My knowledge, background, and experience have prepared me to do the job of Florida Commissioner of Education, and I look forward to the challenge.

Sincerely,

A handwritten signature in black ink that reads "Bill Evers". The signature is written in a cursive style with a large, prominent "B" and "E".

Bill Evers



**Application for the Position of
The Commissioner of Education**

Name: Evers Williamson Moore **Date:** 05/18/2011
Last First Middle

Address: 30402 N. Hampton Road Laguna Niguel CA 92677 **E-mail:** evers@stanford.edu
Street City State Zip

Phone: (949) 248-1935 (650) 723-4148 (650) 380-1546 **Fax #:** (650) 723-1687
Home Business Cell

EDUCATIONAL RECORD

Name & Location of Institution Attended	Year(s)	Degree	Major(s)	Minor(s)
Stanford University, Stanford California	1987	Ph.D.	Political Science	
Stanford University, Stanford California	1978	M.A.	Political Science	
Stanford University, Stanford California	1972	B.A.	Political Science	

PROFESSIONAL MEMBERSHIPS

(Indicate relevant leadership responsibilities)

American Educational Research Association

American Political Science Association

Society for Research on Educational Effectiveness

Society for the Scientific Study of Reading

EXPERIENCE

(List in consecutive order beginning with the next most recent position following the position listed on page 1.)

<i>Dates</i>	<i>Position/Institution/Location</i>	<i>Supervisor's Name & Title</i>	<i>Supervisor's Phone</i>
To: present	Research Fellow, Hoover Institution, Stanford University	John Raisian	(Business) (650) 723-1198
From: 1995			(Home)
Reason for leaving (please be specific): N/A			
To: 2010	Commissioner, Academic Standards Commission, State of California,	Sue Stickel	(Business) (916) 228-2633
From: 2010			(Home)
Reason for leaving (please be specific): Term of commission concluded			
To: 2009	Assistant Secretary for Planning, Evaluation, and Policy Development, U.S. Department of Education, Washington, D.C.	Margaret Spellings	(Business) (202) 419-3925
From: 2007			(Home)
Reason for leaving (please be specific): End of George W. Bush administration			
To: 12/2003	Senior Adviser for Education to Administrator L. Paul Bremer, Coalition Provisional Authority, Iraq, U.S. Department of Defense.	L. Paul Bremer	(Business)
From: 07/2003			(Home)
Reason for leaving (please be specific): Contract completed			

REFERENCES

(Names of four persons who can discuss your experience and qualifications in detail.)

<i>Name</i>	<i>Official Position</i>	<i>Phone Number</i>
Phil Handy	Former Board Chair, Florida State Board of Education	Business (407) 644-9700
		Home
		Cell (407) 619-4149
Margaret Spellings	Past U.S. Secretary of Education	Business (202) 419-3925
		Home
		Cell
John Raisian	Director, Hoover Institution	Business (650) 723-1198
		Home
		Cell

Pete Wilson	Former Governor of California	Business (213) 680-6777
		Home
		Cell

BACKGROUND CHECK AND INFORMATION

In addition to the following information, a thorough background check may be made at the option of the employer.

If "Yes" is selected in response to any question, attach additional sheets and clearly identify as Background Check and Information with a detailed explanation:

"YES" answers to the following questions will not necessarily result in denial of an offer of employment. The employer will consider all the circumstances, including the date and nature of events that have led to the actions described below. Your written explanation will assist the employer in determining your eligibility and suitability for an offer of employment.

1. Have you ever been convicted of, admitted committing, pleaded no contest, or are you awaiting trial for any crime (excluding only minor traffic violations that do not involve any allegations of alcohol, drugs or reckless driving) or have any civil charges previously or pending involving allegations of child abuse or spousal abuse? You must answer "YES" if true, even if the matter was later dismissed, deferred, reversed, or vacated. If you answer "YES" you must provide dates of the proceedings, the name and address of the court where the proceedings occurred, a statement of the accusation against you and the final disposition of the case(s).

No Yes, attach a separate sheet for explanation

2. Have you ever been dismissed (fired) from any job, or resigned at the request of or pressure from your employer, or left employment while charges against you or an investigation of your behavior was pending or been refused tenure, reappointment or continuing contract from any employer? You must answer "YES" if true, even if the matter was later resolved with any form of settlement or severance agreement, regardless of its terms. If you answer "YES" you must provide the date of termination or resignation and other action concerning tenure reappointment or continuing contract denial and the name, address and telephone number of the employer(s) and a statement of the alleged reasons for termination or resignation.

No Yes, attach a separate sheet for explanation

3. Have you ever had any license or certificate of any kind (teaching certificate or other professional license) revoked, suspended, or reprimanded, or have you in any way been sanctioned by or is any charge or complaint now pending against you before any licensing, certification or other regulatory agency or body, public or private? If you answer "YES" you must provide the dates of proceedings, name, address and telephone number of the agency or body where proceedings took place, a statement of the accusations against you, the final disposition and/or status of the charge or complaint.

No Yes, attach a separate sheet for explanation

4. Are you now being investigated for any alleged misconduct or other alleged grounds for discipline by any licensing, certification or other regulatory body (teacher certification or otherwise) or by your current or any previous employer? If you answer "YES" you must provide the name, address and telephone number of the employer or licensing body and statement of the accusation against you.

No Yes, attach a separate sheet for explanation

5. Have you ever been involved, or are you currently involved, or do you anticipate involvement in litigation either as the plaintiff/complainant or defendant/respondent?

No Yes, attach a separate sheet for explanation

6. Have you ever filed a grievance/complaint of any kind against an employer?

No Yes, attach a separate sheet for explanation

VERIFICATION STATEMENT

(Please read carefully and sign the statement below.)

The information in the Application for Employment is true, correct, and complete to the best of my knowledge. I certify that I have answered all questions to the best of my ability and I have not withheld any information that would unfavorably affect my application for employment. I acknowledge that any misrepresentation or omission of any fact in my application, resume, or any other materials, or during any interviews, may be the cause for my rejection from employment or may result in my subsequent dismissal if I am hired.

William M. Eren

Signature

May 18, 2011

Date

APPLICANT'S FILE MUST INCLUDE:

- A letter of application stating personal qualifications, experiences, and reasons for interest in the position.
- A *signed* official application form and current resume.
- The names of four persons who will serve as references and can be contacted. *(Include name, title, and telephone numbers for both home and business and a cell phone number, if known.)*
- Several *current* letters of recommendation.

Please Direct All Inquiries,
Applications and Supporting Materials To:

Ray and Associates, Inc.

4403 First Avenue SE, Suite 407

Cedar Rapids, Iowa 52402-3221

319/393-3115 Phone

319/393-4931 Fax

E-mail: glr@rayassoc.com

Website: www.rayassoc.com

**DO NOT CONTACT THE DEPARTMENT OF EDUCATION
OR BOARD DIRECTLY.**

APPLICATION DEADLINE:

MAY 25, 2011

Neither the Florida Department of Education nor any members of Ray and Associates, Inc. discriminate on the basis of disability, race, religion, sex, national origin, or age in access to, employment in, or in the provision of any programs, benefits or activities.

WILLIAMSON MOORE EVERS

Hoover Institution
Stanford University
Stanford, CA 94305-6010
(650) 723-4148 (office)
(650) 723-1687 (facsimile)
<evers@hoover.stanford.edu>

30402 N. Hampton Rd.
Laguna Niguel, CA 92677
(949) 248-1935 (home)
(650) 380-1546 (cell)

CURRENT POSITION

Research Fellow, Hoover Institution, Stanford University, 1995-present

EDUCATION

Ph.D., Political Science, Stanford University, 1987.
M.A., Political Science, Stanford University, 1978.
B.A., Political Science, Stanford University, 1972.

PUBLICATIONS

- (with Paul Clopton) "High-Spending, Low-Performing School Districts." In *Courting Failure: How School Finance Lawsuits Exploit Judges' Good Intentions and Harm Our Children*, ed. Eric A. Hanushek. Stanford, Calif., 2006. Pp. 103-94.
- (with Paul Clopton) "Improving Mathematics Accountability." In *Reforming Education in Florida: A Study Prepared by the Koret Task Force on K-12 Education*, ed. Paul E. Peterson. Stanford, Calif., 2006. Pp. 95-116.
- (with Paul Clopton) "Improving Mathematics Achievement." In *Reforming Education in Arkansas, Recommendations from the Koret Task Force*. Stanford, Calif., 2005. Pp.55-67.
- (with Lance T. Izumi) "Fixing Failing Schools in California." In John E. Chubb, ed., *Within Our Reach: How America Can Educate Every Child*. Lanham, Md., 2005. Pp. 113-40.
- Testing Student Learning, Evaluating Teaching Effectiveness*. Stanford, Calif., 2004. Co-Editor (with Herbert J. Walberg).
- (with Paul Clopton) "The Curricular Smorgasbord." In Paul E. Peterson, ed., *Our Schools and Our Future: Still At Risk*. Stanford, Calif., 2003. Pp. 239-79.
- Teacher Quality*. Stanford, Calif., 2002. Co-Editor (with Lance T. Izumi).
- (with Lance T. Izumi) "State Accountability Systems." In Williamson M. Evers and Herbert J. Walberg, eds., *School Accountability*. Stanford, Calif., 2002. Pp. 105-153.
- School Accountability*. Stanford, Calif., 2002. Co-Editor (with Herbert J. Walberg).
- School Reform: The Critical Issues*. Stanford, Calif., 2001. Co-Editor (with Lance T. Izumi and Pamela A. Riley).
- "Standards and Accountability." In Terry Moe, Ed., *A Primer on America's Schools*. Stanford, Calif., 2001). Pp. 205-247.
- (with R. James Milgram) "The New Consensus in Math: Skills Matter." *Education Week*, May 24, 2000.

"From Progressive Education to Discovery Learning." In Williamson M. Evers, ed., *What's Gone Wrong in America's Classrooms*. Stanford, Calif., 1998. Pp 1-21.

What's Gone Wrong in America's Classrooms. Stanford, Calif., 1998). Editor.

"Social Problems and Political Ideals in the Debate over National Service." In Williamson M. Evers, ed., *National Service* (Stanford, Calif., 1990), 33 pp.

National Service. Stanford, Calif., 1990. Editor.

Opinion columns in *Education Week*, *New York Times*, *Wall Street Journal*, *Los Angeles Times*, and *Christian Science Monitor* and other newspapers.

RESEARCH & TEACHING EXPERIENCE

Adjunct Associate Professor, Political Science, Santa Clara University, 1995-98.

National Fellow and Visiting Scholar, Hoover Institution, Stanford University, 1988-94.

Visiting Assistant Professor, Political Science, Emory University, 1987-88.

PROFESSIONAL ACTIVITIES

Contributing Editor, *School Reform News*, Heartland Institute, 2011-present.

Commissioner, Academic Standards Commission, State of California, 2010. (Gubernatorial appointment.)

Member, Instructional Materials Review Committee, Capistrano (Calif.) Unified School District, 2009-present.

Delegate and Presenter, Education Symposium, Asia-Pacific Economic Cooperation. Xi'an, China, Jan. 15-17, 2008.

Head of Delegation, Official Visit to Peking, China, U.S. Department of Education, Jan. 10-12, 2008.

Assistant Secretary for Planning, Evaluation, and Policy Development, U.S. Department of Education, Washington, D.C., 2007-2009 Non-Career Senior Executive Service. (Presidentially Appointed, Senate Confirmed.)

Senior Adviser to the Secretary of Education, U.S. Department of Education, Washington, D.C., 2007. Non-Career Senior Executive Service. (Secretarial appointment.)

External Consultant and Member-at-large, Social Sciences-History Textbook Selection Committee, Palo Alto (Calif.) Unified School District, 2006-2007.

Member, National Advisory Council, Bill of Rights Institute. Arlington, Va. 2006-2007, 2009-present.

Consultant (on Middle Eastern history), History-Social Science K-8 Textbook Adoption, State of California, 2005-2006.

Reviewer (grant proposals), Mathematics and Science Review Panel, Institute of Education Sciences, U.S. Department of Education, 2005-2006. Principal member of standing panel.

Member, Advisory Board, Stanford-Iraq Student Exchange, Stanford University, 2005-2007.

Member, Content Review Panel, History-Social Science K-8 Textbook Adoption, State of California, 2004-

2005.

- Reviewer (history, geography, government), TAKS Readiness and Core Knowledge program, University of Texas System, Feb. 2004.
- Reviewer (grant proposals), Mathematics and Science Education Research Panel, Institute of Education Sciences, U.S. Department of Education, 2004.
- Reviewer (grant proposals), Fund for the Improvement of Education, U.S. Department of Education, 2003.
- Panelist, "We the People" White House Forum on American History, Civics, and Service, May, 2003.
- Peer Reviewer, State Accountability Systems [under Sec. 1111(b)(2) of the Elementary & Secondary Education Act], Office of Elementary & Secondary Education, U.S. Department of Education, 2003.
- Member, Social Sciences Content Review Panel, Golden State Examination, State of California, 2003.
- Report Reviewer, National Research Council, National Academy of Sciences, 2002.
- Member, Grades 10-11 Social Studies Standard-Setting Advisory Panel (test-grading guidelines), Texas Assessment of Knowledge and Skills, State of Texas, 2002.
- Reviewer (grant proposals), Office of Educational Research and Improvement, U.S. Department of Education, 2002.
- Consultant (on testing), Texas Education Agency (state department of education), 2002.
- Member, National Educational Research Policy and Priorities Board, U.S. Department of Education, 2001-2002. (Secretarial appointment.)
- Member, History-Social Science Performance Level Setting Panel, Standardized Testing and Reporting system, State of California, 2001.
- Commissioner, White House Commission on Presidential Scholars, 2001-2007. (Presidential appointment)
- Member, Editorial Advisory Board, *Texas Education Review*, 2000-2003.
- Member, Editorial Board, *Education Next* (formerly *Education Matters*), 2000-2007, 2009-present..
- Consultant (on standards, testing, and curriculum), Arizona Department of Education Mathematics Task Force, May-June 2000.
- Consultant (on testing policy), Abell Foundation, Baltimore, Md., 1999-2000.
- Member, Koret Task Force on K-12 Education, Hoover Institution, 1999-present.
- Member, Advisory Board, California History-Social Science Project. Office of the President, University of California System, 1999-2007.
- Member, History-Social Science Assessment Review Panel, California Standards Test, Standardized Testing and Reporting system, State of California, 1999-2007.
- Member, Mathematics Assessment Review Panel, California Standards Test, Standardized Testing and Reporting system, State of California, 1998-2007.
- Commissioner, Commission for the Establishment of Academic Content and Performance Standards, State of

California, 1996-1998. (Gubernatorial appointment.)

PROFESSIONAL ASSOCIATION MEMBERSHIPS

The Academy of Political Science
American Educational Research Association
American Political Science Association
California Council for History Education
The Historical Society
National Council for History Education
Society for Research on Educational Effectiveness
Society for the Scientific Study of Reading

RECENT CIVIC ACTIVITIES

Elected Trustee, Santa Clara County Board of Education, 2004-2007.

Senior Adviser for Education to Administrator L. Paul Bremer, Coalition Provisional Authority, Iraq, 2003.
Non-Career Senior Executive Service, U.S. Department of Defense. (Secretarial appointment.)

Member, Board of Directors, East Palo Alto Charter School, Ravenswood City School District, 1997-2004;
president, 2003-2004.

[3/11]



May 17, 2011

GEORGE P. SHULTZ
THOMAS W. AND SUSAN B. FORD
DISTINGUISHED FELLOW

Dear Mr. Ray,

Enclosed is a curriculum vitae for Williamson (Bill) Moore Evers. He has an impressive background in the field of education and would welcome a chance to serve as Florida's Commissioner of Education.

I have come to know Bill as a colleague here at Hoover and I admire his devotion to the field of education and the important research he has done on school improvement. He has thought about the subject a great deal, he has written extensively on education, and he has been a doer in the field. Bill and I have talked about education policy issues a number of times, including discussions before he went to Washington to serve in the U.S. Department of Education and before he went to Iraq to restart the schools there.

Bill combines a thorough grasp of policy research with an ability to work in political and bureaucratic environments. Not only was he one of the national co-chairmen of President George W. Bush's education-community coalition in the 2004 election, but he was an elected trustee of the local county school board, and he led the education part of the reconstruction effort in Iraq, where education has been progressing remarkably well. Bill recently served as an appointee of Governor Schwarzenegger to the California State Academic Standards Commission. How's that for a range?

I recommend Bill without reservation.

Sincerely yours,

George P. Shultz

Mr. Gary L. Ray
Ray and Associates, Inc.
4403 1st Avenue S.E., Suite 407
Cedar Rapids, IA 52402-3221

Enclosure

Governor Pete Wilson

355 S. Grand Avenue, Suite 4400
Los Angeles, CA 90071
(213) 680-6777
pete.wilson@bingham.com

May 24, 2011

VIA FACSIMILE 319-393-4931 fax

Mr. Gary L. Ray
Ray and Associates, Inc.
4403 1st Ave SE, Suite 407
Cedar Rapids, IA 52402-3221

Dear Mr. Ray,

I am writing to endorse Williamson (Bill) Evers for the position of Florida Commissioner of Education. Bill is a distinguished educational researcher and policy analyst, as well as an active participant in national, state and local policy-making. He is fearless and resolute on behalf of children, while always civil, persuasive, and understanding of the limits of the political situation. He has advised presidents, federal secretaries of education, governors, state superintendents, state boards, and local school districts. He has served as U.S. Assistant Secretary of Education for Planning, Evaluation, and Policy Development, and he headed the national school system in a country (Iraq) with the same number of schoolchildren as my own state of California. At a local level, he served on the board of a charter school and a county office here in California.

In 1996, I appointed Bill to the state's Academic Standards Commission. The Commission operated in the context of recent low National Assessment of Education Progress tests scores for California and a decade of state encouragement of unproven (and unsuccessful) teaching practices. The Commission was advisory to the State Board of Education, who made the final call on the state's academic standards.

While he served on the Commission, Bill was not only an invaluable source of research knowledge on curriculum, but also worked to make sure that in all significant details California standards matched the highest of other states and countries. Bill worked collaboratively with other members of the Commission and with the Commission's staff to achieve this. He also was conscientious in keeping my Secretary of Education and appropriate members of the State Board of Education apprised of the progress, of as well as the problems encountered, in achieving the Commission's work.

Bill contributed importantly to the science and history standards, but made his most important contribution in arguing for clear, measurable, and high-level mathematics standards. In particular, he strove to make sure that students would be required to know the standard algorithms in mathematics, such as long division—which many of the other commissioners saw fit to omit. He was careful to confine the academic standards document to the role of prescribing the topics that students must learn in each grade – rather than requiring any particular approach to teaching, be it traditionalist or progressive. Other commissioners as well as a number of

Mr. Gary L. Ray
May 24, 2011
Page 2

organized interest groups sought to impose their favorite approach to teaching on all California teachers. Bill quite properly resisted this.

I have often thanked Bill publicly for the rigor he brought to California math standards and for his wisdom in helping to ward off one-size-fits-all instructional prescription. At one time, when it looked as if California's high school exit exam would omit algebra, Bill and I co-authored an op-ed piece in the San Francisco Chronicle calling for its inclusion in this crucial test.

A little less than a year ago, Governor Schwarzenegger appointed Bill to the 2010 California State Academic Standards Commission, where he endeavored, with great success, to supplement the new Common Core national standards in English and math with needed new content and content from the California academic content standards written (1996-98) during my years as governor.

From 2007 to 2009, Bill was Assistant Secretary for Policy for U.S. Education Secretary of Education Margaret Spellings. There he not only served as a principal policy adviser to her, but he also worked with and supervised scores of federal political appointees and civil servants.

Bill and I have stayed in touch on a variety of policy issues on a rather frequent basis over the years, and I have followed his career and achievements. I recommend Bill Evers enthusiastically and without reservation for the post of Florida Commissioner of Education.

Sincerely yours,



Pete Wilson