

ANATOMY OF A DREAM SCHOOL

>>MR. TURNER: Good morning, everyone.

>>PARTICIPANTS: Good morning.

>>MR. TURNER: All right, my name is Jim Turner and I have been selected as your facilitator. Now, you recognize, of course, they go through an incredible screening process, batteries of tests, all sorts of interviews

>>PARTICIPANTS: (LAUGHING)

>>MR. TURNER: What are you laughing about there?

And then they say, "Okay, who has half a brain? Oh, Jim! He'll do it!" But it is my pleasure to be doing this this morning.

And my view on seminars, sessions, conferences, is very simple. It is an opportunity sometimes to see, hear, or do some things that we just don't get a chance to do during the regular day. And if we can pick out one, two or three things that maybe we hadn't thought of, or maybe gives us cause to think about what we are doing, it is worthwhile.

We have got lots of folks here from lots of areas. I'm going to have introductions done, but first I would like to point out to you -- at your table, underneath your pads, you should have four pages stapled together with an agenda on top.

And if I can borrow that -- and also one colors chart, which is the Anatomy of the Dream School that we will be talking about. Let me walk you through, if I may, what is behind these sheets and, in fact, what I'll ask you do, because you don't think that you are going to be able to sit down in those seats the whole

time? You're going to be moving around a bit. So I ask that you put your initials up in the right-hand corner so you don't lose them.

These are very valuable documents. You will find them on e-Bay, probably selling for enormous prices, anything.

>>PARTICIPANTS: (LAUGHING)

>>MR. TURNER: Okay, what you have here is an agenda. What I'm going to do here is -- let's turn to the other pages first.

Page 2 is a green sheet. I am not color blind, I am color stupid, so if it is green, yellow, orange, I'm okay.

Beyond that, you will have to help me. I think this is green.

The Summit Goals and Objectives. You all have seen this material beforehand but, real quickly, the goal to make career ambitions, career knowledge a part of the high school experience of high school and an essential part of the high school law, locally and nationally, as well as to prepare students for a lifetime of successful employment. That is the entire Summit experience.

Under that are the objectives. I won't read them. Below that is our session. So if anyone thought this was the Milestone session or the Pathways session or the Building Blocks session, you are wrong.

By the way, before I forget, Colleen, stand up. But that is not as easy -- Colleen is seven-plus months pregnant.

>>COLLEEN: Nine months.

>>PARTICIPANTS: (LAUGHING)

>>MR. TURNER: Okay. We are going to be nice to Colleen today. Okay, all right. I may have an assistant for some of this session, but Colleen is with the Jewish Healthcare Foundation, and Colleen's job is to try to make me follow the rules and make sure we record things and provide any assistance that any of you need. So if you need your car washed, Colleen is the person to see.

Okay, we are on the bottom half of the green sheet about the Dream School. I have listed the goal, the framework and the work product expectations.

The goal of this section is to identify the numerous, effective career focus schools in the United States. I have folks here that can help us do that. This group will mix and match successful components of the most accomplished programs to create a new dream model. The framework is that colored sheet that we referred to earlier. That is separate from this because we will be working with it throughout the day.

I will have my back to Derek all day, but he will work through that.

Our work product expectations at the end of the day is to complete a rigorous and vibrant discussion -- not my words, but the words of the session. Our task is to create one Powerpoint slide that will outline in six to eight bullets the decisions and/or recommendations that the group has made with respect to what to do new, differently, and what not to do. So keep that in your minds. Begin with the end in mind. So keep that in your

minds as we go through this session.

Obviously, the above decisions and recommendations are made in the context of designing an ideal career education system for students.

We certainly saw some interesting things this morning with all of our speakers and panels. Behind that is another colored sheet. Okay. Help me, guys.

>>PARTICIPANTS: Pink -- salmon.

>>MR. TURNER: I knew that! Salmon is not a color. It is a fish.

Beyond that, will you see we have divided you into three groups. Able Company. Susan Brownlee, will you waive your hands there? Able Company -- Susan will be facilitating Able Company when we get into smaller groups.

Baker Company is Ron Painter. Ron is not here. Okay. Is Cherri Banks with us? Cherri, will you be willing to take over till Ron arrives?

>>CHERRI BANKS: Yes.

>>MR. TURNER: You have to be mean, ornery, and tough with these folks.

>>PARTICIPANTS: (LAUGHING)

>>MR. TURNER: Okay. Thank you very much. And Charlie Company. Marge is here. Marge will be working with that group.

In general, what I always try to do is -- in sessions like this is -- sometimes it gets hard -- is (A) get some individual work, (B) Get some small group work, and (C) get some reporting

out. So that will be the sequence that you will see throughout the day.

Okay. Then behind that, I think this is yellow. I guess it could be gold or some other color -- I have never heard of -- all right -- what color is magenta?

>>PARTICIPANT: Pink.

>>PARTICIPANT: Purple.

>>PARTICIPANT: Goldenrod.

>>MR. TURNER: We'll be using this later on for the third task. This is the one that gave me a lot of pause when we start saying, "Gee, now we got to look at what we are talking about in relation to education systems, policy systems and support systems."

There are a lot of challenging questions there. We will break that into pieces later and try to work that forward. So that is what you have in front of you.

I would like to introduce our two students; in many respects, the most important folks we have here.

I know this is Ashley. And I know this is Candace. I want you to know you have come into a room with folks like me with gray hair, and you are thinking if you are going to know anything they are talking about. I would argue that you two guys, far and away, have the most current, relevant experience over anyone in this room, and we are going to put that to the test.

So I'll pick on my good friend Susan Brownlee. In the

past weeks, how much time have you spent in a high school, while they were in session?

>>SUSAN BROWNLEE: None.

>>MR. TURNER: None.

Marge, in the past three weeks, how much time have you spent while students were in session?

>>MARGE: No time.

>>MR. TURNER: Ashley?

>>ASHLEY: A lot.

>>MR. TURNER: Candace, how much time have you spent in a high school?

>>CANDACE: Seniors in my school only have school two days a week, so --

>>MR. TURNER: So Ashley has more current relevance than you do! But the point that we want to make is that one of the tasks we are going to ask -- assign to you two, is what I call my Alien Alert, okay? So as we start talking about things that could in no way, shape, or form ever fit in, based upon your current, real world experience, that is when you are to give the Alien Alert, okay?

Now, you can whisper it in my ear. You can take it back to Colleen and say, "Colleen better mark that AA," okay? That can stand for either Alcoholics Anonymous or Alien Alert, because they both fit in. Okay?

So that is your job, and we are glad that you are with us today.

What I'd like to do quickly -- the room started off

cold -- what I would like to do is start with Victoria and go around the room. And I'm going to ask each and every one of you your name, position, your employer, and then one other item that influenced your career choice. An event, teacher, experience, whatever comes to your minds that you can relate to everyone. All right?

>>VICTORIA VANN: My name is Vicky Vann. I am the Health Career Coordinator for an organization that is a small nonprofit that covers seven counties here in Southwest PA area, Health and Education Center.

I am a Bio-Geek. I love biology. I pursued a degree in Education. And now I'm essentially combining both; my love of science, having done research; and education, by trying to help kids explore health career education and what they want to do as far as going out and pursuing a career in health.

>>MR. TURNER: And career influencer was?

>>VICTORIA VANN: I can't say that it was any one person. It would have been Jacques Cousteau when I was little. I have a ninth grade Biology teacher who still sticks with me to this day. We did a science experiment. It didn't turn out the way I wanted, but he kept me on and encouraged me to expect the unexpected, so -- how do you explain it, or how do you not explain it?

>>MR. TURNER: Okay. Lisa.

>>LISA BONACCI: My name is Lisa Bonacci, and I am the Vice President of Human Resources for U.P.M.C., and my career was

totally accidental. And I was in Cleveland in the hotel/
restaurant business teaching low-income Clevelanders. Mostly
minority folks, adults, how to get into the hotel industry and
doing some practical training classes and things like that and
then placing them in hotels and restaurants in jobs.

So I got to meet a lot of the Human Resources people out
there, and I think that is what influenced me to get into Human
Resources.

>>MR. TURNER: Okay, welcome!

>>MARY CURET: My name is Mary Curet, and I'm also at
U.P.M.C and I'm the Manager of Workforce Development. I guess
you could say I'm a late bloomer because I actually found that
the work that I love just about ten years ago.

I have been in Human Resources 18 years and had fallen into
that kind of idea default, but a co-worker of mine offered me
some restructuring and he asked me, "Mary, what is it is that you
really love to do?" It was like this light went off. I love to
help people make connections; to help them find employment that
they love.

That, in a sense, is what -- you know -- what brought me
happiness or joy. And I do Community Outreach to work with
different communities and organize different community based
organizations.

>>MR. TURNER: Okay. Donna Nugent.

>>DONNA NUGENT: I'm Donna Nugent. I am the
Superintendent of the Beaver Falls School District here, and we
have about 2,000 students K through 12.

And I think my most early experience that probably led me into education was a very strong connection with my second grade teacher.

>>MR. TURNER: I'm so old, I don't remember my second grade teacher.

>>JOE GOODNACK: Joe Goodnack. Superintendent of North Hills School District, about ten minutes north of here.

My interest in education, I guess, began in elementary school. I was very interested in science, and then someone said, "You have a really nice way of being able to explain that to people in a simple manner," so I became a science teacher.

>>MR. TURNER: Welcome. Joseph?

>>JOSEPH CLAPPER: Joe Clapper. Superintendent of Schools -- Quaker Valley Schools, which is in Sewickley, 12 miles northwest of here, a district of about 2000 students, K to 12. My father was a school board member for about 20 years. I felt like I didn't have a chance growing up --

>>PARTICIPANTS: (LAUGHING)

>>JOSEPH CLAPPER: And he lead me down that path. And I had an Uncle that was a terrific guidance counselor that got me in this as well.

>>MR. TURNER: Matthew -- or Bruce.

>>MATTHEW PERRY: That was my uncle's name, so, it worked! I'm Matt Perry. I'm the Principal at Benjamin Health Professions High School in Sacramento, and I had a Community College Biology instructor, Dean Pepper, who was amazing. I

know that's why I'm here.

>>MR. TURNER: Candace, just tell us about your school and your focuses on that.

>>CANDACE FOSNAUGHT: We once had a Middle School and --

(INAUDIBLE)

-- right now I'm looking at being a nurse. RN. Right now I'm going to Community College.

>>ASHLEY CHERICO: I want to be a teacher. Next year I'll attend CCAC a few days a week.

(INAUDIBLE)

They do a lot for me.

>>BETH OLANOFF: My name is Beth Olanoff. I am the Director of Policy of Pennsylvania Department of Education. I'm a career changer.

I originally trained as a lawyer and practiced private law for 17 years. I went up to that because I grew up in the '60s, and we could march and demonstrate.

It was ultimately lawyers that had the final say on what the words and language were and I wanted to be in that position. And although private law was sort of a detour, because I never really liked it, it has only taken me 30 years to find the job I really love, and I'm happy doing what I'm doing.

>>CHRIS SMITH: I'm Chris Smith. I'm Chief of Staff at the Boston Private Industry Council. We are the workforce in Boston and we create the baseline activities for high school Students, among other things.

The end of my junior year in high school was a succession of experiences I had.

One was watching my brother perform surgery. The other was doing internship, unpaid, with an insurance firm. Another, working for UPS in 100-degree heat in summer. In the final, I was working for the Chamber of Commerce in Worcester, where I was from.

And the last one was the only one that appealed to me remotely. And it just comforted me that you can be a generalist and still have options available to you.

Out of the others I wanted to specialize in were not in my interest area, so it was what I didn't want to do that led me to what I want to do.

>>RICK FLANNAGAN: Rick Flannagan. I'm with the Bloomfield Garfield Corporation. I can say that my parents were a big influence over my career and my dad teaching me what hard work was. I had a horrible high school experience personally, and I still want to see that changed.

And then it was my 10/12 class that I took at Penn State when I first entered. This brought me to be a chemistry major. There is a lot to see in this world, and it started to shift more than at that social services.

>>MR. TURNER: All right, Rick. We got one question for you. Name one person in this room who is on the original Incorporating Board of Directors at the Bloomfield -- Parks and Recreation.

>>RICK FLANNAGAN: You!

>>MR. TURNER: Oh, my God, it was me! Okay. So I know a little bit about where Rick comes from.

>>SUSAN BROWNLEE: My name is Susan Brownlee. I'm on The Fine Foundation. And I feel so vague in all of this. I started as a teacher because my husband was in law school with a master's in history. It was the only job I could get. One of us had to work. I fell in love with it the first year. I love the kids. I have had a career in education ever since then -- a school administrator -- (INAUDIBLE)

>>EMMANUEL OSAGIE: I am the Chancellor of Penn State PA campus. Obviously, I'm not from Pittsburgh. I think he was campaigning for -- who wrote the book, what if -- (INAUDIBLE) he said a master teacher -- and I had to sit for a while. Both my dad was Head Master, my mother was Head Mistress at a parochial school.

In my search I found that the most, you know, person in my life was my high school teacher. At the time I think it was tenth grade. We learned how to draw the map of the United States. He made it so interesting that I had to major in geography in high school.

He smoked Kools because we thought that was the coolest, you know, and Lucky Strike.

>>PARTICIPANTS: (APPLAUSE)

>>EMMANUEL OSAGIE: He knew the subject and he made it so interesting, you know. All the students would hang around the windows just to hear this man teach. He was so engaging.

>>MR. TURNER: We could quiz Emmanuel and ask him to spell Czechoslovakia!

>>PARTICIPANTS: (LAUGHING)

>>JANET BRAY: I'm Janet Bray. I'm the Executive Director of the Association for Career and Technical Education. I knew from an early age that all I wanted to do was teach. And the only decision I had in high school was if I were going to be an English teacher or a history teacher. And I realized when I got to college that I didn't like symbolism in literature. So I became an eighth grade history teacher.

And when that job was taken away, because they cut back in the district, I landed in the Association. And I've been in it now 35 years.

>>MARGARET PETRUSKA: I'm Marge Petruska, and I direct the Children Youth and Families Program area for the Heinz Endowments. And also coordinate an education initiative with all our other program areas, known as Pathways to Educational Excellence.

I grew up in a great community that was very nurturing. Great parents. I had a Girl Scout leader that encouraged the good grades. The bus driver knew me. They cared about you. You were taught to dream and this and that. You also -- without sounding too hokey here -- you could fail. And you were supported for trying. That was just another way of learning about yourself and what you could do and where your strengths were. So, you know, it was all about being able to dream big. But also

to fail.

>>SUSAN BODILLY: I'm Sue Bodilly. I'm with RAND.

RAND is a nonprofit research organization, and I'm the Director of the Education Unit.

There are lots of instances that moved me down my pathway, but one sticks out and that is when I was graduating from college. I had a major in economics and did quite well and went to speak with my economics advisor thinking I was going to go on to get a PhD, and he told me I would never be a great economist, but that every paper I ever wrote had a policy theme to it. It was directly related to policy.

And so he told me I should go directly into Policy Analysis, and I didn't even know that field existed at the time, and here I am.

>>BARBARA BOLAS: My name is Barbara Bolas. I am currently President of the National School Board Association. I served out of a local school district, Upper Saint Clair School District, for two decades, which is a suburb south of Pittsburgh.

Career impactors. I was originally a teacher. I've taught in three different countries. Urban, suburban, and rural areas K through 12. And I was impacted by my first grade teacher, because I had an aunt that was a librarian who read to me. And when I went to first grade, this teacher showed me that I could learn to read and I could dream about places to go.

And I ended up traveling because of my husband's work, and we were in Venezuela one day and we saw students that were demonstrating

for better education. And the Guarded Nationale came in and went and threw them violently in a truck, and that made me cherish what we had in this country and make me want to get back involved.

So I ran for the local school board to make sure, because I understood how much our public schools teach about democracy and freedom and opportunities, so that is what life is all about.

And there's a whole series of teachers, and I could tell you where I was sitting. And I believe it was math, science, politics, and government. They all impacted how I ended up here.

>>CHARLESETTA DEASON: I think, for me, I thought I wanted to be a nurse. In my sophomore year in college, we began our clinical experiences and I had a real life change experience by my instructor. At that time I thought she was the meanest person in the world to give me a burn patient, and the lady already lost two kids in the fire and was going to probably die herself, and I had to do basic patient care with her.

If any of you have ever been near a burn patient that was burned that badly --

>>PARTICIPANTS: (SILENCE)

>>CHARLESETTA DEASON -- so I walked out and I told her, "Miss Instructor, I cannot do this." And she said, "Do you still want to be a nurse?" The experience I had was usually given to someone who has given to the hospital more than one class period. So I said, "Well, I guess I don't want to be a nurse if this is it." So I was able to stay the rest of that day, not in that room, but to stay in the facility. So I

thought about that.

In the middle of the semester, I chose to change my major to biology. And I became a biology teacher, but the passion for the healthcare started early on and is still there. But I do know that she did me the best favor. I did not have what it takes to be a Critical Care Nurse.

>>MR. TURNER: Cherri?

>>CHERRI BANKS: I'm Cherri Banks, and currently I supervise various technical vocation programs with the School District of Pittsburgh, of which one is health careers.

As I think back to my inspiration to become a teacher, similar to Barbara, I could almost identify the moment and the teacher. I was a tenth grade student. And I knew watching her that I wanted to do what she did, and I was blessed enough to go to school and do that.

I think back to who inspired me to move forward as school based administrator serving as Vice Principal, and that was Robert Nicholas, who was my principal at Alliance Middle School.

>>MR. TURNER: Talk about failing; I failed at just about everything.

>>DEREK LOPEZ: I'm Derek Lopez, I'm the Chief of High School Reform at Pittsburgh Public Schools. Like Beth, I'm a recovering attorney. I think back to when I first got into the practice of law. What I didn't like about it and it was one of those methodic moments when you say, "What am I doing?" Sitting at your desk on a Friday and saying, "What am I doing here?" after

several years. But I liked clerking for the judge, but I hated practicing law with a passion.

And so I thought back to those people who, in my life, I thought enjoyed the work that they were doing, and they were all teachers and/or counselors in schools that I went to. So I went back to the classroom in 1995, and I have been in education ever since.

>>MR. TURNER: I have to tell everyone, because when I think of Derek, Derek was recruited through a vigorous search to come and lead the high school reform movement in Pittsburgh and, just as he had accepted the job, moved his family, got off the plane -- Pittsburgh announces they are closing the most popular high school. So Derek's Pittsburgh welcome was from a community that there is -- so he is still here. A.J.?

>>AJ Harper: My name is A.J. Harper. President of Hospital Council of Western Pennsylvania. It is a trade association representing long term care facilities, special hospitals in 31 counties in the West.

>>MR. TURNER: What influenced your movement of that?

>>A.J. HARPER: That area? Is that, frankly, in high school, I grew up in Beaver County and went to Center High School. The steel mill, J&L Steel, which allowed those people in healthcare professions to go to the hospital 12 to 15 consecutive Saturdays at the various departments. And I recognized that I didn't want to get into clinical backgrounds, so I walked over to see the hospital administrator and asked him

what the course and career path was for hospital administration.

I was very career influenced, so I ended up going to college with an undergrad to work my way to healthcare or hospital administration.

>>GERMAINE WILLIAMS: I'm the Program Officer for the Pittsburgh Foundation, local community. My proposal will include some arts, grantees that --

(INAUDIBLE)

-- belong, so in that capacity, in terms of career persons, I think I benefited as an undergraduate from Career Focus Fellowship. That is where they were introducing me to the field of arts.

>>MR. TURNER: As I said earlier, I'm Jim Turner. I'm with the University of Pittsburgh. We run a small program where we work with school districts around data and assessment systems and how we can get the information we need to the students, the teachers, and the parents. So I had the opportunity to work with a lot of the schools; some of them very low performing.

I am not an educator, but I have background or training. Susan always laughs at me when I say that. But I started my work as a result of the kind of work Rick does now and went into the public policy arena, picked up a couple masters' degrees.

Was never interested in the world of finance, so nationally I became known -- in some respects well known -- in the world of municipal finance. So that is how it works.

And then it was real folks like Susan,

Marge, and other Foundation folks that said to me, Jim, so many of the policy issues -- so many of the problems we have as a city, as a region, as a state, and as a nation are at the roots of education. And I ventured into it. And I have been doing it for about eight years, and I enjoy the work, and it is very rewarding.

So you will see I am miked. The good news is it is only so they can record things, so somebody in some booth hears this three miles away. So I can't say hell, damn, or any other four-letter words. So be careful of that the entire day.

Okay. We've got some critical guidelines for our work.

I would like everyone to adhere to these guidelines as we move through the day, all right?

There will be no kicking, gouging or screaming.

The only other thing I would ask is to turn your cell phones off as the case may be. And because we have so much to do in such a little time, I'm going to ask everybody to follow what I called the Gettysburg Address rules. That means if your answer or comment is longer than the Gettysburg Address, it's too long.

So in order to hear from everybody, try to be as succinct as you can be. I was hoping we would have T-Shirts.

>>COLLEEN: Yes, we do have T-shirts.

>>MR. TURNER: It is now 11.20.

All your clocks are 12 minutes wrong. What I want to do on Test No. 1 is focus on what we already know. Our charge is to identify effective career focus schools in the

United States.

Now, we might know that a good school might have 20, 30, 50 characteristics. Okay. Let's see if each of you individually can jot down what -- from your experiences, your knowledge base -- what are some of those characteristics? I want you to work alone for ten minutes, then we are going to share results.

Let me warn a couple of you. Janet Bray, okay, and Derek Lopez, you are both Able Company members. I'm going to ask you guys in particular to start off with feedback.

We have Susan Bodilly and Matt Perry, right? Okay. To do the same from Baker Company.

And Charlesetta and Beth Olanoff from Pennsylvania. And what that gives us is a wide range of local, state, and national perspective. Then we are going to open it up to everyone.

But we're going to take ten minutes and jot down what, from your experience, what are the characteristics that you think lead to in terms of identifying career effective schools. Schools by name, and what they do that particularly impress you, okay? Characteristics of a career-effective school.

>>KAREN FEINSTEIN: I'm Karen Feinstein. I apologize for the Press Conference, and a lot of media are interested in this. I'm President of the Jewish Healthcare Foundation. We have two supporting organizations. One is called the Pittsburgh Regional Health Initiative, which focuses on safety and quality. And as we focus on safety and quality, we didn't think there was going to be any safety and quality in the future, because we

didn't think there was going to be a workforce.

It's either quantity or quality, so there is something called Health Career Futures. We ended up doing everything we said we weren't going to do, because as my friend Susan -- I really know nothing about the education system. So, we said, "We are not going to get involved in high school education, we are certainly not getting involved in elementary education."

And then we discovered that there was no way to look at the work force of the future focusing on junior year/senior year. So it keeps going back and back and back.

Once we found ourselves not knowing what we were doing, we wanted to hear from those of you who do. One has driven me as rather a revolution --

(INAUDIBLE)

>>PARTICIPANTS: (LAUGHING)

>>KAREN FEINSTEN: -- in my life, and I got a PhD in Economics. And those of you who know Carnegie Mellon University here in Pittsburgh are technology-oriented. When they hired me and thought I was going to teach Labor Economics, and then I called them after they hired me and said that's not really what I wanted to do, and they said, "What do you want to teach?" And I said, "Women's Social Movements." That went over ---

>>PARTICIPANTS: (LAUGHING)

>>KAREN FEINSTEIN: But, anyway, we are just delighted everyone is here in the room with Jim facilitating, again.

>>MR. TURNER: And I think that Karen's interest in revolution explains why we have a court reporter here today. Because if anyone says the wrong thing, I will sue you. But seriously --

>>PARTICIPANTS: (LAUGHING)

>>MR. TURNER: We will have a record of the activities, and because of that -- especially for this part -- we will want to ask you at this part what teacher's say. Give us your outside voice. This isn't a time for meek and mild. We want power and volume so that she can get every word, right?

>>COURT REPORTER: Please.

>>MR. TURNER: Okay.

>>PARTICIPANT: How did Karen get involved in movements, efforts that have really changed things? And I would think with that background --

(INAUDIBLE)

-- just a little would be interesting, for the group, that we are looking at, and how we are going to, and who --

>>MR. TURNER: What Susan is referring to is, more than ten years ago, I staffed a group that was known as Compact 21, The Committee to Prepare Allegheny County for the 21st Century. Karen was a prominent member of that group.

Out of that group came a recognition that county government, as it existed, made no sense. And we made a series of recommendations that led to, ultimately, a new form of county government. We were looking beyond that.

We also structured it that we had in mind, at some point, a

city and county really needed to become one -- and low and behold there is a movement afoot right now to see if there is a referendum on whether that can take place.

So none of those things happened just because of a report. There was an enormous amount of work study. Initially, a lot of research, then a lot of effective follow-up. Credible amounts of leadership, funding being raised, campaigns being done. Yours truly was sued by one of the Democratic Party members for my role in a campaign.

It tied up my homeowners insurance for three years. It was a pain in the butt. It is part of what happens when you do that. The case was thrown out by every lawyer in court, but if somebody sues you, your homeowner's insurance is tied up, and that's it.

But nothing happens quickly or easily, but big things can happen.

>>PARTICIPANT: (INAUDIBLE)

>>KAREN FEINSTEIN: But Jim helped us through that, which was so critical. We looked at the hot-trot regions in the country. Areas around Nashville, Charlotte, and Minneapolis. And these were areas that were booming. And the one thing that we discovered was the reason they were booming was because they set out to boom!

These communities don't end up where they are randomly. They sat down, they problem-solved, they had a vision. That was real eye-opening to me. We didn't have a good, collective vision of them. But these communities, Nashville, Charlotte,

Minneapolis --

>>MR. TURNER: There were eight of them. Seattle, the area around Montgomery County -- Austin? And when she says "looked at," we went on site. We talked to the decision makers and came back with lots of knowledge.

But, anyway, the point that Susan is making is that big things can happen.

By the way, you will see people coming in and out, cameras, food junkies, various people.

Let's turn to the question, "Who do we already know?" What schools are out there already doing good things, and what are some of those characteristics?

Derek, who I warned I would pick on him all day long, Derek, tell us some of those things.

>>DEREK LOPEZ. All right. First, the students are actively engaged in a learning process, so the students are actually workers as opposed to passive receivers. The staff is highly skilled and always learning. And they work as facilitators a lot as opposed to being partners in knowledge. So they are really skilled in what they do. They are often alternatively certified and/or adjunct faculty members in school systems as opposed to tenured teachers.

>>PARTICIPANTS: (LAUGHING)

>>MR. TURNER: But they really do work as really highly skilled individuals that work there. There are two things. The mission is really tightly coupled and the students have a trajectory of learning that is really well defined, and

those pathways are accessible to them. So those are the three things.

>>MR. TURNER: Janet Bray.

>>JANET BRAY: It is interesting that you identified this career focus school, because it actually does make a difference what kind of school it is --

(INAUDIBLE)

-- that everything is focused around the individual student and --

(INAUDIBLE)

-- based around individual, student-based, that it has a principle that they do whatever it takes to get it done. We say in Washington, D.C --

(INAUDIBLE)

>>MR. TURNER: Let me just add my own experience. And remember, I'm not an educator. So what I did was worked in one of the lowest-performing districts in Pennsylvania.

First, do no harm. How much harm could I do when their proficiency rates were at four percent? But we discover -- both of you talked about engagement. One of the things I learned quickly is, everyone told me that high school faculties can't get them to do S-H-I-T.

In my second year there, we ran after-school tutoring programs in which we had 100 percent participation of on math, science, English and Social Studies teachers. Everybody tutored in this school. The Superintendent, the School Board President,

and everyone from the University that was working there. And they would say, "How did that happen?"

We would go to meetings. People would say, "How did you get that to happen?"

We sat with teachers one-on-one, explained the situation, and asked for their help.

It was no more -- it was no harder than that. It wasn't any great mystery. We engaged them as part of the process.

>>PARTICIPANT: (INAUDIBLE)

>>SUSAN BODILLY: I have just some of the same things, so I'll just touch on them with that word -- different.

In terms of curriculum, I think these schools needs to meet the entry standards of the local state university system. Often times we -- we want them to be broad enough so that kids who change their minds have other options there.

So they have to meet those standards. It has to be career focused with a career center available that the community -- the business connection. That is, there has to be internships, after-school programs, job shadowing, etc., in a progression over time, so you may start with job shadowing and end up doing internships, etc. So that means that job, that career, has to be available in the community.

Teachers in the field itself using active pedagogy. And Then, what I think hasn't been covered, serious job placement and college counseling functions that being in the middle school level, so that the kids coming in know what this particular career high school is all about.

And some type of supports for kids, because a lot of the children may actually have children themselves. The kids in high school getting to jobs or to work-study or whatever it is. So, transportation, child care, whatever it is, etc., wrap-around services for them to be able to succeed.

>>MATTHEW PERRY: Well, I agree with everything that has been said, so --

You asked about specific schools. So high schools was one of my favorites. And we talked about that quite a bit. Close to --

(INAUDIBLE)

If you look at a whole map of the United States, the South Texas High School for Health Professions is also a very good school. And they have a very focused curriculum that is integrated for the academic teachers support, career teachers and vice versa.

That is amplified with a very strong sense of community amongst the faculty and the administrative staff.

The bus drivers and custodians are involved there in a very productive fashion.

I tend to see that as a theme. There is a strong theme of student success in their high school's skills and knowledge.

The other school that we find very, very impressive is in Fresno, California. It is the Center for Research and Technology. Fancy name for a fancy school.

Students go for a half a day. So when you walk in, it

looks like a mall. They have big, huge labs with all glass fronts. So, as a student, it is as if you are walking by a store in the mall. One store would be the Healthcare classroom and another one would be a Environmental Quality classroom. There's an Engineering classroom.

Inside, there is an academic teacher, a career teacher coupled, and they work as a team with students in a completely hands-on environment. It is a very fascinating, cooperative effort between two school districts, so they really figured this out quite well.

The students are building high quality there in those classrooms. They have a great Web site too. It does allow them to maximize their resources, because in the morning session where you study for half of the day, and they have an afternoon session, so they can get a lot of students through this program and still stay very focused.

>>MR. TURNER: I'll add to the list of schools Kansas City, Kansas. If anybody has had the chance to see it in operation, I thought they had the best student engagement process that they call Family Advocacy that I have seen. They do have open houses periodically. I've been there twice and want to go again. Lots of good things -- success there.

>>BETH OLANOFF: Almost everyone in the room is better equipped to discuss a career-orienting school. I have only been with the Department for six months. I don't know a whole lot about where Pennsylvania is, and I don't know what their failures and successes are.

I do want to put on the table some requirements for any good school, and make sure we keep them in mind, because not everybody --

(INAUDIBLE)

But we can't even do the A-C stuff on this morning's chart without minimum resources that are adequate for every student.

Strong leadership is so essential. It is one of the hardest things to produce; high expectations for all students. It was mentioned this morning. That certainly is hot.

The other thing I want to say, and it is more from my personal experience as a parent of two very bright children in a very high affluent district who are both bored out of their minds. They deal with a system that is completely inflexible and very reluctant to be nimble to deal with their needs.

This is what we do, and take it or leave it. And if you want a diploma from this district, this is what you do. Other career opportunities that they might want to explore, they didn't want to hear it, and so my daughter dropped out of high school. I'm hoping my son doesn't follow suit. My daughter is doing fine, but I see other children coming up against the community that say, "Your child did what?" So I guess that goes on the page of "What Not To Do."

Schools need not be inflexible and rigid, and I have to say it's smug. They are saying, "If your child is not successful here, it's not our fault." And somehow we have to figure out how that's happening and how to deal with it.

>>MR. TURNER: Okay, back to our agenda for a moment.

We will have a chance to hear from everyone in the smaller sessions.

Ron Painter was a late arriver. Able Company, if you will look at your tag on your card, you have an A tag. Baker Company has a B, and Charlie Company has a C.

Susan, bring all of your A's over to this section. Ron, you are the B Group. Have your guys come over here. And Marge, have the C Group come over here.

What we want to do is Task 2. It is now 11:50 a.m. I want to start with the framework that was given. Your facilitator is to modify that framework based on what you have.

(PARTICIPANTS BROKE INTO 3 GROUPS FOR DISCUSSION, WHEREUPON A BRIEF RECESS WAS HELD).

>>MR. TURNER: Can I get everyone's attention?

Let's break for lunch. When we come back, I want you to look at the Systems, Challenges, and Opportunities. That is on the yellow sheet that is part of your agenda. Last page. Because that's a handful in a short time, we are going to specialize.

At one point, I was going to break into different groups, but it is just too hard. I am going to ask everyone to look into the Policy Systems Questions. All three groups. Then I'm going to ask Group A, The Able Company, to look at the Education System. So you are going to look at Policy and Education.

Now I'm going to ask B Company to look at Employment. Policy and Employment.

Then I'm going to ask Group C to look at Policy and Support Systems questions. So we will get some feedback from everyone.

So, facilitators at your groups, let them know when they can get something to drink, and if they haven't earned it, it's okay.

>>PARTICIPANTS: (LAUGHING)

>>MR. TURNER: After we get done, we are going to Class 3, Systems, Challenges, and Opportunities. Okay? For that, I think we are going to need to post some things. At least on this piece we can work right on the framework. But when you're looking at those systems, we've got flip-charts for all three of you.

Ron has been working. I don't know what he's doing, but he's been working away.

>>PARTICIPANTS: (LAUGHING)

>>MR. TURNER: Okay. Let us continue.

>>GERMAINE WILLAND: The teacher's union and the --
(INAUDIBLE)

-- and now there is not a performance based system running and --

(INAUDIBLE)

-- teach it a different way. It's the NCLB that basically deal with what my time is spent on. How that time is spent in Quadrant A, because that's where they are being assessed, as opposed to simply -- having time to get to the Quadrant C and to Quadrant B and D. So the work needs to go on.

Our policy and education initiatives --

(INAUDIBLE)

-- or regular classrooms, and so changing that C time to discussion, to skill-based discussion, so they can test out things --

(INAUDIBLE)

-- to just sit there and be bored. Because that's how they get into trouble.

An alternative school-year, in some ways. Starting with a nine weeks, three weeks, nine weeks, three weeks. So they wouldn't have the longer summer vacation. Rather, they are in school for nine weeks. And don't have that long layoff over the summer, but have more continuity back to the workplace that we have when we enter the workplace.

Standards.

(INAUDIBLE)

So less is more. If you have less standards and really sort of focus in on what the core instructional mission and issues are for children, they will be more apt to achieve and, therefore, the teacher will feel less constrained.

Measurements of Success. Instead of the school being -- focusing on the student --

(INAUDIBLE)

-- This is a huge one. Access to technology. Alternative assessments to --

(INAUDIBLE)

-- so how can these increase that access? We talk about

one laptop going around the world, opening schools for access, later in the evenings or on the weekends.

Then we talked about how --

(INAUDIBLE)

-- teachers in the system.

But how do we eliminate those barriers? Dealings with business and industries where teachers go out with skills, and use those skills, and take them in the field, workplace, and then that accountant comes in and teaches math.

And what we need at the state level and certification requirements to make that happen.

>>MR. TURNER: Group B.

>>SPOKESPERSON B: Policy. We started off there first, and we started talking about really critical things, and then we had to hurry up. We tried to figure out if we should use aluminum or wood bats.

>>PARTICIPANTS: (LAUGHING)

>>SPOKESPERSON GROUP B: We discussed the various aspects, both from the standpoint of "should the stadium have artificial turf or natural turf? What's better on the football field?"

>>PARTICIPANTS: (LAUGHING)

>>SPOKESPERSON GROUP B: We thought there were four or five areas that were important to policy. We went back to the professional development. There has to be a recognition in the classroom to get a professional development.

We know everybody's favorite target, No Child Left Behind, and said, "D we really need to have a pretty robust discussion about it? Is it on target?"

And maybe it needs to look more broadly than just the two current FOCI's that we test. And we say that is the beginning and that is the end of whether or not somebody or some school is achieving. Therefore, we really need to think about how do we redefine average, yearly progress.

Then we talked about the schools. The institution. What kind of changes do we want to see? And we started with time; in all its aspects. Time of the individual class, time of the day, time in terms of how long or short the year should be.

We said that funding needs to be a robust discussion. In the Commonwealth, we have the advantage of costing out stuff. Good, bad, or indifferent, we have a document that we can argue from or we can begin policy conversation about.

We also said that, in that funding, we have to remember the need to be consistent with division and objectives that we have laid out.

We also have to examine un-funded mandates. They exist. If something is important -- what my friends in the private sector remind me -- if it's important, then you fund it and you measure it. So we said we need to rethink that.

And, finally, we said the whole area of guidance and career counseling needs to be examined. If it's important then, again, it needs to be funded. It needs to be measured and it needs to

be pretty rigorous.

With regard to employment, we cheated a little bit and relied on resources and looked at a chart of 16 knowledge skills and abilities used across 800 occupations in Southwestern Pennsylvania.

So we said we have a pretty good idea of what the employer needs. So we turned our attention to the employer. We said that the business in the region needs to see K through 12 as core to their business. It's not a feel-good activity to be engaged in the K through 12 system. It's not "let's take a day and let all our employees go to the school. Eat really great school food!"

>>PARTICIPANTS: (LAUGHING)

>>PARTICIPANT: It needs to be core. We also said that, because of everything, HIPAA, because of liability issues, because of secrecy issues within employers, that we really do need to think about new models for internships and job shadowing and deploy those.

Employers need to assume that students don't know everything that happens in a hospital. A.J. told us there is like 180 occupations in really any hospital, so we need to increase the awareness of those opportunities. It's not just about doctors and nurses.

So, career paths. Better to find career paths from an employer's perspective. What really happens in their work place, from where you get in and move up.

Better mentoring training. Employers need to take seriously who sees these students and how they interact with students. If you have somebody that doesn't like what they are doing, I don't know if that's the person you would want talking to a group of kids. Maybe they really need to understand that they need champions for their occupation. That means we need to think about earlier experiences.

We have teachers in college and they go out and they student teach. Maybe we need to figure out how to do that sooner around health occupations.

And finally, we think that employers need to make a commitment. They need to have a sense of place; where they are in the community. And then you can own them.

They need to see K through 12 engagement as part of their business claim. Not as a feel-good, let's get everybody out there and have a great day!

>>PARTICIPANTS: (LAUGHING)

>>MR. TURNER: The homestretch. Let me explain, first, that my experience in my career is that all major changes begin in rooms like this. And all major changes occur when small groups of people begin to say, "That's enough! We must change it!" And state laws can be changed, and are changed, under the right circumstances.

Our last assignment, if you will go to the green sheet, which has the Session Work Product Expectation, after completing a vigorous discussion, our class is to create one Powerpoint slide that will outline the six to eight bullet

points, the decisions or recommendations. Which means, in this case, that each group is making with respect what's to be new, what to do differently, and what not to do.

We'll work here in our three groups till 1:55. We'll report out on those six to eight by each group till approximately 2:05, with the exception of the three facilitators, Marge, Derek and Ron.

We'll release everybody else, and then the four of us will put together those three different composites, which I don't think will be as hard as it sounds.

>>PARTICIPANT: Are we talking at the school level, the state level, any level we want?

>>MR. TURNER: Any level you want. The hard part is only six to eight.

(PARTICIPANTS BROKE INTO 3 GROUPS FOR DISCUSSION)

>>MR. TURNER: Okay. We are going to try and bring it back to order.

First, can we all thank Karen for hosting this facility?

>>PARTICIPANTS: (APPLAUSE)

>>MR. TURNER: I would like to thank Colleen and Amy for all the work they've been doing the entire time.

>>PARTICIPANTS: (APPLAUSE)

>>MR. TURNER: And, most importantly, I'd like to thank our group facilitators, Marge, Susan, and Derek and Ron.

>>PARTICIPANTS: (APPLAUSE)

>>MR. TURNER: And last, one of our two students. One

of them had to leave early, Candace. But Ashley is still here.

Thank you very much.

>>PARTICIPANTS: (APPLAUSE)

>>MR. TURNER: Thank you very much.

>>BETH OLANOFF: And thank you to Jim.

>>PARTICIPANTS: (APPLAUSE)

>>MR. TURNER: What I'd like to do here -- six to eight points for each group: What To Do, What Not To Do, and What To Do Differently.

Ron, you are up.

>>RON PAINTER: What we really thought was -- what we said, develop and implement a transparent, operational plan that does address accountability, measures, and publishing. We think that collaboration needs to be active and open dialog with the appropriate stakeholders, that needs to be delivered.

It can't be an after-thought in this operational plan of development. There needs to be a leadership team in-house. There has to be the users, students, and parents. There needs to be established a professional development system to support continuous learning for all staff and stakeholders.

People need to know what these measures are and what they mean.

Funding for this took up a lot of conversation, because the funding needs to achieve objectives. We need to approach the legislature to allow for demonstration schools to meet regional needs and appropriate to approach regional funders to help fund that as well.

We need to have regional home rule around education. We need to increase the awareness of regional occupational needs. And that is new and that has to be employers stepping up.

And, finally, we didn't get a chance to wordsmith this, we think we need to have somebody who holds, in a sense, this regional reporting that does address how are the systems aligned, does convene that conversation about the systems. And it does address how are we doing prior to the plan, so that it is separate to the schools saying, "How are we doing?"

There is always that third party that says as a region who says, how are we doing? Because it's not about good or bad, it's not about your problem or our problem; it's collective. It's our issue across Southwestern Pennsylvania.

>>MR. TURNER: Okay. Nice summary. Okay, Derek.

>>DEREK LOPEZ: We look at it from -- to fill in what we were talking about earlier --

(INAUDIBLE)

-- Focusing on the student as the first piece of customizing the education.

What are the measurements of success? We have to identify those as we are educating the whole child.

Teacher modeling. Teacher modeling is the key when we look at what we want to happen in a learning community.

Policy changing.

>>MR. TURNER: Charlie Company, let's hear from you.

>>PARTICIPANT GROUP C: We had a slightly different take, I think, on this C time. I think Derek means C time shouldn't be equated to learning and credits and all that. But what I think we're saying here is that the school calendar needs to shake it up.

Maybe we need to go to school, internationally, or do what's taking place in school in a very broadly defined way, or longer, both during the day and during the evening. So break this mold here, which is what to do new.

And then under "what to do differently," this is a really important one. Develop curriculum and assessments emphasizing the D Quadrant. Emphasizing the problem-solving. Teaching it that way, assessing it that way.

The whole line of curriculum driven from this perspective, which is harder and more expensive. Everybody should know that. On the PSSA, fill in the Scan-tron to an AP test. It's a lot more expensive to do this kind of assessment.

We started with a model of an IEP, that's what the Special Ed. kids get in Pennsylvania. Every child should have an individual whole learner plan which not only encompasses their education and career objectives as they move through this system, but their wellness as well and what speaks to them.

Does art speak to them? Does music speak to them, or biology?

And a life coach. And in later years, a graduation coach. And, of course, that's another very expensive proposition.

What Not To Do: Well, a lot of this was just inverting into negative language, but they are very important concepts here.

Don't ignore the students, and what Charlesetta told us earlier about when her students presented differently -- instead of saying, well, no, this is the mold we have, and force the students into it, she inquired into what was different and acted on it.

Don't ignore how the world is changing. So many people out there are saying, "Boy, this worked for me, why isn't it working for everybody else?" We have to help everybody out there about the tremendous differences. Just what Dr. Daggett did this morning for us in showing us all of the differences.

Infuse more career and workforce development. Don't lock kids into choices too early so they can't change their minds; and where they are going isn't useful.

>>MR. TURNER: All right. Thank you very much. I'll reiterate what I said before. Change happens when small groups of people say, "That's enough. Things have to change."

My job today was to get you out of here at 2:00. I failed miserably!

>>PARTICIPANTS: (LAUGHING)

>>MR. TURNER: It is 2:05, but I would like to thank you for all of your time and your attention.

>>PARTICIPANTS: (APPLAUSE)

>>MR. TURNER: We are going to ask the three facilitators to stay with us for a few minutes, and everybody else can leave. Thank you very much. Go to the next session. Thank you.